



Learning Destinations

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Learning Destinations

Program Overview

Learning Destinations is a brand-new 2018 K–6 program that integrates Reading, Language Arts, and Science. It utilizes print and digital resources to help teachers deliver the right skills at the right time. It is a highly attractive and motivating program that will help students explore, reflect and discover a rich world of knowledge.

The program is built around the *Understanding by Design** (UbD) framework. The goal of the UbD framework is

to develop a deep understanding of important ideas through focusing on the Big Ideas of the program. The UbD framework provides a way to move from simply covering the curriculum to ensuring understanding. This is done through a process of learning that provides students with opportunities to investigate, explore, test, and verify important concepts. The key focus is on helping students learn how to transfer knowledge.

Teacher's Edition

There are five Teacher's Editions per level, also called modules. Each module contains six weeks of reading instruction plus one science topic. In first grade, there is an extra module to allow for different starting points, depending on students' literacy level. This unique delivery system allows for greater pacing flexibility while keeping the integrity of the scope and sequence. Teachers can choose the best path and pace based on the needs and interests of the students.

Teachers can also choose how to integrate the online resources available on the Web site. This online bank of resources is directly connected to the core program pedagogy and serves as the digital hub of the series.

Student Edition

In every grade of **Learning Destinations**, there are five Student Editions, or modules, except for Grade 1, which has six. The Student Edition is the heart and soul of the program, which all learning is centered around literature, as students read fiction and nonfiction texts. Compelling literature promotes critical thinking, cultural awareness, and offers an opportunity to apply new learning skills and strategies.

Big Question

Each module focuses on a Big Question that connects all reading, vocabulary, and writing to help students reach a deeper level of understanding. This question guides students in learning new concepts, literature, and skills. The Big Question always relates to Science or Social Studies content, and promotes reflection.



Reading Selections

Each week, students read two texts: the Main Selection and the Paired Selection. This allows learners an opportunity to read across texts and find support for different genres such as biographies, fables, folk tales, fairy tales, and more.

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Phonemic Awareness & Phonics

Phonemic awareness and Phonics are critical skills that are developed every week. In the primary grades, students use the *Let's Listen!* pages to listen for sounds in pictures that contain target sounds and rhymes.

To practice segmenting and blending, the success predictor for these priority skills, students use the pages in their books and Sound-Spelling cards. These cards allow students to listen to sounds and words.

Vocabulary

Vocabulary development takes a front seat in **Learning Destinations**. Tested words, story words, and high-frequency words all contribute to the vast number of new vocabulary presented at each grade. In addition, every week there is vocabulary skill and strategy instruction in the Student Edition.

The term *Amazing Words* refers to the oral vocabulary that is central to student success. Amazing Words are introduced and integrated into instruction every week. Use the visuals on the *Let's Talk!* page to increase discussion about the weekly concept. Build students' vocabulary using the Amazing Words in weekly routines. Multiple exposures and practice opportunities each week grant children ownership of this vocabulary. The Weekly Concept Talk Video illustrates the Amazing Words in context.



Comprehension

With **Learning Destinations**, all roads lead to comprehension. In the Student Edition, the *Envision It! Comprehension Visual Skills and Strategies Handbook* (located at the beginning of every module) allows readers to experience the power of using skills and strategies together to make deep meaning from text. Then students have an opportunity to preview a target comprehension skill and strategy and apply those in the literature they will be reading that week. Teachers have an opportunity to use these lessons to frontload skill and strategy instruction.

In **Learning Destinations**, the success predictor for comprehension is retelling. Students practice retelling by using the retelling strips in their books. All reading programs have questions after the main selection, but in **Learning Destinations**, students have to answer a series of questions that require higher-order thinking. *Author's Purpose* at elementary grades and *Think Like an Author* at intermediate grades help them practice this commonly assessed skill.

English Language Learners (ELL)

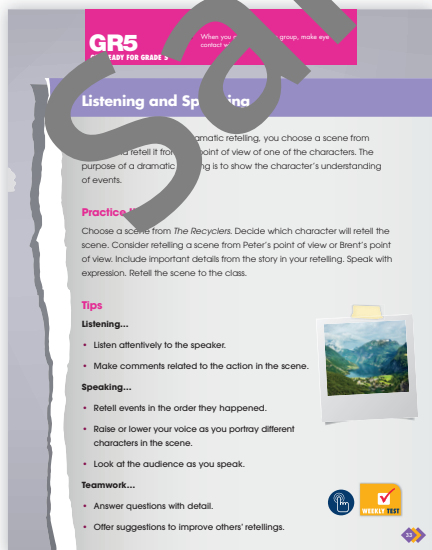
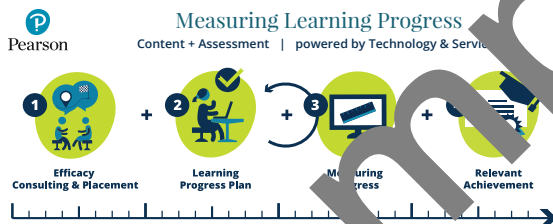
Learning Destinations is designed to integrate English Language Learners from the very beginning. Frontloading of concepts, vocabulary, and skills give ELLs immediate and efficient access to the core instruction. Support for ELLs happens at point-of-use, and teachers have specific English language-proficiency support for small groups and differentiated instruction located in the Teacher's Edition.

Writing

With **Learning Destinations**, children write everyday writing that is connected to the same Big Questions, topics, and genre that they have been exploring in their reading. They respond to literature, write journal entries and, of course, learn to write like authors.

On the *Let's Write!* pages, students find genre definitions, prompts, checklists, and models to support the writing process. Conventions are also addressed within the model writing.

If teachers want students to understand grammar and usage even better, they can access Grammar Jammers on the digital resource bank. These are toe-tapping animated songs and rhymes that support the weekly convention skill. There is also a *Customize Writing* section in the Teacher's Edition for additional writing instructional support.



Assessment

"To teach all children, you must teach each child" is one of the guiding principles of **Learning Destinations**. For teachers, assessment specialists, and content developers, the MEPRO system provides a detailed picture of language and literacy performance at different levels and for individual skills. By combining course materials with assessment tools teachers can:

- Understand their students' levels of proficiency more precisely.
- Monitor students' progress at a granular level.
- Make more informed choices for each student or class.
- Provide differentiated remediation activities.

Assessment activities and remediation activities are clearly signaled in the book.

21st Century Skills

Learning Destinations includes lessons that combine 21st-century learning skills, including information and communications skills, with 21st-century tools, such as the Internet and multimedia production tools. This helps students master what they need to succeed in 21st-century communities and workplaces. In an increasingly globally competitive world, it is critical to prepare by infusing 21st-century skills into daily lesson plans today.

First Stop

Use this online resource for more ideas on assessment and regrouping. Here you can also find a time management aid and a built-in professional development feature.



Find a great variety of resources online.

Science

The science program incorporated at the end of each module in **Learning Destinations** utilizes essential best practices in science instruction, featuring the UbD framework, the 5E Learning Cycle, and an emphasis on science, technology, engineering, and mathematics (STEM) and 21st-century skills.

The 5E Learning Cycle

The content and activities in every lesson are organized by the 5E Learning Cycle phases, to guide students and teachers through each phase. This approach fosters inquiry-based learning and allows students to use and build upon prior knowledge and experience to construct meaning.

Engage

During the Engage phase, teachers set the stage for the lesson objective, and students are asked to activate their prior knowledge. Each lesson begins with an engaging visual and a question in the *Envision It!* section.

Explore

Next, students have the opportunity to explore the lesson concepts. Students explore through *My Planet Diary* or an *Explore It!* hands-on inquiry activity. *My Planet Diary* relates the lesson concepts to real-world science events, concepts, and misconceptions. *Explore It!* allows students to build a framework for learning the concepts by giving them an opportunity to explore the concepts hands-on before they read and learn the formal content.

Explain

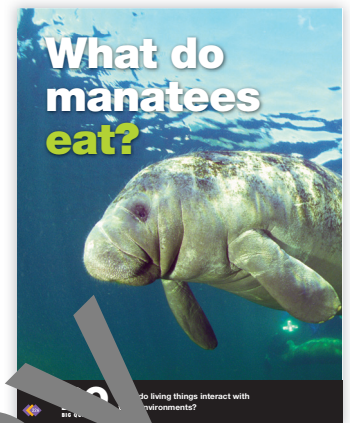
During the Explain phase, students learn more about the lesson concepts and vocabulary. They have a chance to read about a concept, and then they have an opportunity to process and explain what they know. The write-in Student Edition provides frequent opportunities for students to explain their current level of understanding through written interactivities.

Elaborate

Knowing how to explain the content is not enough to ensure understanding. When students have a deep understanding of the content, they are able to apply what they have learned and extend their thinking through *Elaborate* activities. In this phase, students participate in challenging hands-on activities and make connections to other content areas.

Evaluate

Teachers have many opportunities to evaluate student performance during a lesson, but it is also important to allow students to evaluate their own understanding of the concepts. In the Evaluate phase, students self-assess their learning using the *Got It?* feature. Students have the opportunity to tell what they know, raise questions about what they do not understand, and identify concepts when they need additional help.



You can find a bank of resources online at myscienceonline.com

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What can we discover from new places and people?



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Breaking Stereotypes **Movie Review**



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Ellen Ochoa: Space Pioneer **Biography**



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Jane and Jo's Extreme Mexico Blog **Expository Text**
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Interactive Review

Customize Writing 616

Science **Ecosystems** (Chapter 4)



How do living things interact with their environment?

Lesson 1–6 512

MODULE 1 YEARLY PLANNING

First Bimester

The Yearly Planning gives an accurate overview of the weeks to be covered each bimester for both subjects: **English** and **Science**. It is also a helpful tool when deciding the dates of the different events and activities carried out through the school year.

Week	Reading	Language Arts	Cross-Curricular Connection	Science Chapter: Ecosystems
1	Concept Launch Baseline Tests Implementation of Routines Practice Stations			Introduce the Unit Question
2	The Recyclers Project Activity 1	Declarative and Interrogative Sentences Realistic Fiction	Social Studies	Project: How can you estimate how many animals live in an ecosystem? Lesson 1: What are ecosystems?
3	A New Life in the New World Project Activity 2	Imperative and Exclamatory Sentences Historical Fiction	Expository Text	Lesson 2: How do living things get energy? Project: What do yeast use for energy?
4	On the Banks of Plum Creek Project Activity 3	Complete Subjects and Predicates Historical Fiction	Social Studies	Lesson 3: What are food chains and food webs? Project: How do food webs show connections?
5	The Horned Toad Prince Project Activity 4	Compound Sentences Folklore	Social Studies	Lesson 4: What is the life cycle of a plant? Project: How does a seed grow?
6	Jane and Joe Extreme Mexico Block Project Activity 5	Clauses and Complex Sentences Expository Text	Science	Lesson 5: What are fossils? Project: How are babies like their parents?
7	Interactive Review	Review		Lesson 6: What can fossils tell us? Project: How does your arm work?
8	Customize Writing Customize Literacy			Project: Do mealworms prefer damp or dry places?
9	Assessments			Study Guide Chapter Review Benchmark Practice

MONITOR PROGRESS

For Data-Driven Instruction

Key

- T Tested Skill
- ⊙ Target Skill

Data Management

- Assess
- Diagnose
- Prescribe

Classroom Management

- Diagnose and Differentiate
- Monitor Progress
- Assessment and Regroup
- Summative Assessment

SUCCESS PREDICTORS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
WCPM Fluency	Expression 95–105 WCPM	Appropriate Phrasing/ Punctuation Cues 95–105 WCPM	Rate and Accuracy 95–105 WCPM	Expression 95–105 WCPM	Appropriate Phrasing/ Punctuation Cues 95–105 WCPM	
VOCABULARY Oral Vocabulary/ Concept Development (assessed informally)	attention kindness variety similar distinct courteous teach understanding social introduce	pioneer traveled experiences foreign improve settlers territories seek prepared fortune	coast route landscape sights landmarks desert valleys enormous magnificent navigate	frontier rodeo cacti plains meadows canyon crossings ranch grasslands sagebrush	earthquake volcanoes volcanoes geysers elk bison gamma lava wildlife quetzal wildflowers	
Lesson Vocabulary	T memorial T prideful T recalls T peculiar T grand T positive T selecting	T yearned T wharf T docks T scan T migrating T scent	T badger T bank T bristled T dotted T painted T ruffled T rushes	T prairie T lassoed T riverbed T bargain T favor T offended T shrieked	T wilderness T preserve T species T naturalist T slopes T glacier T impressive	
RETELLING Text Comprehension	T ⊙ Skill Sequence ⊙ Strategy Summarize	T ⊙ Skill Author's Purpose ⊙ Strategy Questioning	T ⊙ Skill Literary Elements: Character, Setting, Plot ⊙ Strategy Background Knowledge	T ⊙ Skill Author's Purpose ⊙ Strategy Story Structure	T ⊙ Skill Main Idea and Details ⊙ Strategy Text Structure	

Differentiated Learning



Assessment is supported by differentiated Learning in the Teacher's Edition and digital material.



Assessments and Grouping

MePro

Step 1	Step 2	Step 3	Step 4
Diagnose and Differentiate Begin the year with the Baseline Group Test to identify students' needs and make initial grouping decisions. Refine your instructional plan with DIBELS diagnostic screening.	Monitor Progress Monitor Progress boxes in the Teacher's Editions tell you what students know and don't know during instruction. If/then statements guide your teaching.	Assess and Regroup The Unit Benchmark Test helps you assess target skills and regroup students during the year. Monitor students' attitudes and reactions to reading and texts every module.	Summative Assessment The End-of-Year Benchmark Test reports cumulative achievement of the learning targets.
BASELINE TEST	WEEKLY TEST	MODULE TEST	EARLY READING ATTITUDES
			END OF YEAR TEST

MODULE 1 READING CONCEPT LAUNCH

Discuss the Big Idea

As a class, discuss the Big Question.

- Point out that America is a large continent, divided not only into countries but into regions, each with its unique geographic features, weather, and culture.
- Share ideas about the value of diversity in a community, and about why people want to explore new lands.
- Share experiences about moving to a new place.

Have students use the pictures along the side of page 7 to preview the stories in this module. Read the titles and captions together. Ask students how each selection might tell about “exploration.”

Module Inquiry Project

Research Places to Explore

Project Timetable

1. **IDENTIFY QUESTIONS** Each student chooses a geographical attraction in the south-west of United States or the south of Mexico and browses a few Web sites or print reference materials to develop an inquiry question about what makes it unique and appealing.
2. **NAVIGATE/SEARCH** Students conduct effective information searches and look for text and images that can help them answer their questions about the region.
3. **ANALYZE** Students explore Web sites or print materials. They analyze the information they have found to determine whether or not it will be useful to them. Students print or take notes on valid information.
4. **COMMUNICATE** Students combine relevant information they’ve collected from different sources to develop answers to their inquiry questions from 1.
5. **SYNTHESIZE** Students prepare posters highlighting their geographical attractions and showing what makes them unique and appealing. Students can also design Web sites that travelers could use to find out more about the geographical attractions they researched.



MODULE 1 SKILLS OVERVIEW

Key

T Tested Skill

Target Skill

Week 1



The Recyclers

Realistic Fiction pp. 14–25

Breaking Stereotypes

Movie Review pp. 30–31

Week 2



A New Life in the New World

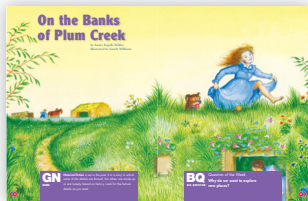
Historical Fiction pp. 50–65

John Ochler: Space Pioneer

Biography pp. 72–73

GET READY TO READ	Question of the Week	What experiences bring diverse people together?	What opportunities can be found in new places?
	Amazing Words	attention, kindness, variety, similar, distinct, courteous, team, understanding, social, introduce	pioneer, traveled, experiences, foreign, improve, settlers, territories, seek, prepared, fortune
	Word Analysis	Word Endings	Suffixes –or, –er
	Literary Terms	Point of View	Sensory Words
	Story Structure/Text Features	Sequence	Setting
READ AND COMPREHEND	Comprehension	T Target Skill Sequence Strategy Summarize Review Skill Cause and Effect	T Target Skill Author's Purpose Strategy Questioning Review Skill Sequence
	Vocabulary	T Target Skill Affixes: Suffixes	T Target Skill Word Endings
	Fluency	Expression	Appropriate Phrasing/Punctuation Cues
LANGUAGE ARTS	Writing	Realistic Story/Word Choice	Expository Composition/Organization
	Conventions	Declarative and Interrogative Sentences	Imperative and Exclamatory Sentences
	Spelling	Short Vowel VCCV	Long a and i
	Speaking/Listening	Dramatic Retelling	Introduction
	Research Skills	Map/Globe/Atlas	Skim and Scan

Week 3



On the Banks of Plum Creek

Historical Fiction pp. 92–107

Laura Ingalls Wilder

Online Reference Sources pp. 112–115

Week 4



The Horned Toad Prince

Trickster Tale pp. 134–147

The Eagle and the Snake

Fable pp. 152–153

Week 5



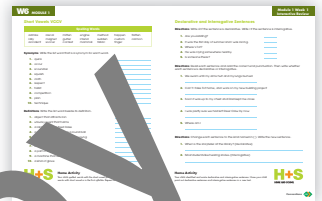
Jane and Joe's Extreme Mexico Blog

Expository Text pp. 172–181

The Monarch Butterfly Biosphere Reserve

Magazine Article pp. 188–191

Week 6



Interactive Review

Why do we want to explore new places?	What can we discover in the landscape of the Southwest?	How do the Trifino Biosphere Reserve reflect the unique qualities of the southern Mexico?	Connect the Question of the Week to the Big Question
coast, route, landscape, sights, landmarks, desert, valleys, enormous, magnificent, navigate	frontier, rodeo, cacti, plains, mesa, corral, creeks, range, grassland, sagebrush	earthquake, eruptions, volcano, geyser, magma, lava, wildlife, quetzal, willow trees	Review Amazing Words for Module 1
Word ending –ing	Compound Words	Related Words	
Foreshadowing	Dialect	Imagery	
Conflict/Resolution	Rising Action	Description/Definition	
T Skill Literary Elements: Character, Setting, Plot Strategy Background Knowledge Review Skill Sequence	T Skill Author's Purpose Strategy Story Structure Review Skill Literary Elements: Character, Setting, Plot	T Skill Main Idea and Details Strategy Text Structure Review Skill Author's Purpose	Review Module 1 Target Comprehension Skills
T Skill Multiple-Meaning Words Rate and Accuracy	T Skill Synonyms and Antonyms Expression	T Skill Affixes: Suffixes Appropriate Phrasing	Review Module 1 Target Vocabulary Skills Review Module 1 Fluency Skills
Parody/Voice	Friendly Letter/Conventions	Personal Narrative/Voice	Quick Write for Fluency
Complete Subjects and Predicates	Compound Sentences	Clauses and Complex Sentences	Review Module 1 Conventions
Long e and o	Long e	Long u	Review Module 1 Spelling Patterns
Advertisement	Report	Travel Show	
Alphabetical Order	Illustrations, Captions, Label	Print Sources	

MODULE 1 MY PLANNING GUIDE

This **Week**



What experiences bring diverse people together?

Turning Points

Daily Plan

Whole Group

- Sequence
- Affixes: Suffixes
- Fluency/Expression
- Research and Inquiry

Monitor Progress

Success Predictor

Day 1
Check Oral
Vocabulary

Days 2–3
Check
Retelling

Day 4
Check
Fluency

Day 5
Check Oral
Vocabulary

Small Group



Customize Literacy More support for a Balanced Literacy approach, see pp. CL•1–CL•47

Customize Writing More support for a customized writing approach, see pp. 491–500

Whole Group

- Writing: Realistic Fiction
- Conventions: Declarative and Interrogative Sentences
- Spelling: Short Vowel VCCV

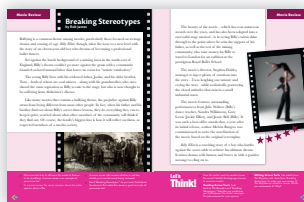
Assessment

- Weekly Tests
- Day 5 Assessment
- Fresh Reads

This Week's Reading Selections



Main Selection
Genre: **Realistic Fiction**

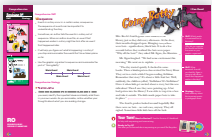


Paired Selection
Genre: **Movie Review**



ELL and ELD Readers

Print and Digital Resources

	BUILD CONCEPTS	COMPREHENSION	VOCABULARY	FLUENCY	CONVENTIONS AND WRITING
WHOLE GROUP	 <p>Let's Talk! pp. 8–9</p>	 <p>Envision It! Skills/ Strategies</p>  <p>Comprehension Skills Lesson pp. 10–11</p>	 <p>Envision It! Vocabulary Cards</p>  <p>Vocabulary Skill Lesson pp. 12–13</p>	 <p>Let's Learn! pp. 28–33</p>	 <p>Write! pp. 28–29</p>
 GO DIGITAL	<ul style="list-style-type: none"> • Concept Talk Video 	<ul style="list-style-type: none"> • Envision It! Animation • eSelections 	<ul style="list-style-type: none"> • Envision It! Vocabulary Cards • Vocabulary Activities 	<ul style="list-style-type: none"> • eSelections • eReaders 	<ul style="list-style-type: none"> • Grammar Jammer
CUSTOMIZE LITERACY		<ul style="list-style-type: none"> • Envision It! Skills and Strategies Handbook • Leveled Readers 	<ul style="list-style-type: none"> • Envision It! Vocabulary Cards 		<ul style="list-style-type: none"> • Practice Notebook
 GO DIGITAL	<ul style="list-style-type: none"> • Concept Talk Video • Benchmark Question Video • eReaders 	<ul style="list-style-type: none"> • Envision It! Animations • eReaders 	<ul style="list-style-type: none"> • Vocabulary Activities 	<ul style="list-style-type: none"> • eReaders 	<ul style="list-style-type: none"> • Grammar Jammer
SCIENCE RESOURCES ONLINE <ul style="list-style-type: none"> • Vocabulary Smart Cards • Got it? Quiz • My Science Coach • My Planet Diary • Expore It! Animation • Benchmark Practice • Got It? 60-Second Video • Investigate It! Simulation 				SCIENCE RESOURCES DIGITAL <ul style="list-style-type: none"> • Untamed Science DVD 	

MODULE 1 MY PLANNING GUIDE

My 5-Day **Planner**



What experiences bring diverse people together?

Monitor Progress

Check Oral Vocabulary

Check Retelling

Day 1 pages 20–31

Day 2 pages 32–43

GET READY TO READ

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Build Oral Vocabulary, 22
kindness, attention, teach, understanding
Listening Comprehension, “Child of the Silent Night,” 23

Content Knowledge, 32
Build Oral Vocabulary, 33
variety, introduce
Word Analysis, 34
 Word Ending -ed
Literary Terms, 35
 Point of View
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READ AND COMPREHEND

Comprehension Skill,
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Comprehension Strategy,
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READ Comprehension, 25
Model Fluency, Expression, 26
Introduce Lesson Vocabulary, 26 *memorial, prideful, recalls, peculiar, grand, positive, selecting*

Vocabulary Skill, Affixes: Suffixes, 36
Vocabulary Strategy, Word Structure, 36
Lesson Vocabulary, 37
memorial, prideful, recalls, peculiar, grand, positive, selecting
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Model Fluency, Expression, 37
READ Main Selection, *The Recyclers*, 38–43

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Conventions, Declarative and Interrogative Sentences, 29
Handwriting, Letter Size and Proportion, 29
Writing, Realistic Fiction, 30–31

Research and Inquiry, Navigate/Search, 44
Conventions, Declarative and Interrogative Sentences, 45
Spelling, Short Vowels VCCV, 45
Writing, Realistic Fiction, Organization, 46–47

See pages 512–577 for the Science Lessons and Labs that best fit your classroom needs.

Check Retelling	Check Fluency	Check Oral Vocabulary
Day 3 pages 48–67	Day 4 pages 68–79	Day 5 pages 80–91
Content Knowledge , 48 Build Oral Vocabulary , 49 <i>similar, distinct</i> Comprehension Check , 50 Check Retelling , 51	Content Knowledge , 68 Build Oral Vocabulary , 69 <i>social, courteous</i> Genre , Persuasive Text, 70	Content Knowledge , 80 Check Oral Vocabulary , 81 <i>kindness, attention, teach, understanding, variety, introduce, similar, distinct, social, courteous</i> Amazing Ideas , 81 Review Ⓞ Sequence, 82 Review Ⓞ Affixes: Suffixes, 82 Review Word Analysis , 83 Review Literary Terms , 83
READ Main Selection , <i>The Recyclers</i> , 52–57 Retelling , 58 Think Critically , 59 Model Fluency , Expression, 60 Research and Study Skills , Map, Globe, Atlas, 61	READ Paired Selection , “Breaking Story Types,” 72–73 Let’s Learn , 74–75 Fluency: Expression Vocabulary: Affixes: Suffixes Listening and Speaking: Dramatic Retelling	Fluency Assessment , WCPM, 84–85 Comprehension Assessment , Ⓞ Sequence, 86–87
Research and Inquiry , Analyze, 62 Conventions , Declarative and Interrogative Sentences, 63 Spelling , Short Vowels VCCV, 63 Let’s Write! Realistic Fiction, 60–65 Writing , Realistic Fiction, Vivid Words, 65–67	Research and Inquiry , Synthesize, 76 Conventions , Declarative and Interrogative Sentences, 77 Spelling , Short Vowels VCCV, 77 Writing , Realistic Fiction, Revising, 78–79	Research and Inquiry , Communicate, 88 Conventions , Declarative and Interrogative Sentences, 89 Spelling Test , Short Vowels VCCV, 89 Writing , Realistic Fiction, Declarative and Interrogative Sentences, 90–91 Quick Write for Fluency , 91

Practice Stations for Everyone

WORD WISE Short-vowel pattern VCCV	WORD WORK Short vowel-sounds in VCCV pattern
<p>Objective</p> <ul style="list-style-type: none"> • Spell words with the VCCV pattern. <p> Materials</p> <ul style="list-style-type: none"> • Word Wise Flip Chart Activity 1 • Teacher-made word cards • Letter tiles • paper • pencil <p>Differentiated Activities</p> <ul style="list-style-type: none"> ● Choose four word cards. Use the letter tiles to spell the words. Write a sentence for each of the words. ▲ Choose six word cards. Use the Letter Tiles to spell the words. Write a sentence for each word. ■ Choose eight word cards. Use the Letter Tiles to spell each word. Write sentences using the words. <p>Technology</p> <ul style="list-style-type: none"> • Online dictionary 	<p>Objective</p> <ul style="list-style-type: none"> • Identify and write words that have the VCCV pattern. <p> Materials</p> <ul style="list-style-type: none"> • Word Work Flip Chart Activity 1 • Teacher-made word cards • paper • pencil <p>Differentiated Activities</p> <ul style="list-style-type: none"> ● Choose five word cards. Write the words in a list. Quietly say each word aloud. ▲ Choose seven word cards, and write the words. Say each word aloud. Think of other words with these sounds. Add them to the list. ■ Choose nine word cards, and write the words. Make a five-column chart with the vowels <i>a, e, i, o, u</i> as headings. Write your words in the correct column. <p>Technology</p> <ul style="list-style-type: none"> • Online dictionary



Key

● Below-Level Activities

▲ On-Level Activities

■ Advanced Activities

WORDS TO KNOW

Words with suffixes

Objective

- Identify words with suffixes.



Materials

- Word Wise Flip Chart Activity 1
- Teacher-made word cards
- dictionary
- paper
- pencil

Differentiated Activities

- Choose four word cards. Write the words. Circle the base word in each word. Use the dictionary to find the meanings. Write a sentence for each word.
- ▲ Choose six word cards, and write the words. Circle the base word in each word. Use the dictionary to find the meanings. Write a sentence for each word.
- Choose eight word cards, and write the words. Circle the base word in each word. Use the dictionary to find the meanings. Write a sentence for each word.

Technology

- Online dictionary

LET'S WRITE!

Realistic fiction

Objective

- Write realistic fiction.



Materials

- Let's Write! Flip Chart Activity 1
- paper
- pencil

Differentiated Activities

- Write a realistic story about an unexpected event. Give details about the characters and setting and tell what happens. Use vivid words.
- ▲ Write a realistic story about an unexpected event. Use vivid words to describe the characters and setting. Tell what happens to the characters.
- Write a realistic story about an unexpected event. Use vivid words to describe the characters and setting and tell what happens. Proofread for word choice.

Technology

- Online Graphic Organizers

Let's Read!

Objectives

- Introduce the weekly concept.
- Develop oral vocabulary.

Today at a Glance

Oral Vocabulary

kindness, attention, teach, understanding

Comprehension

- Ⓢ Sequence
- Ⓢ Summarize

Reading

"Going Batty"

Fluency

Expression

Lesson Vocabulary

Tested vocabulary

Research and Inquiry

Identify questions

Spelling

Short vowels VCCV

Conventions

Declarative and interrogative sentences

Handwriting

Letter size and proportion

Writing

Realistic fiction

Content Knowledge

BQ
BIG QUESTION

Question of the Week

What experiences bring diverse people together?

Street Rhymes!

Come to a supper on our street!
Here's what we will cook and eat:
Chinese dumplings, pizza pie—
homemade hummus, too—
matzo balls and latkes—spicy barbecued

- To introduce this week's concept, read aloud the poem several times and ask students to join you.

Diversity

Concept talk To explore the module concept of Turning Points, this week, students will read, write, and talk about how common experiences can bring people of diverse backgrounds together. Write the Question of the Week, *What experiences bring diverse people together?* on the board.

Build Oral Language

Talk about diversity Have students turn to pp. 8–9 in their Student Editions. Look at the photos. Then use the prompts to guide discussion and create a concept map.

What are the people in the photos doing? (They are all working to accomplish something.) *Work helps bring different people together. Let's add work to the concept map.*

- *What else do you notice about the people?* (There are boys, girls, and adults of different backgrounds.)



W1

Oral Vocabulary

Let's Talk!

Diversity

- Express opinions about what diversity means.
- Share ideas about the value of diversity in a community.
- Ask questions about what life would be like without diversity.
- Look at the concept map and add words for each concept.

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CONCEPT TALK VIDEO



Experiences that bring diverse people together

Community events

Work

School

Whole Group!

Amazing Words

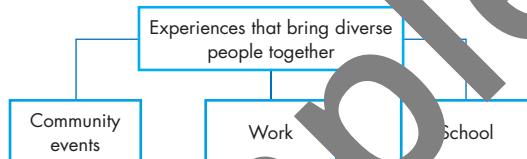
You've learned **000** words so far.

You'll learn **10** words this week!

kindness	introduce
inclusion	similar
teaching	distinct
understanding	social
variety	courteous

Student Edition pp. 8–9

- How might this group of people have gotten together? (Maybe they attend the same school or are taking part in a community event.) Let's add school and community events to our concept map.
- After discussing the photos, ask: What experiences bring diverse people together?



Connect to reading Tell students that this week, they will be reading about experiences that bring diverse people together. Encourage students to add concept-related words to the map.

ELL

English Language Learners

ELL support Additional ELL support and modified instruction is provided in the ELL Handbook and in the ELL Support lessons on pp. DI•16–DI•25.

Frontload for Read Aloud

Use the modified Read Aloud on p. DI•19 of the ELL Support lessons to prepare students to listen to “Child of the Silent Night” (p. 23).



ELL Poster 1

ELL Preteach Concepts

Use the Day 1 instructions on ELL Poster 1.

Let's Read!

Objectives

- Develop listening comprehension.
- Develop oral vocabulary.

Build Oral Vocabulary (Optional) Amazing Words

Introduce Amazing Words “Child of the Silent Night” on p. 23 is about a child who loses her abilities to see, hear, or speak because of an illness. Tell students to listen for this week’s Amazing Words—*kindness*, *attention*, *teach*, and *understanding*—as you read.

Model fluency As you read “Child of the Silent Night,” model appropriate expression by adjusting your voice to demonstrate a lively, fluent reader.

Oral Vocabulary Routine

Teach Amazing Words

- 1 Introduce** Write the word *kindness* on the board. Have students say the word aloud with you. In “Child of the Silent Night,” we find out that Laura wanted someone to show her kindness. What is *kindness*? Supply a student-friendly definition.
- 2 Demonstrate** Have students answer questions to demonstrate understanding. *Would you be showing kindness if you got someone a drink of water on a hot day? Why or why not?*
- 3 Apply** Ask students to give a personal example of kindness. See p. 23 to teach *attention*, *teach*, and *understanding*.

Apply Amazing Words To build oral language, lead the class in a discussion about the meanings of the Amazing Words. Remind students to listen attentively to speakers and to build on the ideas of others in a discussion.

Monitor Progress

Check Oral Vocabulary

During discussion, listen for students’ use of Amazing Words.

If... students are unable to use the Amazing Words to discuss the concept,
then... use Oral Vocabulary Routine to demonstrate words in different contexts.

Day 1

Check Oral Vocabulary

Day 2

Check Retelling

Day 3

Check Retelling

Day 4

Check Fluency

Day 5

Check Oral Vocabulary



Child of the Silent Night

by Edith Fisher Hunter

For several months after the fever, Laura had lain in a large old cradle in a darkened room. Gradually, her father and mother discovered that the sickness had made her blind and deaf. For weeks, she could only drink liquids and could not even sit up. It was a whole year before she could walk by herself again and it was not until she was about five years old that she was nearly as strong as most children her age.

Perhaps she would never have become very healthy if it had not been for her friend Mr. Asa Tenney. The Bridgman family called him Uncle Asa, but he was not a real uncle to them. Most people thought that Asa Tenney was a little odd. Although he seemed very old, he wasn't, really. But his clothes were. He didn't care about things like clothes. All he cared about were out-of-door things—like birds and flowers and brooks, and the little dumb animals that he found on his walks.

And now, he had come to care about Laura Bridgman, too. In a way, she seemed almost like one of the little helpless creatures of the woods. Like them, she could not tell people what she was thinking and what she wanted. But he knew that she wanted kindness and attention and love.

Mr. Tenney had no family of his own. When he discovered this little girl at neighbor

Bridgman's house, he felt that, at last, he had found someone who needed him.

Daniel and Harmony Bridgman, Laura's father and mother, were kindly people and wanted to do what they could for this poor child of theirs. But they had little time to spend with her. Mr. Bridgman was a busy farmer and a selectman of the town of Hanover. Mrs. Bridgman had two little boys younger than Laura to care for. In addition, she had to do all the things that a busy farm wife did in those days.

Now Mrs. Bridgman did not have much time to teach her little deaf, blind, mute daughter. Even if she had been time, how could she have taught Laura anything? Can a person who cannot see or hear or talk learn anything?

Asa Tenney was sure Laura could learn. He believed that she was learning every minute and that she wanted to learn a great deal more. He knew that he had plenty of time in which to teach her, too.

He explained it to himself this way: "It is as though Laura is living in a room without windows or doors. I must make windows and doors into that room. Somehow, I must get behind the cloth band that she wears over her eyes and bring the light of understanding to her."

Read and Comprehend!

Objectives

- Sequence events to aid comprehension.
- Use the summarize strategy to aid comprehension.

Skills Trace

Sequence

Introduce M1W1D1; M4W3D1; M6W3D1

Practice M1W1D2; M1W1D3; M4W3D2; M4W3D3

Reteach/Review M1W1D5; M1W2D2; M1W3D2; M1W3D3; M4W3D5; M6W3D5; M6W4D2; M6W4D3

Assess/Test

Weekly Tests M1W1; M4W3; M6W3

Benchmark Tests M1

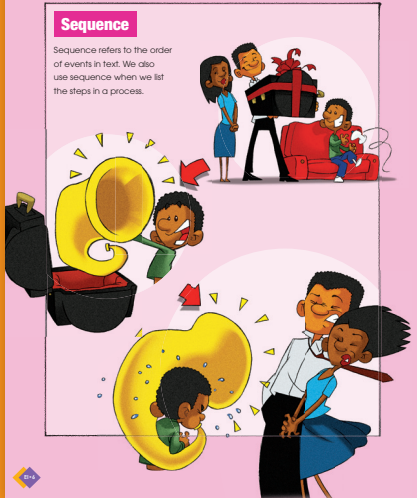
KEY:

M=Module W=Week D=Day

Envision It! Visual Skills Handbook

Sequence

Sequence refers to the order of events in text. We also use sequence when we list the steps in a process.



Student Edition p. E1•6

morning. How can I keep track of sequence if an author tells events out of order? (I can ask myself which events happened first, next, and so on. As I read, I may have to adjust the sequence.) Have students turn to p. E1•6 in the Student Edition to review sequence. Then read "Going Batty" with students.

Model the skill



Today, we are going to read about a class visit to the school library. Have students follow along as you read the first two paragraphs of "Going Batty." The first thing the author mentions is a fourth-grade class visiting the library and seeing bats hanging everywhere. I know that happens in the afternoon. Then Mr. Egan starts to tell what happened that morning. The words *afternoon* and *morning* help me keep track of the sequence.

Guided practice

Have students finish reading "Going Batty" on their own. Have them use a graphic organizer like the one on p. 10 to sequence the main events.

Strategy check Summarize

Remind students that good readers summarize the plot's main events as they read.

Envision It!

Model the strategy



I'm going to summarize the first two paragraphs to help me keep track of what's happening. A fourth-grade class goes to the library in the afternoon and sees bats hanging everywhere. They ask the librarian what this is all about and he says there was some excitement earlier in the day.

Have students review the strategy of summarize on p. E1•11 of the Student Edition.

Skill ↔ Strategy



Sequence



Summarize

Envision It!

Introduce sequence Sequence is the order that events happen in a story. How can noticing the sequence of events help me as a reader? (When I read, I will need to know when things happen to fully understand the story.) Authors sometimes tell events out of order. For example, an author might tell about something that happened one afternoon before telling what happened that

The Recyclers

Sequence

Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

Directions Read the following passage. Then draw a timeline below by putting in the order in which they happen.

When Anna first met Lexi, they were waiting to audition for the school play. Anna's family had just moved to America from Uruguay a month before, and Anna was still learning English. Her mother, a well-known actor in her country, encouraged Anna to try out for the play. Anna wanted to do a good job and please her mother.

While the drama coach listened to each student perform, Anna and Lexi quietly practiced their lines. Lexi turned to Anna and asked, "Do you want to be a friend?" Anna smiled and said, "Yes, I do." Lexi laughed. Anna whispered Anna's lines to her, and helped Anna pronounce them correctly. Soon, the girls were giggling and making friends. In fact, they were friends for the rest of the year.

Possible answers given.

- Anna's family moved to America.
- Anna's mother encouraged Anna to try out for the play.
- Anna and Lexi met at the audition.
- Anna and Lexi practiced their lines together.
- The girls became best friends.

H+S Home Activity

HOME AND SCHOOL

Your child completed a time line with the order of events from a short passage. Talk together about the main events of a typical day. Ask your child to put those events in sequential order using a simple timeline.

Student Edition Practice p. 34

Summarize

We **summarize**, or retell, to check our understanding of what we've read. A summary is a brief statement—no more than a few sentences—and maintains a logical order.

To summarize fiction

- describe what happens in the story.
- include the goals of the characters, how they try to reach them, and whether or not they succeed.

To summarize nonfiction

- describe the main idea.
- think about text structure and how the selection is organized.

Let's Think about Reading!

When I summarize, I ask myself

What is the story or selection mostly about?

In fiction, what are the characters' goals? Are they successful?

In nonfiction, how is the information organized?

Student Edition p. E1•11



Comprehension

Envision It!
Skill Strategy

Sequence

- Events in a story occur in a certain order, or sequence. The sequence of events can be important to understanding the story.
- Sometimes, an author tells the events in a story out of sequence. When an author does this, an event that happened earlier in a story might be told after an event that happened later.
- It will help you figure out what is happening in a story if you stop and summarize the events that have taken place so far.
- Use the graphic organizer to sequence and summarize the plot of "Going Batty."

Comprehension Strategy

Summarize

- Good readers summarize information as they read. When you read, identify the important ideas and briefly retell them in your own words. As you summarize, notice whether your thoughts about what you are reading change.

RO
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ENVISION IT! ANIMATIONS

Going Batty

I Can Read

Mrs. Koch's fourth-grade class walked to the library, just as they did every afternoon. At the door, their mouths dropped open. Hanging everywhere were bats—upside-down, black bats. It took a few seconds before they realized the bats were paper. "Why all the bats?" they asked Mr. Egan, the librarian.

Mr. Egan laughed. "We had some excitement this morning." He went on to explain.

"The day started quietly. I checked in some books. Then a kindergarten class arrived for Story Hour. They sat in a circle while I began reading *Stellaluna*. Remember that story? It's about a little fruit bat. Well, suddenly, the children yelled, 'Stellaluna! It's Stellaluna!' I love it when kids get excited about a story, but this was ridiculous! Then I saw they were pointing up. A bat had gotten into the library! I was able to trap it in a box and take it outside. The kids made paper bats to take its place."

The fourth graders looked around hopefully. But there were no bats—no real ones, anyway. They all sighed. Sometimes little kids have all the luck.

Skill Which grade is mentioned first in the story?

Why do you suppose this should not be the first event on your graphic organizer?

Skill What time word clues tell you that Mr. Egan is going to talk about events that happened earlier in the day?

Strategy Give a brief summary about the important events in paragraph three.

11 Your Turn! Need a Review? See the Envision It! Handbook for help with sequencing and summarizing.

Ready to Try It? Use what you've learned about sequencing as you read *The Recyclers*.

Student Edition pp. 10–11

On their own Use p. 34 in the Student Edition *Practice* for additional practice with sequence.

Model Fluency Expression

Model fluent reading Have students listen as you read paragraph 1 of "Going Batty" with appropriate expression. Explain that your voice will rise and fall as you read, just as it does when you are talking.

Oral Reading

- 1 Read** Have students reread paragraph 3 of "Going Batty" orally.
- 2 Reread** To achieve optimal fluency, students should reread the text three to four times with appropriate expression.
- 3 Corrective feedback** Have students read aloud without you. Provide corrective feedback on their expression and encourage them to vary the sound or pace to make their reading sound natural. Listen for appropriate expression.

Whole Group!

Skill 1. Fourth grade is mentioned first. **2.** It is not the first event in the story because the author is telling the story out of sequence.

Skill The clues are *morning* and *the day started*.

Strategy The librarian was reading *Stellaluna* to a kindergarten class and the children got very excited. They were shouting that *Stellaluna* was in the library. Actually, a real bat had gotten in. The librarian carefully set it free.

Academic Vocabulary

sequence the order in which events happen in a story

summarize to retell in your own words



English Language Learners

Sequence Provide oral practice by having students sequence events about the school day. Have students state several activities that happen during the school day. Write these on sentence strips and read them aloud. Then have students arrange them in order. Add time order words to the beginning of the sentences after students have sequenced them.

Read and Comprehend!

Objectives

- Activate prior knowledge of words.
- Identify questions for research.

Vocabulary Tested Vocabulary

Lesson vocabulary Use the following Question and Answer activity to help students acquire word knowledge that improves reading, speaking, listening, and writing vocabularies.

Activate prior knowledge Display the lesson words. Give students the opportunity to tell whatever they already know about these words. Then ask oral questions like those below. Students should respond *yes* or *no* and give reasons for their choice.

- Would you expect to have a *grand* time at a carnival?
- Do you know of a *memorial* building or statue in your community?
- Do you think a hedgehog is a *peculiar* pet?
- Are you *positive* that the school cafeteria will serve lunch tomorrow?
- Is a person who shouts, "I'm the best player ever!" during a game *prideful*?
- Are you someone who *reca* jokes easily?
- Is *selecting* a good library book a difficult task?

Old English suffixes Use the word *memorial* to point out that the suffix *-al* comes from Old English and can be added to words to mean "of or like." Have students identify the base word and suffix in *memorial*. (*memory* and *-al*) Ask students if thinking about the base word and suffix helped them understand the meaning of the word. By the end of the week, students should know the lesson words. Students can use lesson words to write yes or no questions for classmates to answer.

Preteach Academic Vocabulary **E L L** **Academic Vocabulary** Write the following words on the board:

point of view	summarize
sequence	expression
complex sentences	clauses

Have students share what they know about this week's Academic Vocabulary. Use the students' responses to assess their prior knowledge. Preteach the Academic Vocabulary by providing a student-friendly description, explanation, or example that clarifies the meaning of each term. Then ask students to restate the meaning of the Academic Vocabulary term in their own words.



Research and Inquiry

Identify Questions

Teach Discuss the Question of the Week: *What experiences bring diverse people together?* Tell students they will research how common experiences can bring diverse people together. Students will present their findings in a report to the class on Day 5.

Model  I can use my own personal interests to generate some research topics. I'll start by asking how people are diverse. I play on the soccer team and I know there are diverse people on our team. *Do other youth sports teams in our area show diversity? What kinds of other events draw big crowds that are diverse?*

Guide practice After students have formulated open-ended inquiry questions from their personal interests, explain that tomorrow, they will research their questions and conduct a survey. To generate a research plan, help students identify whom they will ask to participate in their survey and where they will gather relevant information about their research question.

On their own Have students work individually, in pairs, or in small groups to write an inquiry question.

Small Group Time

Break into small groups after spelling and before the comprehension lesson.

Teacher-Led	Strategic Intervention (S I)	On-Level (O L)	Advanced (A)
	Teacher-Led pp. DI•1–DI•2 • Reinforce the concept • Read <i>Coming Together or Florida Everglades: Its Plants and Animals</i>	Teacher-Led p. DI•7 • Expand the concept • Read <i>Something to Do</i>	Teacher-Led p. DI•12 • Extend the concept • Read <i>The Story of Libraries</i>
Place English language learners in the groups that correspond to their reading abilities in English. (E L L)			
Practice Activities • Word Work		Independent Activities • Concept Talk Video • Practice Notebook • Vocabulary Activities	

* These materials can be found online.

Whole Group!



21st Century Skills Weekly Inquiry Project

DAY 1	Identify Questions
DAY 2	Navigate/Search
DAY 3	Analyze
DAY 4	Synthesize
DAY 5	Communicate

Academic Vocabulary

Expression is used to make reading sound natural, as if the reader were having a conversation with someone. Expression makes use of the rise and fall of the reader's voice. Expression can be used to communicate feelings or the mood of a story.



English Language Learners

Multilingual Vocabulary

Students can apply knowledge of their home languages to acquire new English vocabulary by using Multilingual Vocabulary Lists (ELL Handbook, pp. 431–442).

Language Arts!

Objectives

- Spell words with the VCCV pattern.
- Identify and use declarative and interrogative sentences.
- Practice letter formation, focusing on size and proportion.

Spelling Pretest Short Vowels VCCV

Introduce This week, we will spell words with a vowel, consonant, consonant, vowel pattern.

Pretest Use these sentences to administer the spelling pretest. Say each word, read the sentence, and repeat the word.

1. **admire** I **admire** people who are kind.
2. **magnet** A **magnet** picks up nails.
3. **contest** The girls won the **contest**.
4. **method** Do you have a good **method** for doing homework?
5. **custom** It is our **custom** to stand during the parade.
6. **rally** We had a pep **rally** before the game.
7. **soccer** Terry loves to play **soccer**.
8. **engine** The car **engine** wouldn't start.
9. **sudden** The car made a **sudden** turn.
10. **finger** I cut my **finger**.
11. **accident** No one was hurt in the **accident**.
12. **mitten** He always seems to lose one **mitten**.
13. **intend** How do you **intend** to solve the puzzle?
14. **fabric** The wool **fabric** made me itch.
15. **flatten** I used my hand to **flatten** the clay.
16. **rascal** That playful puppy is a **rascal**.
17. **gutter** The leaves clogged the **gutter**.
18. **mammal** A camel is a **mammal**.
19. **happen** I wonder what will **happen** next.
20. **cannon** There is a **cannon** at the park.

Challenge words

21. **dungeon** The **dungeon** is dark and dank.
22. **magnify** My reading glasses **magnify** the letters.
23. **festival** The town has its annual **festival** each July.
24. **thunderstorm** Windows blew open during the **thunderstorm**.
25. **injury** His **injury** from the accident was healing nicely.

Self-correct After the pretest, you can either display the correctly spelled words or spell them orally. Have students self-correct their pretests by rewriting misspelled words correctly.

On their own For additional practice, use *Let's Practice It!* p. 1 on the Web site.

Name _____ The R

Short Vowel Pattern VCCV

• Generalization: Short a, e, i, o, and u are used in words like **admire**, **engine**, **method**, **finger**, **soccer**, and **custom**.

Word Sort Sort the list words by the short vowel in the first syllable.

a	i	e	o	u
1. admire	11. method	3. contest	11. accident	12. mitten
2. magnet	12. engine	4. method	12. mitten	13. intend
3. rally		5. custom	13. intend	14. fabric
4. accident		6. rally	14. fabric	15. flatten
5. fabric		7. soccer	15. flatten	16. rascal
6. flatten		8. mammal	16. rascal	17. gutter
7. rascal		9. happen	17. gutter	18. cannon
8. mammal		10. cannon	18. cannon	
9. happen				
10. cannon				

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Home Activity Your child is learning to spell words with the short vowel pattern VCCV (vowel, consonant, consonant, vowel). Say a word aloud and have your child identify the short vowel in the first syllable of the word.

Short Vowel Pattern VCCV DVD-1



Conventions

Declarative and Interrogative Sentences

Teach Display Grammar Transparency 1, and read aloud the explanation and examples. Point out the declarative and interrogative sentences. Remind students that they will be using complete simple sentences with subjects and verbs that agree in number.

Model Write the answers to numbers 1 and 2. Explain how you applied the rules for identifying declarative and interrogative sentences.

Guide practice Guide students to complete items 3–5. Remind them to determine if the sentence is a statement or a question. Record the correct responses on the transparency. Have students try to come up with one of each on their own, making sure to use complete sentences.

Connect to oral language Have students read sentences 6 to 10 on the transparency and write the correct punctuation mark for each sentence.

Daily Fix-It Use Daily Fix-It numbers 1 and 2 in the right margin.

Handwriting

Letter Size and Proportion

Model proportion Display the triangles, circles, and squares. You can tell the proportion of an object is correct when the object keeps the same for shape no matter what the size.

Model letter size Explain that when writing in cursive, the size of the letters should fit properly in the writing space. Draw two boxes, one smaller than the other. Each should have three lines to write on, with the lines more closely spaced in the smaller box. In each box, write *I am thinking about the size of my letters.*

Guide practice Have students draw the same boxes. In each box, have them write *I am thinking about the size of my letters.* Circulate around the room, getting students to focus on letter size and proportion.

Declarative and Interrogative Sentences

A sentence is a group of words that expresses a complete thought. A sentence begins with a capital letter. A sentence that tells something is a **declarative sentence**. A declarative sentence ends with a period. A sentence that asks a question is an **interrogative sentence**. An interrogative sentence ends with a question mark.

Declarative Sentence Some dogs know how to smile.

Interrogative Sentence Do you play with your dog?

Directions Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

1. I slowed my run and turned.
2. Are you kidding?
3. The sky was clear blue.
4. It was stuck on the low branches of an oak tree.
5. Is someone there?

D
I
D
D
I

Directions Write each sentence with the correct end punctuation mark.

6. What did Bront throw at Peter?

What did Bront throw at the bear?

7. He threw a cup of fluorescent blue slushie.

He threw a cup of fluorescent blue slushie.

8. What is the butcher's name?

What is the butcher's name?

9. The butcher's name is Mr. Mickelson.

The butcher's name is Mr. Mickelson.

10. Are the town's residents all friends now?

Are the town's residents all friends now?

Module 1 The Recyclers

Grammar 1

Grammar Transparency 1,
Digital W1 D1

Whole Group!



Daily Fix-It

1. My dog Bella is a real rascal?
(rascal.)
2. Does str dogs make good pets.
(Do; pets)



English Language Learners

Language production: Declarative and interrogative sentences Model an interrogative sentence: *What is your name?* and the answer in a complete declarative sentence: *My name is Ann.* Have partners practice asking and answering questions about each other. Call on volunteers to share their interrogative and declarative sentences with the group.

Handwriting To support students in learning the concept of proportion, choose three objects in the room that differ in size but are similar in proportion (e.g., square, circular, or spherical objects of varying sizes). Discuss the fact that these objects differ in size but are similar in proportion.

Language Arts!

Objective

- Understand and identify the features of realistic fiction.

Mini-Lesson

5 Day Planner

Guide to Mini-Lessons

DAY 1	Read Like a Writer
DAY 2	Story Sequence Chart
DAY 3	Using Vivid Words
DAY 4	Revising Strategy: Deleting
DAY 5	Proofread Declarative and Interrogative Sentences

Writing—Realistic Fiction Introduce

Mini-Lesson

Writing • Realistic Fiction

Key Features of Realistic Fiction

- has made-up people and events
- has events that could happen in real life
- happens in a setting that seems real
- discusses problems that people in real life could have

The Most Important Moment

The year, Travis was determined to make the basketball team. Tryouts were the next day. Travis practiced shooting and dribbling until dark that night. He didn't even study for his math test.

The next day, Travis did not do very well on his math test.

"Oh well. Right now basketball is more important," he thought.

When the bell rang, Travis ran to the gym.

"One, two, three..." Travis counted how many others were trying out. "Fourteen. I have to just be better than seven other boys to make the team."

By the end, Travis felt pretty good about how he did.

The next morning, Travis got to school and ran to the gym. The list of the new basketball team would be posted. Travis thought this was the most important moment of his life. He read it once. It couldn't be. He read it again.

Travis did all he could to keep from crying. He would have to wait until next year to try again.

Then over the loudspeaker, he heard his name:

"Travis Sorenson, please come to the office."

"Why would they want me in the office?" Travis thought as he walked down the hall.

When he went into the office, Coach Roberts was there with Principal Stevens.

"Sit down, Travis," Mr. Stevens said.

"Coach Roberts has something to say to you."

"It's about the try-outs," Coach Roberts said. "You probably found out that you weren't selected."

"Yes, Coach," Travis was embarrassed and a little confused. Why was Coach Roberts talking to him about this?

"I just want you to know why I didn't pick you. It's not because I didn't want to pick you, I couldn't pick you. You've got to get your math grade up before I can be you on the team. If you work harder during the year, you can try out again next year."

Suddenly, Travis switched from sad to sad.

Working harder in math would be the worst thing he could do.

I get it, Coach," Travis said. "And I know I can do it."

1. What was the main problem in this story?

Travis wanted to make the basketball team but he didn't.

2. Underline the turning point in the main character's life.

Home Activity

Your child identified the key features in a piece of realistic fiction. Now, have your child write a short piece of realistic fiction. Have your child identify the story.

H+S
HOME AND SCHOOL

Writing Realistic Fiction

Student Edition Practice p. 35

Read Like a Writer

- Introduce** This week, you will write a **realistic fiction** story. Realistic fiction is fiction writing that tells a made-up story about something that could really happen.

Prompt Write a realistic story about a character who reaches a turning point in his or her life.

Trait Organization

Mode Narrative

- Examine Model Text** Let's read an example of a realistic fiction story about a character who reaches a turning point. Have students read "The Most Important Moment," on p. 35 of the Student Edition Practice.

- Key Features** Realistic fiction stories have **made-up people and events**. Have students circle the name of the main character in the story and one event.

A realistic fiction story has **events that could happen in real life**.

Have students read aloud the event they circled and discuss why it could or could not happen in real life.

A realistic fiction story happens in **a setting that seems real**. Have students underline one setting in the story that seems real.

A realistic fiction story discusses **problems that people in real life could have**. Have students draw a box around a problem the main character has in this story and then discuss why it could or could not be a problem that people in real life have.

Review key features Review the key features of a realistic fiction story with students. You may want to post the key features in the classroom for students to reference as they work on their stories.

Key Features of Realistic Fiction

- has made-up people and events
- has events that could happen in real life
- happens in a setting that seems real
- discusses problems that people in real life could have

Quick Write for Fluency

Team Talk

- 1 Talk** Have partners share what they learned about the features of a realistic fiction story.
- 2 Write** Each student writes a sentence using his or her own words to define a realistic fiction story.
- 3 Share** Have partners exchange and read each other's definitions.

Wrap Up Your Day

- ✓ **Build Concepts** What did you learn about the types of experiences that bring different people together?
- ✓ **Oral Vocabulary** Have students use the Amazing Words they learned in context sentences.
- ✓ **Homework** Send home this week's Family Times Newsletter on *Let's Practice It!* pp. 2–3 on the Website.

Whole Group!

E L L

English Language Learners

Leveled support:

Activate prior knowledge

Beginning Ask students yes/no questions about characters, settings, and events in realistic fiction. Ask: Could this character be in a realistic fiction story? A 2-year-old girl (yes); a Martian (no); a talking dog (no); a old man (yes).

Intermediate

Ask students multiple-choice questions following the same procedure.

Advanced/Advanced High

Have students describe realistic characters, events, and settings.

Family Times

Summary

Recyclers Moving to a new town can be hard, and making new friends can be even harder. Because of a disastrous situation, Peter, along with many of the town's residents, is able to improve relationships with those around him. He describes how he was able to help the people of Deer Claw, and the effect the disaster had on the residents of the town.

Activity

Animal Stories With your family, share stories of personal experiences when times were difficult but helped to change something for the better.

Comprehension Skill

Sequence Sequence is the order in which things happen in a story. When you read, think about what comes first, next, and last. Several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

Activity

Foolish Fairy Tales Take turns telling fairy tales, like *Little Red Riding Hood* or *Cinderella*, with their events out of order. Talk about how these mix-ups changed the story. Did any of the stories sound better when the event order was changed?

DVD-2 Family Times

Lesson Vocabulary

Words to Know Knowing the meanings of these words is important to reading *The Recyclers*. Practice using these words.

Vocabulary Words

grand excellent; wonderful
memorial helping people to remember a person, thing, or event
peculiar strange; unusual
positive without doubt; sure
proud overly proud of oneself
recalls remembers
selecting picking out; choosing

Conventions

Declarative and Interrogative Sentences
Declarative sentences make statements. They end with periods. For example: *We should all recycle our trash.*
Interrogative sentences ask questions. They end with question marks. For example: *Where can we go to find debris from the flood?*

Activity

Miscommunication Play a game in which two people have a conversation with each other. One player can only use declarative sentences and the other player can only use interrogative sentences. The conversation should be fast-paced; players are not allowed to stop and think before speaking.

Practice: Tested Spelling Words

Family Times DVD-3

Preview Day 2

Tell students that tomorrow, they will read about a 10-year-old boy who lives in a new town where nobody seems to like each other very much.

Let's Practice It! Digital W1 D1 • 2–3

Let's Read!

Objectives

- Expand the weekly concept.
- Develop oral vocabulary.

Today at a Glance

Oral Vocabulary
variety, introduce

Word Analysis
Word ending -ed

Literary Terms
Point of view

Story Structure
Sequence

Lesson Vocabulary
☉ Affixes: suffixes

Reading
"The Storyteller"
The Recyclers

Fluency
Expression

Lesson Vocabulary
Tested vocabulary

Research and Inquiry
Navigate/Search

Spelling
Short vowels VCCV

Conventions
Declarative and interrogative sentences

Writing
Realistic fiction

Content Knowledge

BQ
BIG QUESTION

Question of the Week

What experiences bring diverse people together?

Diversity

Expand the concept Remind students of the weekly concept question, *What experiences bring diverse people together?* Tell students that today they will begin reading *The Recyclers*. As they read, encourage students to think about how diverse people live, play, and work together in a community.

Build Oral Language

Talk about sentences and words Reread a sentence from the Read Aloud, "Child of the Silent Night."

"Somehow, I must get behind the cloth band that she wears over her eyes and bring the light of understanding to her."

- What is the literal meaning of "Somehow, I must get behind the cloth band that she wears over her eyes"? (I must try to get between the cloth that is covering her eyes and the eyes themselves.)
- The author does not use these words literally. What do you think the author's meaning is? (I must find a way to communicate with the girl.)
- What does "light of understanding" mean? (knowledge; comprehension)

Team Talk Have students turn to a partner and discuss the following question.

Then ask them to share their responses.

- The sentence uses nonliteral meanings to express its ideas. How can you express the same ideas literally? (Possible response: I need to find a way to communicate with her so I can help her learn.)



Build Oral Vocabulary (Optional) Amazing Words

Oral Vocabulary Routine

Teach Amazing Words

- 1 Introduce** Write the Amazing Word variety on the board. Have students say it with you. Relate *variety* to the photograph on pp. 8–9. **Think about the different jobs the people in the photo are doing. A variety of jobs are shown. Have students determine the definition of the word.** (A variety is a number of different kinds of things within the same group or category.)
- 2 Demonstrate** Have students answer questions to demonstrate understanding. **Say that you found a recipe for Fruit Variety Salad. What would you expect the ingredients to be? Is it true that the school library offers a variety of books?**
- 3 Apply** Have students apply their understanding. **Describe a day when you did a variety of activities.**

See p. 93 to teach *introduce*.

Apply Amazing Words As students read “The Storyteller” on p. 13, have them think about the *variety* of people Ms. Ada tells about in her stories and whether or not they would like for Ms. Ada to *introduce* them to these people.

Connect to reading Explain that today, students will read about a boy, his father, and a bully in *The Recyclers*. As they read, they should think about how the Question of the Week and the Amazing Words *variety* and *introduce* apply to the characters and events.

Whole Group!

Amazing Words

kindness	introduce
attention	similar
teach	distinct
understanding	social
variety	courteous



ELL Reinforce Vocabulary

Use the Day 2 instruction on ELL Poster 1.

ELL Poster 1


Let's Read!

Objectives

- Use word endings to understand word meaning.
- Identify whether the narrator of a story is first person or third person.
- Sequence the plot's events to aid comprehension.

Word Analysis Word Ending -ed

Teach word ending -ed Tell students that many verbs have an ending that helps readers figure out when the action happened. On the board, write the ending -ed. Explain that this ending indicates that the action has already happened. Tell students that sometimes, the spelling of a word changes with this ending.

Model  When I see the ending -ed at the end of a verb, I know that the action has already happened. Sometimes, words change their spelling when the ending is added. This chart will help us figure out the spelling changes.

Base Word	Word with Ending -ed
jump	jumped
pack	packed
plan	planned
bake	baked
cry	cried

Guide practice Lead students to notice that words that end with two consonants don't require a spelling change. Words that have a short vowel often double the consonant before adding -ed. Words with long vowels and final silent e drop the e before adding -ed. And, words that have only y as a vowel and end in that letter change the y to i before adding -ed.

On their own Have students brainstorm more examples of words that follow each pattern of adding -ed. Follow the Strategy for Meaningful Word Parts to teach -ed.

Strategy for Meaningful Word Parts


- 1 Introduce word parts** Circle the ending. I will circle -ed.
- 2 Connect to meaning** Define the base word and ending. To jump is to hop. The ending -ed shows this already happened.
- 3 Read the word** Blend the parts together to read jumped. Then blend the meanings. Jumped means that someone or something hopped, and it has already happened.

Continue the routine with the words planned, baked, and cried.

Literary Terms

Point of View

Teach point of view Explain to students that the point of view of the story is how the author presents the actions and characters. The author may tell the story through a narrator or speaker who is a character in the story. When a narrator tells a story using *I* and *we*, this is called first-person point of view. When the narrator or speaker is not a character and uses pronouns such as *he*, *she*, *it*, and *they*, this is called third-person point of view. Make sure students understand that the author and narrator are not always the same.

Model point of view  Let's look back at "Going Batty" on p. 11 and think about the point of view. Who is telling the story? Is a character telling what happened? I don't think so. Someone who is not a part of the story is telling it, so the point of view is third-person.

Guide practice Have students look ahead to *The Recyclers*, beginning on p. 14. Help them determine whether the narrator of the story is first-person or third-person.

On their own Have students browse other selections in their Student Edition to identify the point of view of the narrator or speaker as first-person or third-person.

Story Structure

Sequence

Teach sequence Events in stories happen in a certain order, or sequence. The author doesn't always tell about the events in order.

Model the strategy "Going Batty" began with a visit to the library. But something had happened *before* then that was important to the story. Good readers keep track of events as they read.

Guide practice Brainstorm with students ways to keep track of events, such as making a time line.

On their own Have students identify the sequence of events in a story they have read recently.

Whole Group!

Differentiated Instruction



Strategic Intervention

Point of view Work with a small group of students and have them brainstorm a list of things they did in class yesterday. Use those events to write several sentences. First, write the sentences from first-person point of view. Then write them from third-person. Read the mini-stories with students. Help them compare and contrast the way the stories are written and determine the point of view of each.

Academic Vocabulary

Point of view is the way an author presents the characters and events of a story. The story is told from first-person point of view when one of the characters in the story narrates. The story is told from third-person point of view when it is told from a perspective outside the story.

Read and Comprehend!

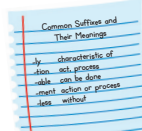
Objectives

- Determine meanings of words with affixes.
- Read grade-level text with expression.

WORDS Vocabulary Handbook

Suffixes

A suffix is a word part added to the end of a base word to form a new word.



Strategy for Suffixes

1. Look up the unknown word and identify the suffix.
2. After you know the base word, check a dictionary.
3. Use what you know about the base word and the suffix to figure out the meaning of the unknown word.
4. Use a dictionary to check your guess.

Student Edition p. 222

Model the strategy



Write on the board: *We read a memorial plaque outside the old building. I'm not sure about the meaning of memorial. When I scan the word, I notice a suffix -al. I know that this Old English suffix means "of, or having to do with." I look at the rest of the word and I notice the base word memory. I'll put the parts together. Memorial must mean "having to do with a memory." I'll try that meaning in the sentence. Yes, that makes sense.*

Guide practice Write this sentence on the board: *The man sounded prideful when he spoke about his son's good report card.* Have students determine the meaning of *prideful* by using the meanings of the suffix and the base word. For additional support, use *Envision it! Pictured Vocabulary Cards* or *Tested Vocabulary Cards*.

Challenge Read "The Storyteller" on p. 13. Have students write a definition for the lesson vocabulary words with the Old English suffixes *-ful* and *-al*. Challenge students to find an additional word for each of those suffixes and write definitions for them as well. (*Magical* means "full of magic." *Boastful* means "full of boasting," or "boasting too much.") For additional practice, use the Student Edition Practice p. 36.

The Recyclers Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- recalls _____
- positive _____
- grand _____
- peculiar _____
- selecting _____

1. remembers
2. without doubt
3. excellent
4. strange
5. picking out

Check the Words You Know

- grand
- memorial
- peculiar
- positive
- prideful
- recalls
- selecting

Directions Choose the word from the box that best matches the meaning of the underlined words. Write the word on the line shown to the left.

- selecting _____
 - grand _____
 - memorial _____
 - positive _____
 - prideful _____
1. She needed help choosing a book.
 2. We had a great time in Florida.
 3. Greg saw a statue that helps people remember the town's early settlers.
 4. I was certain that I had my keys with me.
 5. She is a person who thinks a lot of herself.

Write a Story

On a separate sheet of paper, write a story about becoming friends with someone new. Use as many vocabulary words as you can.

Stories should include words from the vocabulary list and details about making a new friend.

H+S Home Activity

Your child identified and used vocabulary words from The Recyclers. With your child, create original sentences using the vocabulary words.



Vocabulary Strategy for Affixes: Suffixes




Teach affixes: suffixes Tell students that, when they encounter an unknown word, they should check to see if the word has a suffix they recognize. Explain that they can use the word structure strategy to help them figure out the meaning of the word. Refer students to *Words!* on p. 22 in the Student Edition for additional practice with affixes. Then read "The Storyteller" on p. 13 with students.


Student Edition Practice p. 36




Comprehension

Envision It!
Words to Know

memorial


prideful


selecting


grand
peculiar
positive
recalls

RO
RESOURCES ONLINE
VOCABULARY ACTIVITIES

Vocabulary Strategy for
Affixes: Suffixes

Word Structure Suppose you read an academic vocabulary word you don't know. You can use the suffix to help you figure out the word's meaning. Does the word have *-ful* or *-al* at the end? The Old English suffix *-ful* can make a word mean "full of," as in *tasteful*. The Old English suffix *-al* can make a word mean "of, or like," as in *magical*.

Choose one of the Words to Know and follow these steps.

- Put your finger over the *-ful* or *-al* suffix.
- Look at the base word (the part of the word without the suffix). Put the base word in the phrase "full of _____" or "of, or like _____."
- Try that meaning in the sentence. Does it make sense?

As you read "The Storyteller," look for words that end in *-ful* or *-al*. Use the suffixes to help you figure out the meanings of academic vocabulary words.

Words to Write Reread "The Storyteller." Write a short essay about what you like best about the library. Use words from the Words to Know list in your essay.

I Can Read

The Storyteller

Thursday mornings at the James P. Guthrie Memorial Library are magical. That's because every Thursday morning, Ms. Ada Landry tells historical fiction stories to anyone who wants to listen. But she does not just tell the stories. She acts them out. She makes them come alive.

When Ms. Ada describes what she calls "a **prideful** person," she puffs out her chest and looks down her nose. She talks in a loud, boastful, powerful voice. When she talks about a sly person, she narrows her eyes and pulls up her shoulders. She talks in a shady kind of voice. When she **recalls** things that happened long ago, she gets a faraway look in her eyes, and she talks in a quiet, dreamy, hopeful voice.

Ms. Ada's stories are entertaining, but they nearly always have a lesson in them, too. A person who everyone thinks is a bit **peculiar** turns out to be kind or brave. A person who everyone thinks is **grand** proves to be cowardly or mean. A mistake or disaster ends up having a **positive** effect.

When it comes to **selecting** and telling stories, Ms. Ada is the best.

11 Your Turn! Need a Review? For help with word structure and working with suffixes, see *Wordal*.

Ready to Try It? Read *The Recyclers* on pp. 14-25.

Student Edition pp. 12-13

Reread for Fluency Expression

Model fluent reading Read paragraph 1 of "The Storyteller" aloud, communicating excitement through your tone of voice. Tell students that you are reading the passage with expression, paying special attention to new vocabulary. Point out that, by making your voice rise and fall, your reading sounds the same as when you are talking.

Oral Reading

- 1 Read** Have students reread paragraph 1 of "The Storyteller" orally.
- 2 Reread** To achieve optimal fluency, students should reread the text three to four times with appropriate expression.
- 3 Corrective Feedback** Have students read aloud without you. Provide corrective feedback about their expression and encourage them to make their reading sound like talking. Listen for use of appropriate expression.

Whole Group!

Lesson Vocabulary

grand great; wonderful

memorial serving to remember a person or event

peculiar strange; odd

positive good way

prideful in a way that shows a person thinks he or she is better than others

recall remembers

selecting choosing; picking

Differentiated Instruction

(S) (I)

Strategic Intervention

Word structure Remind students of the strategy to use to help them figure out the meanings of words with suffixes.

(E) (L) (L)

English Language Learners

Build Academic Vocabulary Use the lesson vocabulary pictured on p. 12 to teach the meanings of *memorial*, *prideful*, and *selecting*. Call on pairs to write the words on sticky notes and use them to label images of the words on the ELL Poster.

Read and Comprehend!

Objectives

- Understand the elements of realistic fiction.
- Use text features to preview and predict.
- Set a purpose for reading.

The Recyclers

by Aaron Burkholder



GN
GENRE

Realistic fiction has characters and events that are like people and events in real life. As you read, think about how the people in your life are similar to or different from the characters and events in this story.

BQ
BIG QUESTION

Question of the Week
What experiences bring diversity to a community?

Student Edition pp. 14–15

Build Background

Discuss communities **Turn and Talk** Have students turn to a partner and discuss the Question of the Week and these questions about communities. Remind students to ask and answer questions with appropriate detail and to give suggestions that build on the ideas of others.

How do people in a community get to know each other?

- What are some places in a community where people might gather?
- What can you learn about people by listening to their stories?

Connect to selection Have students discuss their answers with the class. Remind students to listen attentively to speakers and to make relevant, pertinent comments. Possible responses: People get to know each other as they go about their lives in the community. They talk to people they see as they work, go to school, or do errands. People in a community might gather in parks, schools, or libraries. You can learn about a person's personality and beliefs by listening to his or her experiences and stories. For additional opportunities to build background, use the Background Building Audio.



Prereading Strategies

Genre Remind student that fiction tells stories of imaginary people and events. Point out that *The Recyclers* is a type of fiction called realistic fiction because the characters are believable and the events that happen could happen in real life.

Preview and predict Have students preview the story title and illustrations and then discuss who the characters might be and predict what might happen.

Set purpose Prior to reading, have students set their own purposes for reading this selection. To help students set a purpose, ask them to think what the characters might be recyclers of.

Small Group Time

Break into small groups before revisiting *The Recyclers*.

Teacher-Led	Strategic Intervention (S I)	On-Level (O L)	Advanced (A)
	Teacher-Led p. DI•2	Teacher-Led p. DI•8	Teacher-Led p. DI•13
	<ul style="list-style-type: none">• Reinforce comprehension• Revisit <i>The Recyclers</i>	<ul style="list-style-type: none">• Expand comprehension• Revisit <i>The Recyclers</i>	<ul style="list-style-type: none">• Expand comprehension• Revisit <i>The Recyclers</i>
	Place English language learners in the groups that correspond to their reading abilities in English. (E L L)		
Practice Stations		Independent Activities	
<ul style="list-style-type: none">• Words to Know• Word Wise		<ul style="list-style-type: none">• Background Building Audio• Practice Notebook• Research and Inquiry	

* These materials can be found online.

Whole Group!

Differentiated Instruction

(A)

Advanced

Have students write a paragraph about the effects of friendship between a younger person and an elderly person.



Multidraft Reading

For **Whole Group** instruction, choose one of the reading options below. For each reading, have students set the purpose indicated.

Option 1

Day 2 Read the selection. Use Guide Comprehension to monitor and clarify understanding.

Day 3 Reread the selection. Use Extend Thinking to develop higher-order thinking skills.

Option 2

Day 2 Read the first half of the selection, using both Guide Comprehension and Extend Thinking instruction.

Day 3 Read the second half of the selection, using both Guide Comprehension and Extend Thinking instruction.

(E L L)

English Language Learners

Build Background To build background, review the selection summary in English (*ELL Handbook*, p. 31).



Read and Comprehend!

Objective

- Sequence the plot's main events to improve comprehension.

Guide Comprehension Skills and Strategies


OPTION 1

Teach Sequence Sequence

Write first, next, and last on the board. Then read p. 16 aloud as students follow along. Have students list the main events in sequence.

Corrective Feedback

If... students are unable to determine the sequence, **then...** use the model to guide students in identifying the order of events.

Model the Skill  **How can I figure out the order of events?** (Ask what happened first, next, then last.) **I read in the first sentence that Owl moved to Deer Claw. That must be what happened first.**




Mom

Peter just moved to the small town of Deer Claw last year, after he lost his mother. Now it's just Dad, Peter, and his little brother, Tot. In Deer Claw, his father became the town recycling man. For Peter, starting a whole new life had been particularly difficult, especially with companions like Brent at school... but sometimes life is full of surprises...

Student Edition pp. 16–17

Extend Thinking Think Critically

Higher-Order Thinking Skills  **Sequence • Analysis** Peter is telling this story in his own words. How is the way he uses sequence on page 17 different from the way the author uses it on page 16? Peter tells the beginning of his story in sequence on p. 17, but the author doesn't use the same order on p. 16. He tells about Peter moving to Deer Claw following the loss of his mother, then jumps to the present using *now* to explain the current situation. The author then explains events since the family moved to Deer Claw, which lead back up to the present for the start of Peter's story.

Name _____ The Res...

Sequence

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

Directions Read the following passage. Then answer the questions below.

After school, Lily went home with Francis. She wanted to learn how to make plantainutres, a snack that Francis often brought to school. Lily loved when Francis shared them. They tasted a little bit like potato chips.

Mr. Matos was heating the oil on the stove when the girls came home. "Ruhio," he said. "Ready to help me cook?" Lily looked at the ingredients they were going to use. "These look like bananas!" she exclaimed. Francis said they were a little like bananas, but they were called plantainutres. "Plantainutres were from the island of Hawaii. They couldn't imagine a banana tree in her backyard."

First, Mr. Matos cut off the ends of the plantains and made a long slice down the middle. Then Francis showed Lily how to peel the slices off. Next, Mr. Matos heated the oil and fried the slices in it. When they came out of the oil, Francis sprinkled pinked garlic salt on them. Finally, they ate the plantainutres. They were even better hot!

- What is the first event in the passage?
Lily goes home with Francis.
- What is the last event in the passage?
They eat plantainutres.
- What clue words help you know the order of events?
after, when, first, then, next, finally
- What does Mr. Matos do after the plantains have been peeled and sliced?
He fries them in oil.
- Write a summary of the passage in one sentence.
Lily goes to Francis's house to learn how to make plantainutres.

Home Activity Your child identified the sequence of events in a short passage. Talk with your child about an activity, such as making a meal, in which the sequence of the steps is important to its success. Have your child write down the steps in the activity in the correct sequence.

DVD-4 Comprehension

Let's Practice It! Digital W1 D2•4

Whole Group!

Differentiated Instruction

(S I)

Strategic Intervention

Point of view Explain that the story is told from Peter's point of view. Have students read the first paragraph on p. 17 and explain how a story told in the first person uses words such as *I*, *me*, and *we*. This means that the story events are told as seen by one of the characters.

Connect to Social Studies

When people recount events from the past, they are passing along oral history.

(E L L)

English Language Learners

Build Academic Vocabulary

Activate prior knowledge Create a word web on a chart or on the board with the word *Bears* in the center circle. Guide students to complete the web with words that describe bears. Then have them list the words in order, starting with the biggest reason why people are afraid of bears.

When I read the words *now it's just Dad, Peter, and his little brother, Tot*, that must mean it happened after she moved, as it uses *now* to talk about the present. Peter's Dad must have gotten the job of recycling man after they moved to Deer Claw, and Peter must have had problems with Brent before now. By sequencing the main events, I can monitor and adjust my understanding of the text.

On Their Own Have students reread pp. 16–17 to understand sequence. For additional practice use *Let's Practice It!* p. 4 on the Web site.

Sssplersh! I remember the sound the paper cup made when it hit me in the back. It had been half-full of fluorescent blue slushie. Now, of course, the cup was empty and I had a new fluorescent blue shirt. I slowed my run and turned. But I already knew who had thrown it.



Brent

"That's for you, garbage boy!" Brent said. And then, as if it were clever, he repeated, "Garbage boy!" and started laughing to himself.

Not today, Brent, I thought. But I said nothing. I turned and took off through the little town of Deer Claw. The icy blue drink dripped and stuck as I ran, but not even Brent could bother me today. It was the first day of summer and I was racing. Already buzzing through days blasted with heat, swimming pools, picnics, ice cream, and a million voyages. In the months ahead, I would charge into a book, one of my building projects, or a favorite show, hours and days at a time. Travel and adventure was what I needed. Travel and adventure was coming straight for me, but I wasn't looking the right way.

Visualize • Evaluation How can visualizing the events help you keep track of the sequence? As you create sensory images of what the words are saying, it can help make sense of the order in which they would most likely happen.

Draw Conclusions • Analysis How does Peter feel about Brent? What in the text makes you think so? Peter doesn't like Brent because of how the boy treats him. However, he has more important things on his mind than letting the bully's actions bother him.



Read and Comprehend!

Objective

- Summarize plot events to improve comprehension.

Skills and Strategies, continued

Teach Summarize Summarize

Have students reread p. 18. Ask a volunteer to tell what happened in his or her own words. Point out that this is summarizing. Remind students that summarizing the plot's main events will help them understand what they have read.

Model the Strategy

Now that I have read the page, I can summarize the main ideas to make sure I understand what is happening in the story.

OPTION 1


Corrective Feedback

If... students are unable to summarize using important events and a few details, then... use the model to help them focus on summarizing.

Student Edition pp. 18–19

Think Critically, continued

OPTION 2

Higher-Order Thinking Skills  Summarize • Evaluation Peter has recently moved to a new town. How are things working out for him there so far? (Peter is finding it hard to settle in. He has a particular problem with one of the boys from his school.)

Character • Analysis Describe Peter's reaction toward Brent's behavior. What does this tell you about Peter? Use details from the text to support your answer. (Peter tries to avoid confrontation with Brent. He tries not allow the bully to spoil his day.)



Deer Claw

After a year, Deer Claw was just starting to feel like home. Dad had dragged us there after Mom had passed. It had a lot of forests with tall pine trees and creeks to play in and a big river with a dam up the hill. It was a fine town for a kid. I don't think the adults thought it was so great, though. They talked about the Gerson Memorial dam in whispers, the way Tot and I talked about Dad when he sent us to time-out. "The great big water balloon," they called it. But we liked to climb the hills around it and watch the white water spray out the front to form the little stream that ran through Deer Claw.

I found Dad in the grand old square in the middle of town. The Monster dipped from side to side and clicked behind him as he walked. The Monster was what I used to call his gigantic recycling cart. Dad picked up a plastic bottle and threw it in the bag with all the other plastic bottles. Most people throw away their bottles with the lids on. You learn about people's habits when you pick up their garbage.

"Peter, come up here with me!" Tot called to me from atop the heap of recyclables. I grimaced.

"Get down from there," Dad said. "Peter, help your little brother down."

"I'm selecting my new bottle!" Tot called back down.

"Here, let me help you," I called up, and started climbing.

Whole Group!

Differentiated Instruction

(S I)

Strategic Intervention

Organize students into pairs to create a summary of the story so far. Have students begin by making several quick sketches to show important events. Have them use their drawings to sum up the story to this point.

(A)

Advanced

Pose the question, *Why would a small town like Deer Claw have a dam?* Have students search the Internet to find out more about dams and why they are necessary. Have them use a student-friendly search engine and use the keywords *dam purposes*. Be sure to follow classroom rules for Internet use.

(ELL)

English Language Learners

Build Academic Vocabulary

Point to the word *dipped* (paragraph 2, p. 18). Explain to students that, when the recycling cart dipped from side to side, it means moved unevenly on the road surface. Have students find the photo of “the Monster” in the story and ask how it helps to understand the meaning of the word.

In this part of the story, Peter describes the town, and mentions how the town’s residents feel about the old dam. He explains how the residents of the town don’t get along anymore, and suggests this may be because of financial problems suffered by Deer Claw.

We stopped by Mickelson’s first. He was the town butcher and everyone knew him as a big man short on words. His garbage was mostly organic, and disgusting. I nearly hurled as I dumped his garbage into the organic bin on the back of the cart. I almost ran back outside but just then, who came strolling through the square but Brent. So I swallowed and turned back to my work. Luckily, no one noticed. Dad was busy and Mickelson was scowling at Mr. Pickelle as he passed.

None of the adults seemed to get along very well in Deer Claw. Dad said they used to be a lot more **positive**. That’s because Deer Claw used to be a big, **prideful** town with a lot of money, but now no one had money and they were mad all the time.

Mr. Pickelle was a good example. He didn’t even look at us once the whole time we were in his office. He just yelled into his phone.

“Are you kidding? You and I both know you can’t prove that. We just had that dam inspected twelve years ago, and they said the dam was good for another decade, at least! At least!” And on he went, pushing this deal and that. We sorted through reams of shredded paper, coffee cups, and the occasional empty takeout box.



Background Knowledge • Synthesis •
Text to See Look at the photo of Peter and Brent on page 1. How would you feel if you were Peter and had to see Brent every day at school? How do you think you would deal with the situation? Would you talk to friends or an adult? Would you confront Brent? Or would you keep quiet and hope the situation changed with time? (Answers will vary.)

On Their Own Have students reread the first paragraph on p. 19. Have students work with a partner to write a short summary. Remind them to use their own words and summarize the main ideas in the correct sequence.

Check Predictions Have students look back at the predictions they made earlier and discuss whether they were accurate. Then have students preview the rest of the selection and either adjust their predictions accordingly or make new predictions.


Language Arts!

Objectives

- Collect information from student-initiated surveys to answer the research question.
- Recognize and correctly use declarative and interrogative sentences.
- Practice correctly spelling words with the short vowel VCCV pattern.

Research and Inquiry Navigate/Search

Teach Explain to students that they will be initiating a survey to gather relevant information about their research questions. They can give the survey to their classmates or to teachers in other classes. Before students begin working on their survey, have them search the Internet for background information. Students can use this information to focus their survey questions.

Model  When I did my search on the Internet, I found many examples of school sports programs that promote diversity by helping students from different backgrounds learn how to work together on the same team. This information helped me think of these questions for my survey: *How does our school sports program encourage diversity? Does your school have any sports teams with a diverse group of students? Do students think such a program would help them understand others who are different from themselves?*

Guide practice Have students continue their research. Discuss the types of questions that are best suited to a survey. Explain that questions that require a yes or no answer, as well as multiple-choice questions, are good choices, because the results are easier to tally at the end of the survey. Encourage students to think of additional survey questions.

On their own Have students work together to list possible survey questions. To create the survey, have them narrow the choices down to the most important questions. Then have students administer the survey to the class. If possible, have students ask students and teachers in other classes to take the survey.



Conventions Declarative and Interrogative Sentences

Teach Write these sentences on the board:
Peter liked to play around the dam. Why did the residents talk in whispers? Point out that the first sentence makes a statement and ends in a period. The second asks a question and ends with a question mark.

Guide practice Students can vary their sentence style using interrogative sentences along with declarative sentences. Have students add an interrogative sentence to each of the following:

People are interesting.

Projects can be fun.

Daily Fix-It Use Daily Fix-It numbers 3 and 4 in the right margin.

Connect to oral language Have students look for, read, and identify declarative and interrogative sentences in *The Recyclers*. (*Can I take Tom home and work on my new project?* p. 20; *He was crying somewhere nearby.* p. 22.)

On their own For additional practice, use the Student Edition Practice p. 37.

Spelling Short Vowels VCCV

Teach Remind students that VCCV words usually have a short vowel followed by two consonants. Write *admire* and *mitten*. Explain that in some words the two consonants are the same as in *mitten*. In others, they are different as in *admire*.

Guide practice Have one partner write same-consonant spelling words from the list and the other write different-consonant spelling words. Then have students read aloud each word and say the vowel sound in the first syllable.

On their own For additional practice, use the Student Edition Practice p. 38.

Declarative and Interrogative Sentences

A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter. A sentence that states something is a **declarative sentence**. A declarative sentence ends with a period. A sentence that asks a question is an **interrogative sentence**. An interrogative sentence ends with a question mark.

Declarative Sentence

He was sobbing now.

Interrogative Sentence

Is someone there?

Directions Read each sentence and add the correct punctuation. Then write whether each sentence is declarative or interrogative.

1. It was stuck on the low branches of an oak tree.

declarative

2. For some reason, that killed my smile.

declarative

3. Where am I?

interrogative

Directions Change each sentence to the kind named in (). Write the new sentence.

1. Sasha wants a very large dog. (interrogative) **Sample answers are shown.**

Does Sasha want a very large dog?

2. Is she new in town? (declarative)

She is new in town.

Home Activity

Your child learned about declarative and interrogative sentences. Have your child write two declarative and two interrogative sentences about something he or she did today.

H+S
HOME AND SCHOOL

Conventions: Declarative and Interrogative Sentences

Student Edition Practice p. 37

Whole Group!



Daily Fix-It

3. I building a boat from recycle materials. (*I am building; recycled*)

4. You can learn a lot about people from their garbage. (*people in*)

English Language Learners

Conventions To provide students with practice using declarative and interrogative sentences, use the modified grammar lessons in the *ELL Handbook* and Grammar Jammer online.

Language transfer: Interrogative and declarative sentences In English, questions often have a different word order than in statements, which is not always the case in other languages. Provide students with additional practice in making statements and questions with the correct word order.

The Recyclers

Short Vowels VCCV

Spelling Words							
admire	rascal	mitten	engine	method	happen	flatten	
rally	magnet	gutter	intend	audience	custom	cannon	
accident	soccer	contest	mammal	fabric	finger		

Classifying Write the list word that fits each group.

- rules, game, winner, _____
- wheel, trunk, hood, _____
- foot, toe, hand, _____
- mistake, error, mishap, _____
- cotton, wool, silk, _____
- baseball, football, basketball, _____
- pancake, road, dough, _____
- offer, wolf, horse, _____
- mean, plan, aim, _____
- iron, attract, pale, _____
- meeting, gathering, assembly, _____
- teat, rust, routine, _____
- hat, scarf, earmuffs, _____

- contest _____
- engine _____
- finger _____
- accident _____
- fabric _____
- soccer _____
- flatten _____
- mammal _____
- intend _____
- magnet _____
- rally _____
- custom _____
- mitten _____

Context Clues Choose a list word to complete each sentence of the script. Write the word.

- Bowler 1: Hooray! I got a strike! Did you see it _____?
- Bowler 2: _____ your skill.
- Bowler 3: The ball looked as if it had been shot from a _____.
- Bowler 1: My bowling _____ is perfect!
- Bowler 2: Then how come your ball just rolled into the _____?
- Bowler 1: All of a _____ I just lost control of the ball.
- Bowler 1: You _____! I think you enjoyed my mistake.

- happen _____
- admire _____
- cannon _____
- method _____
- gutter _____
- sudden _____
- rascal _____

H+S
HOME AND SCHOOL

Home Activity

Your child spelled words with short vowels in VCCV pattern. Read the script aloud with your child. Have your child spell the list words with closed eyes.

Student Edition Practice p. 38

Language Arts!

Objective

- Organize ideas to prepare to writing about characters.

Writing—Realistic Fiction

Writing Trait: Organization

Introduce the prompt Remind students that the selection they'll be reading this week, *The Recyclers*, is an example of realistic fiction. Review the key features of realistic fiction. Remind students to think about these features as they plan their own writing. Then explain that they will begin the writing process for a realistic fiction story today. Read aloud the writing prompt.

Writing Prompt

Write a realistic story about a character who reaches a turning point in his or her life.

Select a topic



To help choose a topic, let's make a chart with a list of realistic characters and the problems a character might have. Display a T-chart. In *The Recyclers*, you read about a young boy who struggled to fit to settle into life in a new town. Put that character and problem in my chart. Ask students to brainstorm other realistic characters and the problems they might have. Fill in the chart as they give their suggestions.

Gather information Remind students that they can use people and events they have read about in books or have seen in movies or in real life to give them ideas about characters and problems. Remember to keep this chart as the students will refer back to it tomorrow as they draft.

Possible Characters	Possible Problems
Young, friendly boy named Sam	Has no friends in a new town
Young, determined boy	Doesn't make basketball team
Miguel, a boy from Mexico	Has no confidence in sports or in English

Corrective Feedback

Circulate around the room as students use their charts to help them plan what they will write about. Talk individually with students who seem to be having difficulty completing their charts or choosing a topic. Ask struggling students to think about which problem they think they can solve.

Mini-Lesson

Story Sequence Chart

- A story sequence chart helps you plan and organize your story. I'm going to write about a boy named Marco who moved to the U.S. from Mexico and has no confidence in English or in sports. I'll use my story sequence chart to organize the events in my story. Display a story sequence chart. In the "Beginning" box on the chart, write the name of the character and his problem.
- In the "Middle" box, I'll write about Sam asking Marco to join the basketball team. I'll write details about how he teaches Marco to play. In the "Ending" box, I'll write how Marco does well in the game and now has confidence.

Make copies of the story sequence chart on p. 45 in the *Practice Notebook* on the Web site, and hand them out to students. Have students begin their own story sequence chart. Explain that they will fill in their chart with the character and events.

Quick Write for Freewriting

Team Talk

- 1 **Talk** Have pairs discuss the main problem the character in their story has.
- 2 **Write** Each student writes a sentence about the problems discussed.
- 3 **Share** Partners read their writing to each other and then each asks a question about what the other has written.

Wrap Up Your Day

- ✓ **Build Concepts** What did you learn about what it might be like to move to a new community?
- ✓ **Sequence** What happens in the beginning of the story? What happens next?
- ✓ **Summarize** How does identifying the order of events in a story help you understand the text?

Whole Group!

Name _____ The Recyclers

Story Sequence A

Title _____

Beginning

Middle

Ending

Writing Plan 45

Digital Practice Notebook, p. 45

Preview Day 3

Tell students that tomorrow, they will continue reading about Peter and his life in a new town.

Let's Read!

Objectives

- Expand the weekly concept.
- Develop oral vocabulary.

Today at a Glance

Oral Vocabulary

similar, distinct

Comprehension Check/Retelling

Discuss questions

Reading

The Recyclers

Think Critically

Retelling

Fluency

Expression

Research and Study Skills

Map, globe, atlas

Research and Inquiry

Analyze

Spelling

Short vowels VCCV

Conventions

Declarative and interrogative sentences

Writing

Realistic fiction

Content Knowledge

BQ

BIG QUESTION

Question of the Week

What experiences bring diverse people together?

Diversity

Expand the concept Remind students of the weekly concept question, *What experiences bring diverse people together?* Tell students that today they will continue reading *The Recyclers*. Encourage students to think about how the residents of Deer Claw represent diversity and how experience brought them together.

Build Oral Language

Talk about sentences and words Reread these sentences from Student Edition p. 20. Display the sentences.

Dad had dragged us there after Mom had passed. It had a lot of forests with tall pine trees and creeks to play in and a big river with a dam up the hill. It was a fine town for a kid. I don't think the adults thought it was so great, though.

- **What does Peter use the word *dragged*?** (to show that it was his dad's decision and that Peter didn't want to go)
- **What does "dam place" mean?** (a structure built across a river to stop water from flowing)
- **What does Peter mean by *a fine town for a kid*?** (the town has lots of interesting places for children to play)
- **How does the third sentence relate to the second sentence?** (It clarifies the information by explaining the benefits of the town for younger people.)
- **Which words in the third and fourth sentences are synonyms?** (fine, great)

Team Talk Have students work with a partner to replace key words in the sentences with synonyms. Use the following sentence frames.

Dad had _____ dragged us there after Mom had _____ passed. It had a lot of forests and _____ creeks to play in and a big river with a dam up the hill. It was a _____ fine town for a kid. I don't think the adults thought it was so great, though.



Build Oral Vocabulary (Optional) Amazing Words

Oral Vocabulary Routine

Teach Amazing Words

- 1 Introduce** Write the word *similar* on the board. Have students say it with you. *Yesterday, we learned that the residents of Deer Claw talked in hushed voices about the Gerson Memorial dam in Deer Claw, in a similar way to how Peter and his brother Tot talked about their dad when he told them off.* Have students determine a definition of *similar*. (When things are *similar*, they are alike.)
- 2 Demonstrate** Have students answer questions to demonstrate understanding. *In what way does Peter say the residents of Deer Claw are similar?* (They all used to be more positive, but they don't seem to like each other much anymore.) *When Peter saw his dad in town, he and the Monster dipped and clicked behind him as he walked. Are dipped and clicked similar actions? Why or why not?* Dipped and clicked are distinct actions because one refers to movement and the other refers to sound.)
- 3 Apply** Have students apply their understanding. *How is your favorite thing to do similar to your friend's favorite thing to do?*
See p. 93 to teach *distinct*.

Apply Amazing Words As students read pages 15 of *The Recyclers*, have them consider how the Amazing Words *similar* and *distinct* apply to the characters in the story.

Connect to reading Explain that today, students will read about an event in Deer Claw that changed the residents' attitudes toward each other. As they read, students should think about how the Question of the Week and the Amazing Words *similar* and *distinct* apply to the details of the story.

Whole Group!

Amazing Words

kindness	introduce
attention	similar
teach	distinct
understanding	social
variety	courteous



English Language Learners

Cognates Point out that both of today's Amazing Words have Spanish cognates: *similar* and *distinto*.



Poster 1



Expand Vocabulary

Use the Day 3 instruction on ELL Poster 1.

Let's Read!

Objectives

- © Identify sequence to aid comprehension.
- © Use the summarize strategy to aid comprehension.
- © Identify suffixes to aid with unfamiliar words.

Comprehension Check

Have students discuss each question with a partner. Ask several pairs to share their responses.



Genre • Analysis

How is *The Recyclers* a good example of a realistic fiction story? Use specific examples from the text. Possible response: *The Recyclers* is a good example of realistic fiction because the places and people could be real and the things that happen could really happen in life. There really are small towns surrounded by pine forests in the states. A dam could really break and flood the town it is there to protect.



Sequence • Analysis

Restate the main events in sequence and explain how the sequence of events helped you understand how Peter came to be in the town square when he nearly bumped into Brent for the second time that day. Possible response: The sequence of events told me how Peter had to help his dad with his recycling round, which took them to business around town.



Summarize • Synthesis

What are some questions you can ask yourself to help you summarize the first part of *The Recyclers*? Possible response: Who is the story about? What is the problem with the people who live in Deer Claw? What are the main things that have happened so far?



Affixes • Suffixes • Synthesis

Read the following sentence aloud: *The residents of Deer Claw were resentful toward each other.* Use what you know about suffixes to figure out the meaning of *resentful*. Possible response: *-ful* means "full of, or having the qualities of," so *resentful* must mean "someone that is full of resentment."



Connect text to self

How would you feel if, like Peter, you moved to a new town and didn't know many people? What do you think about Peter's problem with Brent? What might you do in this situation? Possible response: I would want to make new friends. I wouldn't like to be in Peter's situation. I would try to avoid contact with Brent, and keep myself occupied with positive pastimes.

Whole Group!

E L L

English Language Learners

Check retelling To support retelling, review the multilingual summary for *The Recyclers*.

Check Retelling

Have students retell Peter's story of what happened to him when he first saw Brent in town, summarizing information in the text in a logical order. Encourage students to use the text features in their retellings.

Corrective Feedback

If... students leave out important details,
then... have students look back through the illustrations and photographs in the selection.

Small Group Time

Break into small groups before revisiting *The Recyclers*.

Teacher-Led	Strategic Intervention (S I)	On-Level (O L)	Advanced (A)
	Teacher-Led p. DI•4 • Reinforce vocabulary • Read/Revisit <i>The Recyclers</i>	Teacher-Led p. DI•9 • Expand vocabulary • Read/Revisit <i>The Recyclers</i>	Teacher-Led p. DI•14 • Extend vocabulary • Read/Revisit <i>The Recyclers</i>
Place English language learners in the groups that correspond to their reading abilities in English. E L L			
	Practice Stations • Let's Write • Word Work		Independent Activities • Audio Tape <i>The Recyclers</i> • Practice Notebook • Research and Inquiry

* These materials can be found online.

Read and Comprehend!

Objective

- ⊙ Determine the meanings of words with affixes.

DDR
Double
day Read!

Multidraft Reading

If you chose...

Option 1 Return to Extend Thinking instruction starting on p. 40.

Option 2 Read pp. 20–25. Use the Guide Comprehension and Extend Thinking instruction.

Skills and Strategies, continued

Teach Affixes: Suffixes

Affixes: Suffixes Remind students that some words have parts added to the end of the word. Have students use their knowledge of the Old English suffix *-ful* to look back at p. 19 and determine the meaning of *prideful*.

Corrective Feedback

If... students are unable to determine the meaning of *prideful*, **then...** model using word structure to figure out the meaning.

OPTION
1

Student Edition pp. 20–21



The Monster

Mr. Tulip was the exact opposite. He chattered eagerly while Dad nodded along and tried to finish his work.

"Going to be a big year, this one! I can feel it," he said. "Deer Claw is clawing back. We're looking for foreign companies to invest here now. Yes, sir, this is the year!" I thought a mayor's office would have more garbage, but it didn't seem like Mr. Tulip really did much in his.

By the afternoon, it was raining and I was ready to go. Especially as I saw Brent just then going into a photo booth across the street, wearing his new expensive shirt.

"You can go home later," Dad said. "You're old enough to stick around a bit longer this year."

"But Dad, it's summer!" I explained. "Can't I take Tot home and work on my new building project? This time, I'm using recycled materials to build a..."

CRACK! A distant, rolling crunch like thunder interrupted me. We looked around. The sky was clear blue. More crunches followed, like a giant stepping on colossal-size cereal. I hadn't seen Dad look scared like that since Mom. A few people were coming out of their houses to see what was going on. Before we knew it, the water came, racing along the ground like a dirty creek, then like a small river. Soon it was up to my chest and Dad kept me close.

Think Critically, continued

Higher-Order Thinking Skills **Affixes • Analysis** How can you use what you know about base words and affixes to figure out the meaning of the word *eagerly* on page 22? Think about the base word and whether a prefix or suffix has been added. The base word is *eager*. The suffix is *-ly*. I know that this suffix is relates to actions, and that *eager* means do have interest in something or to want to do something very much. I think that *eagerly* means to do something with interest or in a keen way.

OPTION
2

Vocabulary • Suffixes

- A **suffix** is a syllable added to the end of a base word to change its meaning or the way it is used in a sentence.
- The suffix *-ful* means "full of..." as in *careful*. It means "from, of, or like..." as in *fictional*. You can use suffixes to help figure out the meanings of words.

Directions Read the following story about a town library. Then answer the questions.

When I went to King Memorial School, there was a contest for telling a story about our town's original settlers. My friends and I formed a team and went to the local library. I was doubtful that our team would win until we talked to the towns...

- What does the word *prideful* mean in the story?
"full of pride"
- What does the word *original* mean in the story?
"from the origin"
- What is the suffix in the word *wonderful*? What does *wonderful* mean?
It means "full of"; *wonderful* means "full of wonder."
- What does the suffix mean in the word *logical*? What does *logical* mean?
It means "of"; *logical* means "of logic."
- Think of another word that ends with either *-ful* or *-al*. Explain the meaning of the word. Then use it in an original sentence.
Possible answer: *Beautiful* means "full of beauty"; The ocean looked beautiful at sunset.

Home Activity

Your child identified suffixes in words to understand their meanings. With your child, read a short selection. Ask your child to point out words that use suffixes and what those words mean.

H+S
HOME AND SCHOOL

Vocabulary

Student Edition Practice p. 39



Whole Group!

Connect to Social Studies

The author doesn't specify the exact location of Deer Claw, and there are many small towns in the U.S. that are protected from potential flooding by dams. One U.S. state renowned for having the most flooded towns is Oregon, in the northwest of the country. This is due to the amount of lakes in the area, plus the state's closeness to the Pacific Ocean and the Columbia River. There are also a lot of pine forests in the area, so this might be a likely location for the small town of Deer Claw.



English Language Learners

Idioms Point out the last paragraph on p. 22 and explain to students that a *dirty creek* refers to a small channel of dirty water, like a polluted stream.

Model the Skill When I read the word *prideful*, right away I notice the word *pride*. I see the suffix *-ful*. I remember that the suffix can mean "full of." That would mean the whole word means "full of pride." I'll try that meaning in the sentence. Yes, that makes sense with what Peter says.

On Their Own Have students think about base words and suffixes to figure out the meanings of *calmly*, *beautifully*, and *loudly* as they come across them in the following pages. For additional practice, use Student Edition *Practice* p. 39.

"It's the dam! We have to get up high!" He yelled. He was looking around. "Where's Tot?"

He was right. I didn't see Tot, either! In fact, I didn't see The Monster, either. I just saw pieces of it—humungous bags floating away on the brown water.

"Come on!" said Dad as he took off swimming. I followed. It wasn't easy because the bags were scattering in different directions, as the new river had to divide around houses and stores and banks. We swam until my arms hurt and my lungs burned.

And then, we heard him. He was crying somewhere nearby. We found Tot clutching onto the top of Dad's bag of plastic bottles. The bag was bobbing and bouncing in the water, faster and faster. It was stuck on the low branches of an oak tree. Dad and I swam to the bag and pulled it loose. Then we both climbed up on it, too. At that moment, I was glad for all the people who threw away their bottles with the lids on. We had a lifeboat!



Draw Conclusions • Synthesis How does the common use dialogue, or the conversation, enable the reader to get to know the characters? Give examples from the text. Possible response: Mr. Tulip talks uses positive language and talks with an enthusiastic tone, whereas Mr. Pickelle's comes across as angry and brash in his dialogue.

Genre • Evaluation A dam breaking and causing a flood is not an everyday occurrence. How does this detail fit with the definition of realistic fiction? Possible response: The broken dam and the resulting flood is a rare event, but it could really happen. So this detail still fits with the definition of realistic fiction.



Read and Comprehend!

Objective

- Identify cause-effect relationships.

Skills and Strategies, continued

Teach Cause and Effect

Review Cause and Effect

Review the terms *effect* ("what happened") and *cause* ("why it happened"). Remind students that readers have to ask themselves questions as they read, such as *What happened?* and *Why did it happen?* Ask students why how the lifeboat became twice as big as it was before.

(Peter used pieces of floating garbage to make the lifeboat bigger.)

Corrective Feedback

If... students have difficulty recognizing cause-effect relationships,
then... model how to identify what happened and why it happened.

OPTION
1

Student Edition pp. 22–23

Think Critically, continued

Higher-Order Thinking Skills **Review** Cause and Effect • Analysis

Why did Peter's dad dive into the water? They heard coughing from the butcher's shop, so Peter's dad went to rescue Mr. Mickelson.

OPTION
2

Name _____ The R

Cause and Effect

Directions Read the passage. Then answer the questions below.

I on brought home a stray dog that followed him from school. "Can we keep him?" he asked his mother. "That dog has an owner," said Mrs. Chan. "Look at the name and phone number on his dog tags." So Lee called the family whose phone number was listed on the tag. "Did Muffin get out again?" they asked. "He is always wandering." Muffin's family came and took him home.

Lee was happy that Muffin's owner found him, but he felt unhappy because he wanted his own dog. When Chan came home from work, Mrs. Chan told him how Lee had found the dog to his surprise. "You're going to have your own dog now," she said.

- What caused Lee to think that Muffin was a stray dog?
Lee thought Muffin was a stray because the dog followed him home.
- How did Muffin's owners know where to find him?
Muffin's owners knew where to find him because Lee called them.
- Why was Lee happy but also sad when Muffin went home?
Lee was happy that Muffin had a home but sad because he wanted his own dog.
- What was the effect of Mr. Chan's hearing that Lee had returned a stray dog?
Mr. Chan thought Lee was responsible, so he could have his own dog now.
- On a separate sheet of paper, write how you think Lee will choose a dog. Your story should include what kind of dog Lee likes and where the family will buy the dog.
Answers will vary.

Home Activity Your child identified the cause and effect in a story about a stray dog. Help your child write a story about a stray dog or cat, telling what happened and why things happened. Have your child underline the causes and effects in the story.

Comprehension DVD-5

...ad found ... and used it to steer us down the street. As we approached the town square, we heard someone coughing.

"There," Dad said, pointing to the butcher shop. He tied our boat to a tree and dove into the rushing murk. I held Tot and watched nature rage into the town where I lived, taking it away from us, piece by little piece. I saw a bicycle float by, someone's laptop, some papers that could have been anything. A minute later, Dad was dragging Mickelson to us, coughing and clutching onto our boat.

We heard a high-pitched screaming from nearby. "Help! Someone help me!" It was coming from Mr. Pickelle's office.

"Don't you help him!" Mickelson growled to Dad. "This raft isn't big enough, and that lawyer said he couldn't help me when I needed him because I couldn't pay."

Dad replied calmly, "Mickelson, I'm going to help him the same as I helped you. If you don't like it, you can jump off my raft." And Dad left.

While he was gone, another piece of the old Monster rushed by and knocked into Mickelson. He was about to throw it back out but I said, "Wait! Pull that over here!"

A minute later, Dad was back with a shaking, crying Mr. Pickelle.

"Thank you! Oh, thank you so much!" Mr. Pickelle said as he scrambled on, rocking and testing the new boat, which was twice as big as the old one. Mickelson and I had tied the second bag onto the first with some of his butcher's string.



Material for Our Boat

Whole Group!

Differentiated Instruction

SI


Strategic Intervention

Summarize Help students use cause and effect to summarize a part of the story. Encourage them to use words such as *so* and *because* to help them link events.

ELL

English Language Learners

Monitor comprehension Model using the strategy of monitor comprehension. Reread the last two paragraphs on p. 22. Say, When I'm reading, I'm asking myself, does this make sense? Do I understand? If not, I'll go back and reread. I'm not sure what is going on here. Why is everybody laughing as they reach the island? Let me reread. Oh, everybody is happy that they are finally safe from the flood.

Model the Skill  Mickelson was going to throw away the piece of the Monster that hit him. So I ask myself, *Then what happened?* Peter told him to pull it over to them instead. I ask myself, *Why?* I read the next paragraph and find out that Peter and Mickelson have made the lifeboat bigger so that it can hold more people. Now I know what happened, and why it happened.

On Their Own Have students work in small groups and use a T-chart with the headings *What happened* and *Why it happened* to list other cause-effect relationships on pp. 22–23. For additional practice use *Let's Practice It!* p. 5 on the Web site.

The five of us took off again downstream. I don't think anyone knew where we were going.

A half hour later, our boat had expanded into a ship—we had a lot more bags and a lot more passengers. Mr. Tulip was there; and Mr. Torr, the dentist; and Mrs. Lewis, the judge; and Mrs. Venice, our principal; and a few others.

The lifeboat was so packed that some people were just hanging off the sides, and it was having trouble staying above the water.

"We have to find a place to set down," Dad said. It seemed no one wanted to argue with him since he had saved most of them. And so we floated on as the dusk came. I was pretty sure we had left Deer Claw by now. I didn't see any rooftops anymore, just the top halves of pine trees. At least the water didn't seem to be getting any higher.

"There!" Tot said. We followed where he was pointing to a big, beautifully dry hill. Dad couldn't steer anymore with so many people on the lifeboat, but we all swam together and pushed and pushed until the people at the front thudded into the island and helped pull the rest of us onto shore. Everyone was crawling onto the solid ground and laughing. I laughed, too but, to tell you the truth, I really don't know what was so funny—I guess it was pure relief at being safe.



Literary Elements: Character

• **Analysis** How does the reader learn about Peter's dad's personality on pp. 22–23?

Possible response: Peter's dad is a quick thinker, and a natural leader. He is brave when faced with danger.

Point of View • Evaluation Is the story told in first or third person? (first person)

How effective do you think it was it for the story to be told in the first person?

Possible response: It was very effective because the story events were told in the informal language of a young boy, which helped me relate to the character better than if the story had been told by a third-person narrator.



Read and Comprehend!

Objective

- © Summarize plot events to improve comprehension.

OPTION 1

Skills and Strategies, continued

Teach Summarize 🎯 Summarize

Have students reread the second paragraph on p. 24. Ask: **What are the big ideas about what happens in this part of the story?** Point out that a good summary tells what the characters are trying to do and how it is working out for them. Have students summarize the events on p. 24.

Corrective Feedback

If... students are unable to summarize the important events, **then...** use the model to help them focus on summarizing.

Student Edition pp. 24–25

Think Critically, continued

OPTION 2

Higher-Order Thinking Skills 🎯 Summarize • Evaluation **What questions can you ask yourself to make sure your summary of the end of the story is a good one?** Possible response: What are the main things that happened to Peter at the end of the story? What does that mean for him?

Author's Purpose • Synthesis **Why do you think the author chose to have Brent appear in trouble at the end of the story?** Possible response: The author wants to show that even bullies need help sometimes. Peter shows a positive personality trait when he helps Brent, even though Brent is always so horrible toward Peter.

By that time it was getting dark and someone suggested a fire, the adults got working on that and then, when it was going, we all sat around the unsteady light and looked at the peculiar landscape like visitors from another world.



Everyone was glad to be there, on this little makeshift island. We all talked in excited tones, like we were holding back a secret, and random giggles broke out from different parts of the group. Mr. Pickelle was whispering with Mickelson. Mr. Tulip didn't say much, but he listened to everyone retelling their stories about how Dad found them. I hugged Tot, then got up to go find a bathroom—or some place I could use as one.

The island was a little bigger than I thought. We had landed on the short tip of a long ridge that ran with the current, splitting the new river into two parts around it. When I found myself a little way away from the group, in the dark, I looked around for a good spot. What did I find then but a photo booth. It was washed up on shore, face down.

The water was still rushing loudly but I started to hear crickets and other night sounds. I scuffled toward the large blue block as the colors faded from the forest around me. But the photo booth stirred. "Hey! Hey! Is someone there?" it said in a familiar voice. Brent. "Hey! I hear something out there! If you can hear me, you'd better let me out of here!" Brent continued. "If you don't, I swear I'll find you!" He sounded really upset. Furious. I don't blame him, I guess. Who knows how long he had been trapped in that box.



Whole Group!

Differentiated Instruction

SI

Strategic Intervention

Questioning Help students make connections about their thinking as they read. Have them make a chart with the headings *What's happening?* *What am I thinking?* Have students share their thoughts. Point out when students are making personal connections or wonderings about the story.

A

Advanced

Critical thinking Have students discuss the topic of friendship. Pose the questions *What makes a good friend?* and *How do friendships help people?* Have them brainstorm other stories they have read about friendships and explain how they connect.

Six Pillars of Character

Caring To be caring is to show compassion and help others in need. Have students discuss how Peter shows compassion toward Brent.

ELL

English Language Learners

Idioms Explain that the expression *that killed my smile* on p. 25 means that, when Peter heard how scared Brent was, he stopped smiling, but it also means that Peter felt bad for Brent. That feeling decided Peter's actions, which is why he helped rescue Brent instead of leaving him trapped in the photo booth.

Model the Strategy



Let's summarize what is happening. The residents of Deer Claw are all together on the island, chatting and talking happily together. Characters that didn't get along before are now enjoying each other's company. Things are working out well for the residents. The disaster, and the help

Peter and his dad provided to get everyone to safety, have brought the residents closer together.

On Their Own Have students reread p. 25. Ask them to work with a partner to write a summary of the end of the story. Remind students to focus on the main points and to summarize what happened in their own words.

And I felt the smile sneak onto my face as I quietly turned and tiptoed back to the others. Brent started pounding, helpless as he shook his big plastic cell. "If you don't help me, I'll... I'll..." As I left him behind, though, he stopped shouting. So I stopped. And listened. And then I heard crying. "Please, please, I'm so scared. Where am I?" He was sobbing now.



For some reason, that killed my smile. Instead, I sighed and I turned back around.

We walked back to camp together. Brent was shaking, but he was also crying, laughing, happy. I watched him talking by the fire with the others. I guessed everyone needed saving, the same as everyone else. Even Brent.

The people in Deer Claw still remember that day. I often hear Mr. Tulip

as he recalls the events of the flood, and how it somehow helped to bring the community closer together. The flood was definitely a turning point for the little town of Deer Claw. We have a newly constructed dam, and some of the adults act a lot friendlier toward each other now. As for Brent and I... well, we'll never be the best of friends, but at least he stopped bullying me.

Comprehension Check

Spiral Review

Literary Elements: Theme • Synthesis How does this story remind you of something you know about friendships? Possible response: Everyone needs to have friends. Friends can help you when you are in trouble.

Literary Elements: Character • Analysis How does Peter help Brent? Possible response: He rescues Brent from the photo booth he was trapped in.

Check Predictions

Have students return to the predictions they made earlier and confirm whether they were accurate.

Read and Comprehend!

Objectives

- Sequence events to aid comprehension.
- Use the strategy of summarize to aid comprehension.

Plan to Assess Retelling

- ☒ This week, assess Strategic Intervention students.
- ☐ Week 2 Assess Advanced students.
- ☐ Week 3 Assess Strategic Intervention students.
- ☐ Week 4 Assess On-Level students.
- ☐ Week 5 Assess any students you have not yet checked during this module.

Think Critically

Envision It! Retell



Discuss Do you know anyone who has been a victim of bullying? Have you ever experienced bullying first-hand? Why do you think bullies act the way they do? [Text to Self](#)

Write/Explain This author uses colorful language to describe certain scenes. Find and underline a sentence in the story where the author paints a clear picture using specific language. Then explain why the sentence works so well.

[Think Like an Author](#)

Think/Write Think about the events in the story. How does Bent feel about Peter at the beginning of the story?

How does he feel at the end? Explain your answer. [Sequence](#)

RO
RESOURCES ONLINE
STORY SORT

Circle/Explain When summarizing a story, you only include important details. Circle two of the following statements you would leave out of a summary of the story. Then explain your answer. [Summarize](#)

- Peter wants to work on his building project instead of helping his father.
- The residents of Deer Claw don't have a close relationship before the dam breaks.
- Mr. Pickelle didn't acknowledge Peter or his dad when they were in his office.

Look Back and Write Look back at pages 18–19. Do you think Mr. Pickelle is responsible for how the residents of Deer Claw feel about the old dam? Provide evidence from the text to support your answer.

Further Reading

Moving Day
by Ralph Fletcher
The Lion and the Unicorn
by Shirley Hughes

Retelling

Envision It!

Have students work in pairs to retell the selection. Remind students that they should accurately describe the characters and plot and use key vocabulary in their retellings. Monitor students' retellings.

Scoring rubric

Score	Response
4	A top-score response makes connections beyond the text, describes the characters and plot, and draws conclusions from the text.

Monitor Progress

Check Retelling

Day 1

Check Oral Vocabulary

Day 2

Check Retelling

Day 3

Check Retelling

Day 4

Check Fluency

Day 5

Check Oral Vocabulary



Think Critically

- 1. Text to self** Responses will vary. Possible response: I haven't ever been bullied but I know people at school who have. I think bullies act the way they do because they are insecure, or because they have problems at home that they can't deal with.
- 2. Think like an author** An example of the author using colorful language is the line *...we all sat around the unsteady light and looked at the peculiar landscape like visitors from another world.* It uses *unsteady light* to describe the flickering of the flames from the fire, and clearly describes how strange and unfamiliar the surroundings are for the people of Deer Claw following the day's events.
- 3. Sequence** **a.** At the beginning of the story, Brent acts badly toward Peter. He looks down on Peter because his dad collects garbage in the town. **b.** At the end of the story, Brent stops bullying Peter. Although the details about the boys' relationship are vague, the author makes it clear that Peter's act of kindness toward Brent has changed Brent's opinion of Peter, even if Brent may be a little too proud to openly admit it.
- 4. Summarize** Students must circle statements A and C. They are not important details in the story. They are not essential to understanding the main points of the story.
- 5. Look Back and Write** To build writing fluency, assign a 10-15 minute time limit.

Suggest that students use a prewriting strategy, such as brainstorming or using a graphic organizer, to organize their ideas. Remind them to establish a topic sentence and support it with facts, details, or explanations. As students finish, encourage them to reread their responses, revise for organization and support, and proofread for errors in grammar and conventions.

Scoring Rubric

Top-Score Response A top-score response uses evidence from the text to support students' position on whether Mr. Pickelle is responsible in some way for how the residents of Deer Claw feel about the old dam.

A top-score response should include:

- A statement about the specific details of Mr. Pickelle's phone conversation, and how it relates to the dam.
- Details about Mr. Pickelle's tone of voice when he is talking on the phone, and why he sounds like he does.

Whole Group!

Differentiated Instruction



Strategic Intervention

Have pairs of students decide whether or not they think the flood in Deer Claw is a realistic scenario. Have them ask questions as they look for supporting details, such as *Why did the dam suddenly fail? Would a situation like the flood really help to bring people closer together?*

Further Reading

Have students look at the suggested book titles for further reading.

Encourage students to find out more information about the books on the Internet, and say if they would be interested in reading either of the books, and why.

Independent Reading

After students enter their independent reading information into their Reading Logs, have them paraphrase a portion of the text they have just read. Remind students that, when we paraphrase, we express the meaning of a passage using other words and maintaining logical order.



SUCCESS PREDICTOR
RETELLING

Read and Comprehend!

Objectives

- Read grade-level text with expression.
- Reread for fluency.
- Use visual sources of information to collect information.

Model Fluency Expression

Model fluent reading Have students turn to p. 17 of *The Recyclers*. Have students follow along as you read this page. Tell them to listen to the expression of your voice as you read Peter's words. Point out that the tone of your voice will rise and fall, just as it does when you are talking to a friend.

Guide practice Have students follow along as you read the page again. Then have them reread the page as a group without you until they read with the right expression and make no mistakes. Ask questions to be sure students comprehend the text. Continue in the same way on p.

Reread for Fluency

Corrective Feedback

If... students are having difficulty reading with the right expression, **then...** prompt:

- Which word is a problem? Let's read it together.
- Read the sentence again to be sure you understand it.
- Tell me the sentence. Now read it as if you are speaking to me.

Oral Rereading

- 1 Read** Have students reread p. 25 of *The Recyclers*.
- 2 Pread** To achieve optimal fluency, students should reread the text three to four times with appropriate expression.
- 3 Corrective Feedback** Have students read aloud without you. Provide corrective feedback about their expression and encourage them to vary their tone of voice to make their reading sound natural. Listen for appropriate expression.

Map/Globe/Atlas

- A **map** is a drawing of a place that shows where something is or where something happened.
- A map's **legend** has a **compass rose** to show direction, a **scale** to show distance, and a **key** to symbols.
- A **globe** is a sphere with a map of the world, and an **atlas** is a book of maps.

Directions Use this map of Mexico to answer the questions below.



1. What large mass is found to the west of Mexico?
Pacific Ocean
2. How many countries border Mexico?
Three: United States, Guatemala, Belize
3. What does the star on the map tell you?
Mexico City is the capital of Mexico.
4. How do you think Baja California got its name?
It is the lowest, or most southern, part of California.
5. What important Mexican landmark could a tourist visit in Tulum?
the pyramids



Home Activity

Your child studied information on a single map. Point to the different components on the map and have your child identify them without looking at the information at the top of the page.



Directions Use this road map of Mexico to answer the questions below.



1. Which highway connects Nuevo Laredo and Monterrey?
Highway 85
2. Which highway connects Mazatlan and Hermosillo?
Highway 15
3. Why do you think the name Mexico City is larger than the names of the other cities?
Mexico City is the country's capital.
4. What is the southernmost city on this map?
Acapulco
5. A road atlas of Mexico provides road maps for all the states. When would you use a road atlas?
Possible response: You would use it when driving from state to state.

Home Activity

Your child learned about using maps, atlases, and globes. Together, look at a map of your state. Examine the legend and locate significant cities or features with which your child is familiar.



Research and Study Skills

Whole Group!

E L L

English Language Learners

Maps Explain that maps can help readers better understand a selected topic. Help students create a map of their school. Some options: a map of the school, their backyard, or their neighborhood. Help them to include a title, labels, and a legend showing symbols and what they represent. Encourage them to use the direction words *north*, *south*, *east*, *west* on their maps.

Student Edition Practice p. 40–41

Research and Study Skills

Map, Globe, Atlas

Teach Ask students where they have seen maps. Students may mention road maps, classroom displays, textbooks, newspapers, magazines, websites, and GPS (global positioning system) devices. Show a map from a content-area text and use it to review these points:

- A **map** is a drawing of a place. It shows where something is or where something happened.
- There are many different kinds of maps.
- A map's **legend** is the most important part of a map and is key to understanding the information on the map. Legends usually show directions, a scale to show distances, and symbols to show landmarks.

Also explain these terms:

- An **atlas** is a book of maps.
- A **globe** is a sphere with a map of the world on it.

Guide practice Provide groups with a map. Have each group interpret the legend and generate a question that could be answered by using this map. Have each group share their map and question-and-answer with the class.

On their own Have students complete pp. 40–41 of the Student Edition *Practice*.


Language Arts!

Objectives

- Analyze data for usefulness.
- Identify and correctly use interrogative sentences.
- Spell frequently misspelled words correctly.

Research and Inquiry Analyze

Teach Tell students that today they will analyze their findings and may need to change the focus of their original inquiry question.

Model  We gave our survey to the students in our class. Once we tallied the results, we found that it might be useful to give the same survey to teachers in this school, to see how their opinions are the same as or different from the students' opinion. First, we can look through the questions to see if they are all appropriate for teachers.

Guide practice Have students analyze their findings. They may need to refocus their inquiry question to better fit the information they found. Students may wish to rewrite some of the survey questions to obtain more specific results from the survey.

Remind students that, if they have difficulty improving their focus, they can ask a local expert, such as the PE teacher or organizer of student sports, for guidance.

On their own Have students give additional surveys, if necessary. Students should then compare the information they gathered from the student survey(s) with the information they found in their online research.

Sample Copy



Conventions Declarative and Interrogative Sentences

Review Remind students that this week, they learned about declarative and interrogative sentences.

- A *declarative* sentence is a statement that tells about something. It ends with a period.
- An *interrogative* sentence asks a question. It ends with a question mark.

Student Edition Practice p. 42

Daily Fix-It Use Daily Fix-It numbers 5 and 6 in the right margin.

Connect to oral language Practice subject and verb order with declarative and interrogative sentences. Begin a statement and let students finish it. Then reverse the order of the subject and verb and turn it into a question. Remind them to use a complete subject and a complete predicate and make sure they agree.

The classroom is _____.

Is the classroom _____?

On their own For additional support, use *Let's Practice It!* p. 6 on the Web site.

Spelling Short Vowel VCCV

Frequently misspelled words Students often misspell the words *with* and *cousin*. *Accident* and *custom* are also difficult to spell. I'm going to read a sentence. Choose the correct word to complete the sentence and then write it correctly.

1. Daria was hurt in a car _____.
(accident)
2. I enjoy playing with my _____,
Lynda. (cousin)
3. Did Lynda play _____ you today?
(with)
4. What is the _____ here for
thanking your hosts? (custom)

On their own For additional support, use Student Edition Practice p. 42.

The Recyclers

Short Vowels VCCV

Proofread a Newspaper Column Circle five misspelled words in the newspaper column. Write the words correctly. Then write the sentence that has a punctuation mistake correctly.

Roof Rally
By Dan Green.
Most days, I admire that little cann the squirrel. That furry little mumma is always busy. Its usual postum is to keep busy burying food all day long. On one recent day, a squirrel decided to take a break. He brought twenty of his cunin and held a rally on my roof. The noise was terrible! How could this happen? Stop it, I shouted. They scampered over the gutter and ran away. It was good to have peace and quiet again.

1. admire 2. rascal
3. mammal 4. custom
5. cousins 6. "Stop it!" I shouted.

Proofread Words Circle the correctly spelled word. Write the word.

1. cannon cannon kannon 1. cannon
2. magnet magnet manget 2. magnet
3. accident ecident ecident 3. accident
4. ingune engine ingine 4. engine
5. soccer socor soccor 5. soccer
6. fabric fibrak fabric 6. fabric

Spelling Words
admire
magnet
confield
method
custom
rally
soccer
engine
sudden
finger
accident
mitten
intend
fabric
scatter
rascal
gutter
mammal
happen
cannon

Frequently Misspelled Words
with
cousin

H+S HOME AND SCHOOL

Home Activity
Your child identified misspelled words with short vowels in VCCV pattern. Say each spelling word. Ask your child to name the short vowel in the first syllable.

Spelling Short Vowels VCCV

Whole Group!



Differentiated Instruction



Advanced

Have students create declarative and interrogative sentences using spelling words that are difficult to spell.

Daily Fix-It

5. Our class study in the library every tuesday. (*studies; Tuesday*)
6. We read quietly for an our, we can read any book we like. (*hour. We*)

Name _____

The Recyclers

Declarative and Interrogative Sentences

Directions Read the interrogative sentences. Then use your own ideas to write a declarative sentence that answers the question.

1. Question: Why are libraries popular?
Answer: Answers will vary.

2. Question: Would you like to be a librarian?
Answer: Answers will vary.

3. Question: What kind of book do you like to read?
Answer: Answers will vary.

4. Question: What kind of book would you like to write?
Answer: Answers will vary.

Directions Read the following declarative sentences. Then write a question that matches the answer.

5. Question: Answers will vary.
Answer: Johnny Tremain is my favorite book.

6. Question: Answers will vary.
Answer: This is the Herman W. Block Memorial Library.

7. Question: Answers will vary.
Answer: My dog's name is Homer.

Home Activity Your child learned how to use declarative and interrogative sentences in writing. Have your child ask a member of the family three questions and write down the questions and answers in response form.

DVD-6 Declarative and Interrogative Sentences

Let's Practice It! Digital W1 D3•6

Language Arts!


Objectives

- Understand the criteria for writing an effective realistic fiction story.
- Understand the characteristics of declarative and interrogative sentences.

Let's Write!

Key Features of Realistic Fiction

- characters who seem like real people
- plot events that could actually happen
- may be set in the past, the present, or the future



RO
RESOURCES ONLINE
GRAMMAR JAMMER

Realistic Fiction

Realistic fiction contains made-up characters and events that seem believable. The student model on the next page is an example of realistic fiction.

Writing Prompt
Write a realistic story about a character who reaches a turning point in his or her life.

Writer's Checklist

Remember, you should...

- ✓ create an imaginative story with a realistic plot that builds to a climax.
- ✓ include believable details about the characters and setting.
- ✓ use vivid, descriptive words to make your story more interesting.
- ✓ write legibly using cursive script.

Student Model

Nice to Meet You!

Jake thought he was the only person who felt strange in this new place he was supposed to call home. That was until he met Ely by chance one day when he was walking alongside the muddy-looking river on the edge of town.

"You look lost," she said when she saw him. "Are you new here, too?"

"Yes," said Jake. "We just moved here from Ohio. My dad started a new job at the glass factory in the town center."

The girl smiled. "Do you like it here?" she asked.

"I'm not sure yet," replied Jake. "It's weird suddenly being in a new place. It's so different from where we lived before, and I don't know anyone here."

"You do now," said the girl, and she held out her hand for Jake to shake. "I'm Ely."

Suddenly, Jake's surrounding looked a little sunnier. Even the river seemed to sparkle slightly as the water gently rippled past him.

Jake took Ely's hand and grinned. "Nice to meet you," he said.

"Nice to meet you," she said.

Conventions

Sentences

A **declarative sentence** makes a statement and ends with a period. A **question sentence** asks a question and ends with a question mark.

Declarative and Interrogative sentences are used correctly.

Writing Trail Word Choice

Vivid words create a "word picture." Circle the vivid words in the student model.

Genre

Realistic fiction describes believable characters and actions. Underline the believable details about the characters and actions in the student model.

Student Edition pp. 28–29

Let's Write! Realistic Fiction

Teach Use pp. 28–29 of the Student Edition. Direct students to read the key features of realistic fiction which appear on p. 28. Remind students that they can refer to the information in the Writer's Checklist as they write their own realistic fiction story.

Read the student model on p. 29. Point out the characterization, setting, and realistic events in the model. Read aloud and briefly discuss the side notes. Then have students follow the instructions to complete the activities.

Connect to conventions Remind students that a declarative sentence makes a statement and an interrogative sentence asks a question. Point out the correct use of a period and question mark at the end of these sentences in the model.

Writing—Realistic Fiction

Writer's Craft: Vivid Words

Display rubric Display Scoring Rubric 1 from the *Teacher Resources DVD* and review the criteria for each trait under each score. Then, using the model in the Student Edition, have volunteers explain why the model should score a 4 for one of the traits. If a student offers that the model should score below 4 for a particular trait, the student should offer support for that response. Remind students that this is the rubric that will be used to evaluate the realistic fiction story they write.

Scoring Rubric: Realistic Fiction

	4	3	2	1
Focus/Ideas	Story clearly focused on one event	Story generally focused on one event	Story lacks focus; event unclear	Story without focus; no event
Organization	Organized with clear beginning, middle, and end	Organized, with beginning, middle, and end	Lacks clear beginning, middle, and end	Lacks organization
Voice	Voice of character/narrator believable and engaging	Voice of character/narrator mostly believable	Character or narrator lacking distinct voice	Voice of character or narrator not believable
Word Choice	Word choice vivid, strong, and precise	Word choice adequate	Word choice weak, imprecise, and/or repetitive	Dull and/or inaccurate word choices throughout
Sentences	Clear, varied sentences; excellent flow	Mostly clear sentences with some variety	Some sentences unclear; little or no variety	Incoherent sentences; dull, choppy style
Conventions	Few, if any errors. Correct end punctuation for declarative and interrogative sentences	Several minor errors	Many errors, some serious. Incorrect end punctuation in declarative and/or interrogative sentences	Numerous errors; hard to understand

Story Sequence Chart Have students take out the sequence charts they created yesterday. If they have more information to add to their charts, give them time to add it.

Write You will use your story sequence chart to help you write the draft of your realistic fiction story. As you write your draft, try to get all of your ideas down on paper, using vivid words wherever possible. You will have time to revise your draft tomorrow.

Whole Group!

Differentiated Instruction

A

Advanced

Author's purpose Have students discuss with partners the author's purpose for writing this story. Encourage them to support their answers with evidence from the story.

E L L

English Language Learners

Leveled support: Word choice Help students use vivid adjectives and strong verbs.

Beginning Ask yes/no questions to elicit vivid adjectives, such as Is your character shy? sloppy? embarrassed?

Intermediate Help students choose strong verbs by having them circle the verbs they used and providing some alternatives such as *walk* vs. *dash*; *enter* vs. *intrude*.

Advanced/Advanced High Have students use an online or hard copy of a thesaurus to include vivid and precise adjectives and verbs in their drafts.

Language Arts!

Objectives

- Write a first draft of a realistic fiction story.
- Use strong, precise, and vivid words in writing.

Writing, continued Writer's Craft: Vivid Words

Mini-Lesson

Using Vivid Words

- **Introduce** Explain to students that, when writing realistic stories, they should choose their words carefully to describe both the characters and actions precisely. Explain that they should use descriptive adjectives to let the reader clearly visualize the characters and setting. Point out that strong verbs will help the reader more clearly understand the actions in the story. Remind them to use their story sequence charts to work on their drafts. Display the Drafting Tips for students. Then display Writing Transparency 1A.

Drafting Tips

- ✓ To get started, review your story sequence chart.
- ✓ As you draft, think about vivid adjectives and strong verbs that you can use to make your story come to life.
- ✓ Don't worry about grammar and mechanics when drafting. Focus on getting a complete story down on paper.



When going to write the first draft of my story called *Joining the Team*, When I draft, I develop my ideas. I do not worry about revising or editing because I will do these tasks after I finish my draft. I will refer to my story sequence chart to make sure I write my story in the correct sequence. I'll carefully choose my words to clearly and vividly describe how shy Marco felt when he first met Sam. I'll use strong verbs to show how he looks as he talks with Sam and Matt.

Direct students to use the drafting tips for help with writing their drafts. Remind them to make sure that their characters, setting, and events are realistic.

Joining the Team

Marco Juarez had just moved to a new school from Mexico. It was his first day at school. Marco did not know English too well, so he did not feel confident at making new friends. After school, Matt and Sam started up a conversation with Marco.

"Hi, my name is Matt. This is my friend Sam," he waved. "Marco smiled. He was shy and nervous. 'Hello,' he whispered. Then Matt had a great idea.

"Hey Marco, we need a center for our 5th grade basketball team. Do you want to play on the team?" he asked.

Marco did not feel very confident about sports. He told them that he did not know how to play very well. Sam and Matt encouraged him to come to practice after school.

In the gym Marco stood quietly watching the boys play.

"Come on," Sam said encouragingly. "Give it a try." Sam and Matt demonstrated to Marco how to stand under the basket and bank the ball off the backboard into the hoop. They showed him and then they asked him to try it. Shooting the ball felt really very awkward to Marco at first, but Sam and Matt were encouraging.

"Try it again," they said. Soon, with their instruction, Marco began to get the hang of it. He reached up and aimed at the very, exact same spot each time and the ball bounced neatly into the hoop.

When it was time for the team to play their first game, Marco made five baskets as the team's center. It was different playing with the other team guarding him, but Marco enjoyed it. His Dad enjoyed it too he cheered from the crowd.

"Do you like playing basketball," Sam asked Marco after the game.

"I do," Marco said.

"See," Sam said with a smile. "I told you, you'd be good!"

"Thanks," Marco said, smiling back. "Could it be because I had a good teacher?"

Quick Write for Fluency

Team Talk

- 1 **Talk** Pairs talk about some vivid words they used to describe characters in their stories.
- 2 **Write** Each partner writes a few sentences about his or her character. Have students include declarative and interrogative sentences.
- 3 **Share** Have partners read each other's writing and check that they wrote both the declarative and interrogative sentences correctly.

Wrap Up Your Day

- ✓ **Build Concepts** What did you learn about how people become friends?
- ✓ **Sequence** What time-word clues helped you place the events of the story in the right order?
- ✓ **Summarize** How did summarizing or retelling the story's events help you understand the text?

Whole Group!

Differentiated Instruction



Strategic Intervention

Discuss why using a strong verb in a phrase such as “*crashed to the floor*” is a better writing tool than saying “*fell* to the floor.” Have students brainstorm other strong verbs that can replace ordinary verbs such as *go*, *come*, *look*, or *say*.

Preview Day 4

Tell students that tomorrow, they will read a review of the movie *Billy Elliot*.

Let's Read!

Objectives

- Expand the weekly concept.
- Develop oral vocabulary.

Today at a Glance

Oral Vocabulary
social, courteous

Genre
Persuasive text

Reading
"Breaking Stereotypes"

Let's Learn It!
Fluency: Expression
Vocabulary: Affixes: Suffixes
Listening and speaking:
Dramatic retelling

Research and Inquiry
Synthesize

Spelling
Short vowels VCCV

Conventions
Declarative and interrogative sentences

Writing
Realistic fiction

Content Knowledge

BQ
BIG QUESTION

Question of the Week

What experiences bring diverse people together?

Diversity

Expand the concept Remind students of the weekly concept question, *What experiences bring diverse people together?* Have students discuss how diverse characters can come together and build a relationship.

Build Oral Language

Team Talk **Talk about sentences and words** Have students work with a partner to read aloud the second paragraph on Student Edition p. 26.

Everyone was glad to be there on this little makeshift island. We all talked in excited tones, like we were holding back a secret, and random giggles broke out from different parts of the group. Mr. Pickelle was whispering with Mickelson. Mr. Tully didn't say much, but he listened to everyone retelling their stories about how Dad found them. I hugged Tot, then got up to go find a bathroom—some place I could use as one.

- **What does the word *makeshift* mean?** (Makeshift means something that serves as a temporary substitute, or is sufficient at the time for a specific purpose.)
- **Why do you think everyone was talking in excited tones and giggling?** (They were happy and relieved to be safe and together after the flood.)
- **Why does Peter hug Tot before leaving the group?** (He hugs his little brother because he is also relieved that they are safe, and to reassure Tot that he is OK.)



Build Oral Vocabulary (Optional) Amazing Words

Oral Vocabulary Routine

Teach Amazing Words

- 1 Introduce** Write the word *social* on the board. Have students say it with you. We read about the residents of Deer Claw finding refuge on the island, but it seems more like a *social* event. When an activity is *social*, it allows people to meet and interact in a friendly way. In other words, *social* activities are more about spending time with people than about conducting business.
- 2 Demonstrate** Have students answer questions to demonstrate understanding. Which of these is more of a *social* activity—a party at a friend's house or a trip to the post office to mail a letter? What makes it more *social*? Which of these is *social*—studying in your room by yourself or meeting new people at a neighborhood gathering? Why?
- 3 Apply** Apply Have students apply their understanding. Describe a *social* event you've attended recently. Explain what made it a *social* activity. See p. 93 to teach *courteous*.

Apply Amazing Words As students read "Breaking Stereotypes" on pp. 30–31, have them think about a situation in which Billy would have to be *courteous*. Have students think about the social interactions that might cause problems for Billy or his family in the community.

Connect to reading As students read today's selection about the movie *Billy Elliot*, have them think about how this week's concept question applies to the movie.

Whole Group!

Amazing Words

kindness	introduce
attention	similar
teach	distinct
understanding	social
variety	courteous



ELL Expand Vocabulary

Use the Day 4 instruction on ELL Poster 1.

ELL Poster 1

Let's Read!

Objective

- Introduce movie review as a form of persuasive text.

Let's Think! Persuasive Text

Introduce persuasive text Explain to students that one reason authors write is to persuade, or convince, a reader to do something or think a certain way. Authors may try to convince readers that an idea, activity, or product is a good one. Authors may try to convince readers to change their opinion about a topic.

Discuss the genre Persuasive writing tries to convince readers in two ways. Authors may try to make readers think. They may present facts, statistics, or specific information in order to get the reader to come around to their way of thinking. Another technique authors may use to persuade is to appeal to a reader's feelings. To help readers relate to an idea, authors may tell a story or describe something in a way that is meant to bring out strong feelings in the reader.

Ask the following questions:

- **What forms of writing are you familiar with that are designed to persuade the reader to think a certain way about a topic or take an action?** Possible response: advertisements, TV commercials, some newspaper articles, movie reviews, and donation request letters
- **What should a reader keep in mind when reading a persuasive text?** Possible response: The reader should keep in mind that the author is trying to persuade the reader to come around to his or her way of thinking. The reader should evaluate what the author has to say and make his or her own decision about it.
- **How could you apply what you know about persuasive text when you want to convince someone about something?** Possible response: I can write to persuade by using facts or appealing to a reader's feelings.

Guided practice Have students work in pairs to summarize their learning about persuasive texts and record their thoughts in a chart such as the following:

What persuasive text is	How it persuades
text written for the purpose of changing readers' minds or getting them to take an action	by presenting facts, statistics, information by telling stories or giving descriptions

Connect to reading Tell students they will now read a review for the movie *Billy Elliot*. Have students think about what they learned about persuasive texts as they read.



Small Group Time

Break into small groups before reading or revisiting
"Breaking Stereotypes."

Teacher-Led	Strategic Intervention (S I)	On-Level (O L)	Advanced (A)
	Teacher-Led p. DI•5 • Practice retelling • Genre focus • Read/Revisit "Breaking Stereotypes"	Teacher-Led p. DI•10 • Practice retelling • Genre focus • Read/Revisit "Breaking Stereotypes"	Teacher-Led p. DI•15 • Genre focus • Read/Revisit "Breaking Stereotypes"
Place English language learners in the groups that correspond to their reading abilities in English. (E L L)			
	Practice Stations • Words to Know		Independent Activities • AudioText: "Breaking Stereotypes" • Practice Notebook • Research and Inquiry

* These materials can be found online.

Whole Group!

(E L L)

English Language Learners

Cognates The Spanish word *persuasivo* may be familiar to Spanish speakers as the cognate for *persuade*.

Read and Comprehend!

Objectives

- Analyze a persuasive text.
- Compare and contrast across texts.

Movie Review

Breaking Stereotypes

by Rob James

Bullying is a common theme among movies, particularly those focused on teenage drama and coming of age. *Billy Elliot*, though, takes the issue to a new level with the story of an eleven-year-old boy who dreams of becoming a professional ballet dancer.

Set against the harsh background of a mining town in the north-east of England, Billy's dream couldn't go more against the grain with a community founded on hard manual labor that leaves no room for "artistic tomfoolery."

The young Billy lives with his widowed father, Jackie, and his older brother, Tony—both of whom are coal miners—along with his grandmother, who once shared the same aspiration as Billy to take to the stage, but who is now thought to be suffering from Alzheimer's disease.

Like many movies that contain a bullying theme, the prejudice against Billy stems from being different from most other people. In fact, when his father and his brother find out about Billy's secret dance lessons, they do everything they can to keep it quiet, worried about what other members of the community will think if they find out. Of course, the family's biggest fear is how it will reflect on them, as respected members of a macho society.



- Persuasive text tries to influence the reader to think or to do something. A movie review is an example of persuasive text.
- In a movie review, the movie reviewer shares his or her opinion about a film.

- A movie review tells readers whether or not they should go to see the movie being reviewed.
- Read "Breaking Stereotypes." As you read, think about the elements that make this review a good example of persuasive text.

The beauty of the movie—which has won numerous awards over the years, and has also been adapted into a successful stage musical—is in seeing Billy's talent shine through to the point where he wins the support of his father, as well as the rest of the mining community, who raise money for Billy to travel to London for an audition at the prestigious Royal Ballet School.

The movie's director, Stephen Daldry, manages to inject plenty of emotions into the story—I was laughing one minute and crying the next—while realistically portraying the closed attitudes that exist in a small industrial town.

The movie features outstanding performances from Julie Walters (Billy's dance teacher, Sandra Wilkinson), Gary Lewis (Jackie Elliot), and Jamie Bell (Billy). It was such a box-office smash that, a year after its initial release, author Melvin Burgess was commissioned to write the novelization of the movie based on the original screenplay.

Billy Elliot is a touching story of a boy who battles against the worst odds to achieve his dream. It mixes drama with humor, and leaves us with a message to cling on to.



Movie Review

Let's Think!

The author spent his own time watching the movie. Identify the longest scene in the movie.

Back to the future! Write your own movie review. Provide evidence to support your opinion.

Writing a Texts Use details from the review to write your own review of the movie. Do you like to book or movie. Would you recommend it? Why?

Student Edition pp. 30–31

Guide Comprehension

Teach the genre Persuasive Text Have students preview "Breaking Stereotypes" on pp. 30–31. Have them skim the review and discuss what they notice. Then ask: **How can you tell this is a persuasive text?**

Corrective Reading

If... students are unable to explain the elements of a persuasive text, **then** use this model to guide students in recognizing persuasive text.

Model for students The first thing I notice about the review is the title, "Breaking Stereotypes." That sounds like someone's opinion. Then I notice that the writer starts the review right away with another opinion. It seems that the writer is trying to influence people about this movie by sharing his opinion.

On their own Have students discuss with a partner how an author uses language to present information to influence what the reader thinks or does. Then have them discuss what the reader's job should be when reading a movie review or other persuasive text.



Extend Thinking Think Critically

Higher-order thinking skills 🎯 **Summarize • Evaluation** How effective was the author at using a summary of the movie in the movie review? Possible response: The summary tells the main points of the story. The author was effective in making the story sound lively and interesting.

Draw Conclusions • Analysis Which specific word choices by the author in the last two paragraphs of the review support the idea that this is a film that you won't want to miss? Possible response: outstanding performances, box-office smash, touching story, positive message

Reading Across Texts

Have students look back at *The Recyclers* and "Breaking Stereotypes." Have them describe any similarities they find between the messages of the two texts. Have them write the following sentence: The message of "Breaking Stereotypes" is similar to the message of *The Recyclers* because both texts _____.

Writing Across Texts

Have students reread *The Recyclers* and "Breaking Stereotypes" and jot down details as they read. Tell students to use those details to help them write a review of *The Recyclers* as if it were a movie. Have them decide whether or not they would recommend it to other people and why. Remind them use the techniques of persuasive writing.

Whole Group!

Differentiated Instruction



Strategic Intervention

Persuasive text Work with students to brainstorm a list of questions they can ask themselves as they read a persuasive text, such as *What is the author trying to say here? Why is this important? What does the author want us to think or do? How is the author trying to convince us—through facts or through feelings?*



Advanced

Persuasive writing Have partners work together to write a guide for how to write a persuasive text. Encourage them to include what they know about persuasive text and techniques the author of the movie review used.

Read and Comprehend!

Objectives

- Read with fluency and expression.
- Use affixes to figure out the meanings of words.
- Provide a dramatic retelling.

Practice

Let's Learn!

RO RESOURCES ONLINE ONLINE STUDENT EDITION

Vocabulary

Affixes: Suffixes

Word Structure A suffix at the end of a word can help you figure out the word's meaning. The suffix *-ful* means "full of." Knowing this helps you figure out that the word *careful* means "full of care." Similarly, knowing that the suffix *-less* means "without" helps you figure out that *fearless* means "without fear."

Practice !!!

Reread page 19 and underline a word that ends in *-ful*. Reread page 25 and circle a word that ends in *-less*. Use the suffixes to help you figure out the meanings of the words.

Fluency

Expression Reading with expression helps show the emotions of the characters in a story. Showing emotions makes the story more real. It also makes it easier to understand what is happening in the story.

Practice !!!

With a partner, practice reading aloud *The Recyclers*, pages 19 and 20. First, read with a regular speaking voice. Then use what you know about Mr. Pickelle and Mr. Tulp to read with feeling. Express their emotions as you read the dialogue. Which way is more interesting?



GR5

GET READY FOR GRADE 5

When you give a talk to a group, make eye contact with the audience.

Listening and Speaking

Dramatic Retelling In a dramatic retelling, you choose a scene from a story and retell it from the point of view of one of the characters. The purpose of a dramatic retelling is to show the character's understanding of events.

Practice !!!

Choose a scene from *The Recyclers*. Decide which character will retell the scene. Consider retelling a scene from Peter's point of view or Brent's point of view. Include important details from the story in your retelling. Speak with expression. Retell the scene to the class.

Tips

Listening...

- Listen attentively to the speaker.
- Make comments related to the action in the scene.

Speaking...

- Retell events in the order they happened.
- Raise or lower your voice as you portray different characters in the scene.
- Look at the audience as you speak.

Teamwork...

- Answer questions with detail.
- Give suggestions to improve others' retellings.



Student Edition pp. 32–33

Fluency Expression

Guide practice Use the Student Edition activity as an assessment tool. Make sure the reading passage is at least 200 words in length. As students read aloud with partners, walk around to make sure their expression is appropriate and that it changes to enhance the meaning of what they are reading.

Monitor Progress

Check Fluency WCPM

As students reread, monitor their progress toward their individual fluency goals.

Current Goal: 95–105 words correct per minute

End-of-Year Goal: 130 words correct per minute

If... students cannot read fluently at a rate of 95–105 words correct per minute,

then... have students practice with text at their independent levels.

Day 1

Check Oral
Vocabulary

Day 2

Check
Retelling

Day 3

Check
Retelling

Day 4

Check
Fluency

Day 5

Check Oral
Vocabulary

Vocabulary

Affixes: Suffixes

Teach suffixes **Word Structure** On the board, write this sentence: *We were fearful about the storm.* Read it aloud and discuss the meaning of *fearful* and how the suffix helps you understand the meaning. Erase *fearful* and replace it with *fearless*. Compare the meanings of the two sentences and discuss how the suffix affects the meanings.

Guide practice On the board, write the words *pain*, *thought*, and *harm*. Have partners work together to add the suffixes *-ful* and *-less* to each word. Have them use each word in a sentence. Circulate to monitor students' discussions.

Check students' answers. They must underline *prideful* on p. 19 and circle the word *helpless* on p. 25 for the words that end in *-ful* and *-less*.

On their own Have students write a sentence or two to summarize what they have learned about using suffixes to figure out word meaning.

Listening and Speaking

Dramatic Retelling

Teach Point out that two characters might have differing opinions on the same event. Explain that a dramatic retelling allows the speaker to present a character's point of view. Encourage students to apply what they know about reading with expression to a dramatic retelling—they will want to use their voice to convey feelings and add emphasis and interest.

Guide practice Point out to students that a dramatic retelling does not have to reflect the point of view of the story. Specifically, Peter does not have to be telling about events. Students can present a character who does not actually speak much in the story, such as Brent or one of the adults who lives in Deer Claw. Encourage students to speak expressively and make eye contact with the audience. Remind the audience to listen attentively to speakers and make pertinent comments.

On their own Have students practice their scenes with their small groups and then present them to the class.

Whole Group!

GR5

Dramatic Retelling

Remind students that key elements of a dramatic retelling are presenting a character's understanding of events, retelling events in the order they happened, and using expression when speaking. Have students take a minute to summarize the main features of a dramatic retelling with a partner. Give them prompts, such as *What are we trying to do with a dramatic retelling?* or *What are the main things to remember about a dramatic retelling?*



English Language Learners

Practice pronunciation Assist pairs of students by modeling the correct pronunciation for words that give students difficulty. Have students repeat after you. Pair students with mixed language proficiencies together to practice pronunciation and employ self-corrective techniques.



Grammar support Since students will be posing and answering questions with their groups, provide support for English sentence structure for questions and answers.

Language Arts!

Objectives

- Draw conclusions from research.
- Synthesize research into a written report.
- Review declarative and interrogative sentences.
- Spell words with the short vowel VCCV pattern.

Research and Inquiry Synthesize

Teach Have students synthesize their research findings and results. Encourage students to use a visual representation, such as a bar graph, to show the results of their surveys. Suggest that students use their graphs, as well as the other relevant information they have gathered, to draw conclusions about diversity in school sports programs. Review how to choose relevant information from a number of sources and organize it logically.

Guide practice Have students use a word processing program to prepare for their presentations on Day 5. If students are using graphs, they may prepare their graphs on a piece of poster board. Remind students to label their graphs accurately.

On their own Have students create their reports by drawing conclusions through a brief written explanation of the information they gathered in their research. Students should incorporate the results of the student survey into their reports. Then have students organize and combine information and plan their presentations.

Sample Copy



Conventions Declarative and Interrogative Sentences

Test practice Remind students that grammar skills, such as identifying declarative and interrogative sentences, are often assessed on important tests. Remind students of the definitions:

- *Declarative* sentences make a statement and end with a period.
- *Interrogative* sentences ask a question and end with a question mark.

Daily Fix-It Remind students that all sentences should have a complete subject and complete predicate. Use Daily Fix-It numbers 7 and 8 in the right margin.

On their own For additional practice, use Student Edition *Practice* p. 43.

Spelling Short Vowels VCCV

Practice spelling strategy Have pairs of students take turns giving each other clues about the spelling words. Tell them to give one clue about the word's meaning. For the other clue, students should say the vowel sound in the word's first syllable. Students should keep track of how many words they are able to guess correctly based on the clues.

On their own For additional practice, use *Let's Practice It!* p. 7 on the Web site.

Declarative and Interrogative Sentences

Directions Read the selection. Then read each question. Circle the letter of the correct answer.

Together in a Crisis

(1) Travel and Adventure was what I needed. (2) Is someone there. (3) It was washed up on the shore, face down. (4) Soon it was up to my chest and Dad kept me close. (5) Pull that over here?

1. What change, if any, should be made in sentence 1?

- A Change *Adventure* to *adventure*.
- B Change *needed* to *need*.
- C Change *I* to *You*.
- D Make no change.

2. What change, if any, should be made in sentence 2?

- A Change *Is* to *Are*.
- B Change *someone* to *somebody*.
- C Change the period to a question mark.
- D Make no change.

3. What change, if any, should be made in sentence 3?

- A Change *face down* to *Face Down*.
- B Change *on the shore* to *in the shore*.
- C Change *It* to *it*.
- D Make no change.

4. What change, if any, should be made in sentence 4?

- A Change *kept* to *held*.
- B Change *Soon* to *it was*.
- C Change the period to a question mark.
- D Make no change.

5. What change, if any, should be made in sentence 5?

- A Change *pull* to *push*.
- B Change *here* to *there*.
- C Change the question mark to an exclamation mark.
- D Make no change.

Home Activity

Your child prepared for taking tests on declarative and interrogative sentences. Say declarative or interrogative and have your child say a sentence of the correct kind.



Conventions: Declarative and Interrogative Sentences

The Recyclers

Whole Group!



Daily Fix-It

7. The people in Deer Claw still remember that days (*day*)

8. People in Deer Claw is friendlier now then before. (*are; than*)

Name _____

The Recyclers

Short Vowel Pattern VCCV

Spelling Words				
admire	magnet	contest	method	custom
rally	soccer	engine	iodine	finger
accident	mitten	intend	fabric	flatten
rascal	gutter	mammal	happen	cannon

Riddle: Read the riddle. To find the answer, write the first word that fits each clue. Then copy the numbered letters onto the numbered lines below.

Riddle: What weighs 5,000 pounds and wears glass slippers?

- think highly of _____ a d m i r e
- a meeting _____ r a l l y
- the part that makes a car run _____ e n g i n e
- attracts iron _____ m a g n e t
- glove with no fingers _____ m i t t e n
- a mischievous person _____ r a s c a l
- your shirt is made of this _____ f a b r i c
- a way of doing something _____ m e t h o d
- what a steamroller can do _____ f l a t t e n
- occur _____ h a p p e n
- a game played with a round ball _____ s o c c e r
- something that unexpectedly happens _____ a c c i d e n t
- something to enter _____ e n t r a n c e
- a pinky _____ f i n g e r

Answer:

a d m i r e r a l l y e n g i n e m a g n e t m i t t e n r a s c a l f a b r i c m e t h o d f l a t t e n h a p p e n s o c c e r a c c i d e n t e n t r a n c e f i n g e r

Home Activity Your child has learned to read, write, and spell words with the short vowel pattern VCCV. Ask your child to quiz your spelling of these words. Make a mistake with each word and have your child correct it.

Short Vowel Pattern VCCV DVD-7

Language Arts!

Objective

- Use revising strategy of deleting to improve draft.

Writing—Realistic Fiction Revising Strategy

Mini-Lesson

Revising Strategy: Deleting

- Yesterday, we wrote a realistic story about a character who reaches a turning point in his or her life. Today we will revise our drafts. The goal is to make our writing clearer, more coherent, and more interesting.
- Display Writing Transparency 1B. Remind students that revising does not include corrections of grammar and mechanics. Tell them that this will be done as they proofread their work. Introduce the revising strategy of deleting.
- When you revise, ask yourself, *What information remains in this story that does not fit with my topic?* The revising strategy of deleting is the process by which unnecessary words are deleted to make writing clearer and more to the point. Notice that I can delete the words *really* and *very* and make my story clearer without losing my meaning.

Tell students that, as they revise, not only should they look for places where they can delete unnecessary words to help make their writing clearer and more interesting, but they should also look at their word choice to make sure they used vivid adjectives and verbs.

Revising Tips

- ✓ Review the story to delete any unnecessary words, or even whole sentences, that aren't needed to make the point.
- ✓ Review story to make sure that adjectives are vivid and precise and verbs are strong.
- ✓ Be sure your story is well organized and engaging.

Peer conferencing Peer Revision Have pairs of students exchange papers for peer revision. Provide partners with sticky notes. Have them use the notes to write questions, suggestions, or compliments and place them in the appropriate places in their partner's stories.

Revising Marks	
Take Out	—
Add	^
Period	○
Move	↶

"Come on," Sam said encouragingly. "Give it a try." Sam said

Matt demonstrated to Marco how to stand under the basketball hoop and

the ball off the backboard into the hoop. They showed him and then

they asked him to try it. Shooting the ball felt ~~really~~ ~~very~~ awkward to

Marco at first, but Sam and Matt were encouraging.

"Try it again," they said.

Soon, with their instruction, Marco began to get the hang of it.

He reached up and aimed at the ~~very~~ ~~exact~~ same spot each time and

the ball bounced neatly into the hoop.

Have students revise their compositions. They should use the information their partner gave during the Peer Revision as well as the key features of realistic fiction to guide their revision. Be sure that students are using the revising strategy of deleting.

Corrective Feedback

Circulate around the room to monitor students and confer with them as they revise. Remind students correcting errors that they will have time to proofread tomorrow. They should be working on content and organization today, as well as deleting unnecessary words.

Quick Write for Fluency

Team Talk

- 1 Talk** Have pairs discuss how the people of Deer Claw became friends.
- 2 Write** Each student should write a few sentences describing the event that happened in the story where people became friends.
- 3 Share** Have partners read each other's writing to check that the event described could happen in real life.

Wrap Up Your Day

- ✓ **Build Concepts** Have students discuss why the story has a positive message.
- ✓ **Oral Vocabulary** Monitor students' use of oral vocabulary as they respond to this question: What can you learn about relationships by reading about Peter and his adventures in the town of Deer Claw?
- ✓ **Text Features** Discuss how the photos that accompanied the text helped students understand the movie review.

Whole Group!



English Language Learners

Have students work in pairs to write a descriptive paragraph (e.g., describing their favorite food), making the writing purposefully wordy. Ask students to switch papers and revise their partner's work, deleting unnecessary words. Ask partners to read the revised paragraphs aloud to each other.

Preview Day 5

Remind students to think about what they can discover from new places and new people.

Wrap Up your Week!

Objectives

- Review the weekly concept.
- Review oral vocabulary.

Today at a Glance

Oral Vocabulary

Comprehension

Sequence

Lesson Vocabulary

Affixes: Suffixes

Word Analysis

Word ending -ed

Literary Terms

Point of view

Assessment

Fluency
Comprehension

Research and Inquiry

Communicate

Spelling

Short vowels VCCV

Conventions

Declarative and interrogative sentences

Writing

Realistic fiction

Content Knowledge

BQ

BIG QUESTION

Question of the Week

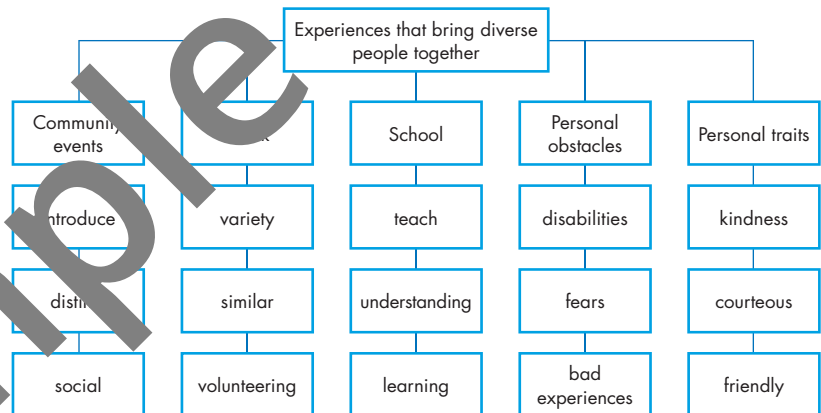
What experiences bring diverse people together?

Diversity

Expand the concept Have students look back at the reading selections to find examples that best demonstrate diverse people interacting with each other.

Build Oral Language

Talk about sentences and words Display and review this week's concept map. Remind students that this week, they have learned ten Amazing Words related to people interacting with each other. Have students use the Amazing Words and the concept map to answer the Question of the Week, *What experiences bring diverse people together?*





Amazing Ideas

Connect to the Big Question Have pairs of students discuss how the Question of the Week connects to the Big Question: *What can we discover from new places and people?* Tell students to use the concept map to form an Amazing Idea—a realization or “big idea” about Turning Points. Remind partners to pose and answer questions with appropriate details and to give suggestions that build on each other’s ideas. Then ask pairs to share their Amazing Ideas with the class.

Amazing Ideas might include these key concepts:

- You never know where you might find an interesting friend who might be quite different from you in some ways.
- Everyday experiences can bring diverse people of all ages, backgrounds, and abilities together to help one another.

Write about it Have students write a few sentences about their Amazing Idea, beginning with “This week I learned...”

Monitor Progress

Check Oral Vocabulary

Have individuals use this week’s Amazing Words to describe common experiences that can bring diverse people together. Monitor students’ abilities to use the Amazing Words and note which words you need to reteach.

If... students have difficulty using the Amazing Words,
then... reteach using the Oral Vocabulary routine, pp. 22, 33, 49, 69, 93.

Day 1

Check Oral Vocabulary

Day 2

Check Retelling

Day 3

Check Retelling

Day 4

Check Fluency

Day 5

Check Oral Vocabulary



Check Concepts and Language

Use the Day 5 instructions on ELL Poster 1.

Whole Group!

Amazing Words

kindness
attention
teach
understanding
variety

introduce
similar
distinct
social
courteous



English Language Learners

Concept map Work with students to add new words to the concept map.



Poster 1

SP

**SUCCESS PREDICTOR
FLUENCY**

Wrap Up your Week!

Objectives

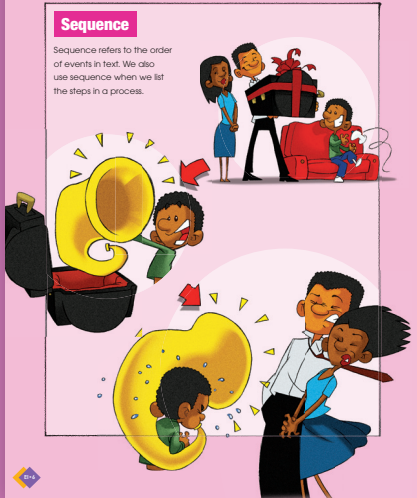
- Review sequence.
- Review suffixes.
- Review word ending *-ed*.
- Review point of view.

Envision It!

Visual Skills Handbook

Sequence

Sequence refers to the order of events in text. We also use sequence when we list the steps in a process.



Student Edition p. EI•6

Text-Based Comprehension Review Sequence

Envision It!

Teach Review the definition of sequence on p. 24. Remind students that understanding the sequence of the plot's main events can be important to understanding a story and that sometimes authors tell the events out of order. For additional support, have students review p. EI•6 on sequence.

Guide practice Have partners discuss the order of events in *The Recyclers*. Have them make a time line. Remind them that authors sometimes include events that happened long ago, such as Max losing his mom and the family moving to Deer Claw.

On their own For additional practice, use *Let's Practice It!* p. 8 on the Web site.

Vocabulary Review

Affixes: Suffixes

Teach **Suffixes** Remind students that knowing the meanings of suffixes can help them figure out the meanings of unknown words.

Guide practice On the board, write the words *functional* and *truthful*. Review with students how to use the suffixes to help figure out the meanings of the words.

On their own Tell students to notice words with *-ful* and *-al* suffixes as they do their independent reading. Have them add examples to a class list.

Name _____

The Recyclers

Sequence

• Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

Directions Read the following passage. Then complete the diagram below.

Max was excited to go to his aunt and uncle's house for dinner. Aunt Bev was from California, and Uncle Kento was from Japan.

When Max arrived, he walked onto the dining room. The table was set on the ground. Max sat on the floor and crossed his legs. Uncle Kento served green tea in beautiful decorated cups. Then they ate rice, fish, and vegetables. Max ate with chopsticks, even though he wasn't very good at it.

After they ate, Aunt Bev served everyone a slice of cake, and they ate it at a table in the kitchen with forks. "Which do you like best, Max—chopsticks or forks?" she asked. Max thought hard and replied, "I like chopsticks for Uncle Kento's food and forks for yours!"

Max went to his aunt and uncle's house.

Max walked into the dining room.

Max sat on the floor.

Max ate with chopsticks.

Aunt Bev served a slice of cake.

How does understanding the sequence of events help you understand what life is like in Aunt Bev and Uncle Kento's house?

Possible answer: The reader sees that Aunt Bev and Uncle Kento take turns doing some Japanese things and some American things.

Home Activity Your child identified the sequence of events in a short passage. Have your child use a time line to write about how or why major events in his or her own life, starting with birth.

DVD•8 Comprehension

Let's Practice It! Digital W1 D5•8



Word Analysis **Review**

Word Ending -ed

Teach word ending -ed Review with students that the -ed ending added to verbs shows that an action has already happened. Use the words *walk* and *walked* in separate sentences and have students explain what the ending -ed indicates.

Guide practice Display the following words: *checked, listened, wondered, asked*. Use the Strategy for Meaningful Word Parts routine to teach the word *checked*.

Strategy for Meaningful Word Parts

- 1 Introduce word parts** Have students circle the base word and the ending.
- 2 Connect to meaning** Define the word and the ending. *Check can mean "to look over."* The ending -ed shows that the action already happened.
- 3 Read the word** Blend the meaningful word parts together to read *checked*. Then use the meanings of the base word and the ending to determine the meaning of the word. *Checked means that someone has looked over something.*

On their own Have students work in pairs to circle the base word and ending in each word.

Literary Terms **Review**

Point of View

Teach point of view Have students read p. 22 in *The Recyclers*. Have them identify the point of view and support their answer with examples from the text.

Guide practice Help students create a T-chart to compare first- and third-person points of view. (First-person talks about the characters as *I, we, me, us*. Third-person talks about the characters as *he, she, they, them*.)

On their own Have partners work together to identify the point of view in books they are reading independently.

Whole Group!

Lesson Vocabulary

grand great; wonderful

memorial serving to remember a person or event

peculiar strange; odd

positive in a good way

pride in a way that shows a person thinks he or she is better than others

recall remembers

selecting choosing; picking



English Language Learners

Word ending -ed Supply students with a list of verbs that do not undergo a spelling change when -ed is added, such as *walk, jump, brush, clean*. Remind students that, to show that an action has already happened, we often add -ed to the end of a verb. Pair more fluent students with less fluent ones. Have partners work together to say sentences using a word from the list in the present tense and then another sentence with the word with -ed added.



Wrap Up your Week!

Objective

- Read grade-level text with fluency.

Plan to Assess Retelling

✓ This week, assess Advanced students.

□ Week 2 Assess Strategic Intervention students.

□ Week 3 Assess On-Level students.

□ Week 4 Assess Strategic Intervention students.

□ Week 5 Assess any students you have not yet checked during this module.

Set individual goals for students to enable them to reach the year-end goal.

- Current Goal: 95–105 WCPM
- Year-End Goal: 130 WCPM

Assessment

Check words correct per minute Fluency Make two copies of the fluency passage on p. 85. As the student reads the text aloud, mark mistakes on your copy. Also mark where the student is at the end of one minute. To check the student's comprehension of the passage, have him or her retell you what was read. To figure words correct per minute (WCPM), subtract the number of mistakes from the total number of words read in one minute.

WCPM

Corrective Feedback

If... students cannot read fluently at a rate of 95–105 WCPM, **then...** make sure they practice with text at their independent reading level. Provide additional fluency practice by pairing nonfluent readers with fluent readers.

If... students already read at 130 WCPM, **then...** have them read a book of their choice independently.



Small Group Time

Break into small groups before the comprehension lesson.

Teacher-Led	Strategic Intervention (SI)	On-Level (OL)	Advanced (A)
	Teacher-Led p. DI•6 <ul style="list-style-type: none"> • Practice fluency • Read <i>Coming Together</i> or <i>Florida Everglades: Its Plants and Animals</i> 	Teacher-Led p. DI•11 <ul style="list-style-type: none"> • Practice fluency • Read <i>Something to Do</i> 	Teacher-Led p. DI•15 <ul style="list-style-type: none"> • Practice fluency • Read <i>The Story of Libraries</i>
Place English language learners in the groups that correspond to their reading abilities in English. E L L			
Practice Stations <ul style="list-style-type: none"> • Words to Know 		Independent Activities <ul style="list-style-type: none"> • Grammar Jammer • Concept Talk Video • Vocabulary Activities 	

* These materials can be found online.

Name _____

A Lasting Friendship

For as long as she could remember, Kim had felt more comfortable 12
with animals than people. She was shy and quiet at school and she was 26
quiet at home now, too, with her mother, who'd been sick. When Kim 39
found five abandoned kittens, she didn't feel shy at all. She talked to 52
them, petted them, and fed them milk. 59

Kim knew that she wouldn't be able to keep the kittens, though. 71
Instead, she brought them to a new animal shelter. As soon as she 84
arrived there, she felt comfortable with the sounds of the animals, 95
barking and meowing. They feel lonely like me, she thought. 105

"May I come back," Kim asked a worker, "to help?" The next 117
Saturday, Kim went to the shelter to work. That's when she met Mira. 130
Mira was bent over talking to a sad-looking puppy. Kim watched as 142
Mira stroked the puppy and told it that she felt sad also. When Mira 156
saw Kim, she turned away, blushing. 162

"It's okay," said Kim. "I feel sad a lot too. Looks like we have a lot in 179
common, you and me and the animals." From then on, Kim and Mira 192
met at the shelter each Saturday. They talked to the animals, and to each 206
other, too. It was the beginning of a lasting friendship. 216

Monitor Progress

- Check Fluency



Wrap Up your Week!

Objective

- Read grade-level text with comprehension.

Assessment

Check sequence 🎯 **Sequence** Use “Camp Grove” on p. 87 to check students’ understanding of sequence.

1. How does the author use sequence in “Camp Grove”? (Possible response: The author tells about events in the order they happen.)
2. What are some words in the story that give you clues about when the plot’s main events are happening? (July, After, During, ended)
3. Compare Bruce’s feelings about Camp Grove at the beginning of his stay to his feelings at the end. Why did Bruce’s feelings change? (Possible response: At the beginning, Bruce did not like outdoors, adventure, or meeting new people, but at the end, he seemed to like it. He tried new things and made friends, so his feelings changed.)

Sample Copy

Name _____

Camp Grove

Bruce went to Camp Grove because his parents made him go. Camp Grove was an outdoor adventure camp. Bruce did not like the outdoors, or adventures.

Still, July found Bruce in the mountains of South Carolina unpacking his bags at Camp Grove. He peeked around at the other boys in the cramped cabin. They all seemed so different from him. One grunted on his cot, singing a rap tune. Another grunted as he lifted hand weights. Two more argued about who had the best cell phone. Bruce was quiet, and he just liked to read and play cards. Why was he here?

Their counselor, a lanky guy named Tim, came into the cabin. "Cabin four is the best!" he said. "Let's gather round and get to know each other."

They played a get-to-know-you game. Bruce thought the game would be dumb, but he learned that the weight-lifting boy, Justin, had a grandfather who lived in Bruce's town. He also learned that another boy, Sam, liked to play cards, too.

After they all went to meek a canoe, Bruce and Sam came back to the cabin and played cards.

During his two weeks at camp, Bruce made many discoveries. He discovered that he did like the outdoors after all. He even discovered that meeting new people was not so bad. Justin taught him about lifting weights.

When camp ended, Justin said he'd call Bruce the next time he visited his grandpa. Sam and Bruce agreed they'd be back to play card games next year.

Monitor Progress

- Sequence

Wrap Up your Week!

Objectives

- Communicate inquiry results.
- Review declarative and interrogative sentences.
- Administer spelling test.

Research and Inquiry Communicate

Present ideas Have students share their inquiry results by presenting their information and giving a brief talk on their research. Have students display any visual representations they created on Day 4.

Listening and speaking Remind students how to be good speakers and how to communicate effectively with their audience.

- Respond to relevant questions with appropriate details.
- Speak clearly and loudly.
- Keep eye contact with audience members.

Remind students of these tips for being a good listener.

- Listen attentively to speakers.
- Wait until the speaker has finished before raising your hand to ask a relevant question or make a pertinent comment.
- Be polite, even if you disagree.

Sample Copy



Spelling Test

Short Vowels VCCV

Spelling test To administer the spelling test, refer to the directions, words, and sentences on p. 28.



Conventions

Extra Practice

Teach Remind students that a declarative sentence makes a statement and ends in a period. An interrogative sentence asks a question and ends in a question mark. Sentences must have correct subject-verb agreement.

Guide practice Have partners write an interrogative sentence asking each other about a favorite realistic fiction character and then write a declarative sentence answering the question.

Who is your favorite character in *The Recyclers*?

My favorite character is Mr. Tulip.

Daily Fix-It Use Daily Fix-It numbers 9 and 10 in the right margin.

On their own Write these sentences. Have students look back in *The Recyclers* to find the missing first two words and end punctuation for all in the blanks. Remember that a declarative sentence ends in a period and an interrogative sentence ends in a question mark.

- _____ a mayor's office would have
more garbage _____ (I thought .)
- _____ kidding _____
(Are you; ?)
- _____ was bobbing and bouncing
in the water, faster and faster.
_____ (The bag; .)
- _____ think _____ knew where we
were going _____ (I don't; .)
- _____ there _____
(Is someone; ?)

For additional practice, use *Let's Practice It!* p. 9 on the Web site.

Whole Group!



Daily Fix-It

9. I love to here Miss Block tell his stories. (*hear; her*)

10. Some of her stories are hard to believe. (*of; believe.*)

Name _____

The Recyclers

Declarative and Interrogative Sentences

Directions Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

- The old lady is a good storyteller. D
- Do we have time for another story? I
- She may tell a story about when she was young. D
- Can you imagine what Florida was like? I

Directions Make each group of words into a sentence by writing it with correct capitalization and punctuation. Write *D* if the sentence is declarative. Write *I* if the sentence is interrogative.

- what would you recycle for a school project
Would you like a big dog? I
- he was excited about the vacation period
She knew all the answers. D
- it is big enough to carry all of us
Was it a man or a woman? I
- it was a destructive flood
It was a very large bear. D

Directions Change each sentence to the kind named in (). Write the new sentence. *Sample answers are given.*

- She found the dog in a store. (interrogative) Did she find the dog in a store?
- How can we make a lifeboat from this trash? (declarative) We can make a lifeboat from this trash.
- He was scared after being trapped for so long. (interrogative) Was he scared after being trapped for so long?
- Will we be OK? (declarative) We will be OK?

Home Activity Your child reviewed declarative and interrogative sentences. Read a newspaper article together. Have your child identify declarative and interrogative sentences in the article.

Declarative and Interrogative Sentences DVD-9

Wrap Up your Week!

Objectives

- Proofread revised drafts of realistic fiction stories, including watching for correct punctuation for declarative and interrogative sentences.
- Create and present final draft.

Writing—Realistic Fiction Declarative and Interrogative Sentences

Review **Revising** Remind students that yesterday, they revised their realistic fiction stories, focusing on deleting words and information to make the writing clearer and less wordy. Today, they will proofread their stories.

Mini-Lesson

Proofread Declarative and Interrogative Sentences

- **Teach** When we proofread, we search for errors in spelling, capitalization, punctuation, and grammar. Today, we will focus on proofreading declarative and interrogative sentences.
- **Model** Let's look at the final paragraph from the story we revised yesterday. Display Writing Transparency 1C. Explain that you will look for errors in the use of declarative and interrogative sentences. I see a problem in the sentence "Do you like playing basketball," Sam asked Marco after the game. This is an interrogative sentence, so it needs a question mark at the end. Point out that the sentence "I told you, you'd be good?" is a declarative sentence that needs a period at the end. Explain to students that they should reread their story a number of times, each time looking for different types of errors: spelling, punctuation, capitalization, and grammar.

Proofread Display the Proofreading Tips. Ask students to proofread their stories, using the Proofreading Tips and paying particular attention to declarative and interrogative sentences. Circulate around the room answering students' questions. When students have finished editing their own work, have pairs proofread one another's stories.

Proofreading Tips

- ✓ Be sure all declarative and interrogative sentences are used correctly.
- ✓ Use correct indentation when beginning new paragraphs and using dialogue.
- ✓ Begin proofreading only after you have completed drafting, revising, and editing.

Proofreading Marks	
Take Out	↖
Add	^
Period	⊙
Check spelling	○
Insert space	#
	Uppercase letter
	Lowercase letter
	New paragraph
	Insert quote
	Insert apostrophe

When it was time for the team to play their first game, Marco made five baskets as the team's center. It was different playing with the other team guarding him, but Marco enjoyed it. His Dad enjoyed it too he cheered from the crowd.

"Do you like playing basketball?" Sam asked Marco after the game.

"I do," Marco said.

"See," Sam said with a smile. "I told you, you'd be good?"

"Thanks," Marco said, smiling back. "Could it be because I had a good teacher?"



Present Have students incorporate revisions and proofreading edits into their stories to create a final draft.

Give students two options for presenting: an oral presentation to the class or a class book. For oral presentations, have students create art to go along with the main events in their story, which they can display as they read their story to the class. For a class book, have groups work together to create a table of contents, design a cover, and bind the stories into a book. When students have finished, have each complete a Writing Self-Evaluation Guide.

Quick Write for Fluency

Team Talk

- 1 Talk** Have students discuss what they learned about turning points in people's lives.
- 2 Write** Each student writes a paragraph summarizing what he or she has learned.
- 3 Share** Partners read their own writing to one another.

Whole Group!

Teacher Note

Writing self-evaluation Make copies of the Writing Self-Evaluation Guide of the *Practice Notebook* from the Web site and hand them out to students.



English Language Learners

Support editing Provide practice with declarative and interrogative sentences. Ask partners to write two interrogative sentences. Then have them switch papers and write two declarative sentences in response to their partner's questions.

Poster preview Prepare students for next week by using Week 2, ELL Poster 2. Read the Poster Talk-Through to introduce the concepts and vocabulary. Ask students to identify and describe objects and actions in the art.

Selection summary Send home the summary of *A New Life in the New World* in English and the students' home languages, if available. Students can read the summary with family members.

Preview Next Week

What opportunities can be found in new places? Tell students that next week, they will read about the Pilgrims who settled in a new land.



Assessment Checkpoints for the Week

MePro

Weekly Assessment

Use *Weekly Tests* to check:

- ✓ **Word Analysis** Word ending in *-ed*
- ✓ **Comprehension Skill** Sequence
- ✓ **Review** **Comprehension Skill** Cause and Effect
- ✓ **Lesson Vocabulary**

memorial	grand
prideful	positive
recalls	selecting
peculiar	



Weekly Tests, Digital W1

Differentiated Assessment

A

Advanced

O L

On-Level

S I

Strategic
Intervention

Use *Fresh Reads for Fluency and Comprehension* to check:

- ✓ **Comprehension Skill** Sequence
- ✓ **Review** **Comprehension Skill** Cause and Effect
- ✓ **Fluency** Words Correct Per Minute



Fresh Reads for Fluency and
Comprehension
Digital W1

Oral Vocabulary for The Recyclers

Let's Learn

Amazing Words

Oral Vocabulary Routine

D1

attention

- 1 **Introduce** When you focus on something, you are paying *attention* to it.
- 2 **Demonstrate** If you don't pay *attention*, you won't learn.
- 3 **Apply** Have students describe times when it's good to pay *attention*.

teach

- 1 **Introduce** You *teach* when you show or explain how to do something.
- 2 **Demonstrate** My parents *teach* me how to work hard.
- 3 **Apply** Have students *teach* each other something.

understanding

- 1 **Introduce** To have an *understanding* of something is to know about it.
- 2 **Demonstrate** He had a good *understanding* of how to do the work.
- 3 **Apply** Have students demonstrate their *understanding* of a direction you give.

D2

introduce

- 1 **Introduce** If you *introduce* someone or something, you make it known to others.
- 2 **Demonstrate** I *introduce* a new friend to my mom.
- 3 **Apply** Have students practice *introducing* one person to another.

D3

distinct

- 1 **Introduce** *Distinct* means "separate, or not the same."
- 2 **Demonstrate** Roses have a *distinct* smell from other flowers.
- 3 **Apply** Have students name two *distinct* tastes.

D4

courteous

- 1 **Introduce** To be *courteous* is to be polite and show good manners.
- 2 **Demonstrate** Her teacher was impressed with how *courteous* the children were.
- 3 **Apply** Ask students to describe a time when they were *courteous*.

Suffixes

A suffix is a word part added to the end of a base word to form a new word.



Common Suffixes and Their Meanings

-ly	characteristic of
-tion	act, process
-able	can be done
-ment	action or process
-less	without

Strategy for Suffixes

1. Look at the unknown word and identify the suffix.
2. What does the base word mean? If you're not sure, check a dictionary.
3. Use what you know about the base word and the suffix to figure out the meaning of the unknown word.
4. Use a dictionary to check your guess.

interactive SCIENCE

Some raccoons live in hollow trees. Their flexible legs help them run down the outside of these trees headfirst.



Ecosystems

Read Aloud: What do manatees eat?

You are in a rowboat in shallow ocean waters. The sun shines brightly above as a light breeze passes by. You look over the left side of the boat and notice a sea turtle swimming underwater. You watch as it swims out of sight under a cluster of green plants floating on the water's surface. Just as you are about to look away, you notice something gray pop up among the plants. It looks like a pair of nostrils! You have heard that there are manatees in these waters but have never seen one yourself. You row the boat a little closer to get a better look. You can now see the top of the manatee's nose. You wonder if the manatee is looking for its next meal. Is it hunting the sea turtle you just saw? Is it going to eat the plants in the water? You wonder: What do manatees eat?

Explain

What things do you think a manatee needs to survive?

- Ask volunteers to share their predictions with the class along with the reasons for their predictions.
- Ask students to think about organisms that live in the ocean and how they interact.
- Read the Big Question for the chapter aloud.

What do manatees eat?



BQ
BIG QUESTION

How do living things interact with their environments?

Content Refresher

PROFESSIONAL
DEVELOPMENT
NOTE

- Manatees are slow-moving marine mammals found in both salt water and fresh water. They range from about 2.4 to 4 meters in length and weigh between 200 and 600 kilograms. Although manatees live in the water, they surface often to breathe air.
- Complete herbivores, manatees are often called sea cows. Their diets consist mainly of sea grasses and other aquatic plants. Manatees eat about 10–15 percent of their bodyweight in food every day.
- Manatees have no natural predators, but the population is still in danger. In the past, humans hunted manatees for their skin, oil, and bones. Today, manatees are often either accidentally harmed or killed by passing motorboats. Although protected under a number of laws, manatees are still endangered animals.

Teach for Understanding



How do living things interact with their environments?

As you read this chapter, you will learn about living things in different ecosystems and the ways in which these living things interact with living and nonliving things in their environment. How would you answer the Big Question: How do living things interact with their environments?

Lesson Objectives

- **Lesson 1** Students will describe the parts of ecosystems and give examples of ecosystems.
- **Lesson 2** Students will explain that animals get energy from the plants and animals they eat, and describe the possible consequences of the removal of one component in a balanced ecosystem.
- **Lesson 3** Students will explain how energy flows in a food chain and a food web. Students will also know how some organisms compete for resources.
- **Lesson 4** Students will describe the effect of a sudden change of one group of organisms on another group.
- **Lesson 5** Students will explain that fossils are the remains or marks of living things and demonstrate an understanding of the ways a fossil can form.
- **Lesson 6** Students will describe how scientists use fossils to learn about the past.

Resources Online



Untamed Science

Wild and weird science experiments done by the Ecogeeks give students another way to understand content.



Kick off each chapter by engaging students' imagination with the Big Question.

Ecosystems

Try It! How can you estimate how many animals live in an ecosystem?

- Lesson 1** What are ecosystems?
- Lesson 2** How do living things get energy?
- Lesson 3** What are food chains and food webs?
- Lesson 4** How do living things affect the environment?
- Lesson 5** What are fossils?
- Lesson 6** What can fossils tell us?

Investigate It! How do earthworms meet their needs in a model of an ecosystem?

Manatees live in rivers, bays, canals, and coastal areas. The manatee is a large, plant-eating mammal.

Predict What things do you think a manatee needs to survive?

Possible answer:

A manatee needs warm water to live in. It also needs underwater plants to eat.



Inquiry

Use these labs to help students build a framework of how organisms interact with their environments. Students will...

- **estimate** population size based on a model, p. 228
- **observe** a decomposer feed on sugar, p. 236
- **make a model** of a food web, p. 242
- **model** how a drought affects animals in an ecosystem, p. 255
- **observe** how decomposers interact with the environment, p. 268

Inquiry Try It!

How can you estimate how many animals live in an ecosystem?

Objective Students will use a model to explore one way to determine the population of an area.

Time	20 minutes
Grouping	Small groups

Materials for Small Groups

checkerboard; dry puffed cereal (60 mL or $\frac{1}{4}$ cup); calculator (optional)

*Kit materials

What to Expect

Here is one way to make the estimate. Count the number of "organisms" in 3 squares on the board, and take the average per square. Count the number of squares on the board. Then multiply the average per square by the total number of squares.

Have students repeat their estimates using fewer squares and more squares than for their first estimate. Students will see that the accuracy of their estimate increases as they count up more squares.

ACTIVITIES ↔ CONTENT

In this activity, students estimate the size of a population. Students will learn about populations in this chapter.



Attention to students that healthy ecosystems have healthy and balanced populations of living things. Scientists count living things to determine their populations. Have students work with a partner to answer question 6.

Inquiry Try It!

How can you estimate how many animals live in an ecosystem?

Scientists can figure out how many animals live in a large area by counting how many animals there are in small parts of the area and then **estimating**. The more small parts that they check, the better their estimate usually is.

1. Scatter two handfuls of cereal on a checkerboard. Guess how many pieces are on the board.

Answers will vary.

2. Work with a partner. Determine a way to **estimate** the total number of pieces on the board.

Write your estimate. **Answers will vary.**

Hint: Start with a small area.

3. Count all the pieces of cereal on the board.

Explain Your Results

4. Which was easiest: guessing, estimating, or counting?

Possible answers: Guessing, estimating

Which was most accurate? **Counting**

5. Infer: How do you think you could make your estimate more accurate?

Possible answers: Count more squares.

Infer: Why do you think scientists might want to know how many animals live in an ecosystem?

Possible answer:

Scientists might want to know how many animals live in an ecosystem so they can see if the ecosystem is healthy.

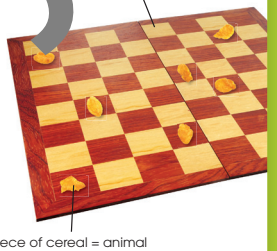
Materials



Inquired Skill

Sometimes, you can use math to help you make a good **estimate**.

Answers will vary. checkerboard = ecosystem



Lab Support

- Possible procedure: Have students scatter two handfuls of cereal on their board and guess how many pieces are on the board. Have students work with a partner to find a way to estimate the total number of pieces on the board.
- Discuss why scientists might want to know how many animals live in an ecosystem. Encourage students to think about the impact on an ecosystem if there are too many or too few of one kind of animal.
- Ask students to suggest situations in which scientists might want to estimate rather than count.
- As an extension, challenge small groups to make and carry out a plan to estimate the number of plants (such as dandelions) in a large area by sampling a smaller area. Then have groups compare their results.

Main Idea and Details

- The **main idea** is the most important idea in a reading selection.
- Supporting **details** tell more about the main idea.

Let's
Read
Science!

The Desert Ecosystem

Plants can live in a hot, dry desert. Long roots that grow close to the surface allow a cactus to take in as much rainwater as possible during a single storm. The roots of a large saguaro cactus may grow to 15 meters in length. The stem of a cactus expands to fill with the rainwater it collects.

Practice It!

Complete the graphic organizer below to show the main idea and details in the example paragraph.

Main Idea

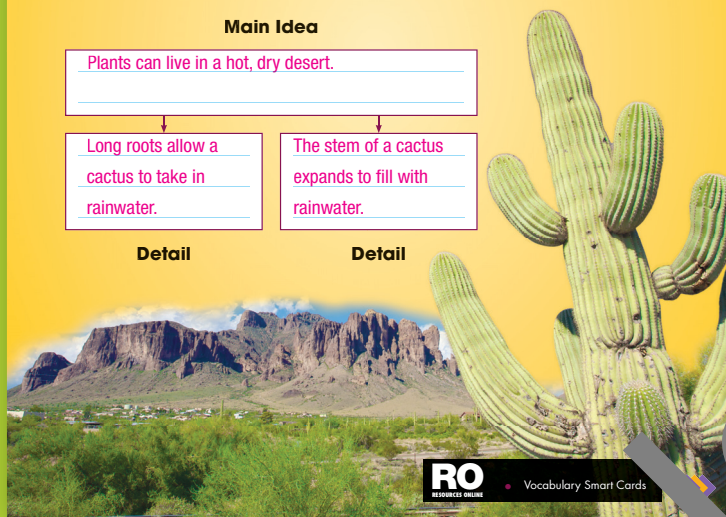
Plants can live in a hot, dry desert.

Long roots allow a cactus to take in rainwater.

Detail

The stem of a cactus expands to fill with rainwater.

Detail



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RESOURCES ONLINE

Vocabulary Smart Cards

ELL Support

- 3 Comprehensible Input** Use graphic organizers to minimize the information overload for English language learners. They need help focusing on the most important concepts within large blocks of text. While graphic organizers include words, they visually organize concepts.

Reading Strategy

Main Idea and Details

The main idea is the most important idea about the topic. It is sometimes expressed in one sentence, usually at the beginning of the text. It might also be the title or heading of a reading passage.

Practice It! Have students read *The Desert Ecosystem* and fill in the graphic organizer.

Vocabulary Smart Cards

You may wish to have students cut out the Vocabulary Smart Cards before beginning the chapter. The cards are located at the end of the chapter in the student text.

Resources Online



Vocabulary Memory Match

Students jump into vocabulary fun with this interactive matching game.



Vocabulary Smart Cards

Flip-and-play Vocabulary Smart Cards create fun encounters with important unit terms.



Lesson 1 What are ecosystems?

Lesson Plan



Short on Time?



Choose from the highlighted items below.



How do living things interact with their environments?

Engage		Time
	<input checked="" type="checkbox"/> Envision It! Ask students how they think the organisms interact, pp. 231–232.	5 min
	<input type="checkbox"/> Resources Online Envision It!	5 min
	<input type="checkbox"/> Use Vocabulary Smart Cards to introduce lesson vocabulary, pp. 271–274.	10 min
Explore		
	<input checked="" type="checkbox"/> My Planet Diary Let's Blog! , p. 230, blackline master TE p. 517.	15 min
Explain		
	<input type="checkbox"/> Review the Lesson Question and have students make the I will know... statement in order to help them unlock the Big Question , pp. 231–232.	5 min
	<input checked="" type="checkbox"/> Have students read <i>Parts of an Ecosystem</i> , <i>Needs of Ecosystems</i> , and <i>Living Things Within Their Ecosystems</i> and answer the questions on pp. 233–235.	20 min
	<input type="checkbox"/> Resources Online Big Question Will Know...	5 min
	<input type="checkbox"/> At-home Lab Picture It! Have students pick an ecosystem, cut out pictures of habitats and communities, and label the ecosystem, p. 234.	10 min
Elaborate		
	<input checked="" type="checkbox"/> Science Notebook Have students write about what might happen to an ecosystem if there were changes to the ecosystem's soil, TE p. 521.	10 min
Evaluate		
	<input type="checkbox"/> Use Vocabulary Smart Cards to review lesson vocabulary, pp. 271–274.	10 min
	<input checked="" type="checkbox"/> Formative Assessment Have students complete the Lesson Check blackline master to determine whether they need additional help with lesson content, TE p. 523.	10 min
	<input type="checkbox"/> Resources Online I Got it? Quiz	10 min
	<input type="checkbox"/> Resources Online I Got it? 60 Second Video Review lesson content.	5 min

Lesson Objectives

- ☒ **Lesson 1** Students will describe the parts of ecosystems and some examples of ecosystems.
- ☐ **Lesson 2** Students will explain that animals get energy from the plants and animals they eat, and describe the possible consequences of the removal of one component in a balanced ecosystem.
- ☐ **Lesson 3** Students will explain how energy flows in a food chain and a food web. Students will also know how some organisms compete for some resources.
- ☐ **Lesson 4** Students will describe the effect of a sudden change of one group of organisms on another group.
- ☐ **Lesson 5** Students will explain that fossils are the remains or marks of living things and demonstrate an understanding of the ways a fossil can form.
- ☐ **Lesson 6** Students will describe how scientists use fossils to learn about the past.

Name _____ Date _____

Unit 1
Lesson 1

my planet DIARY

Let's Blog!

Today we went to the Alligator Farm in St. Augustine. We saw American alligators. One alligator was an albino. Did you know they feed them rodents called Cavia? The worker that fed them said they only need 80 pounds of food a year. I was surprised when she walked among the alligators in the exhibit as she fed them. One of them kept hissing at her. I would have been scared.

Although we saw many crocodiles and alligators, my favorite was the albino alligator. It was awesome. I learned that the alligators don't always have to be in the water. We rarely see these alligators because they can't camouflage themselves from their predators.

It was an exciting day and a great way to spend an afternoon learning.

Write a response to Emma's blog. Talk about an animal you have seen or read about.

Students should write about an animal that lives in the _____.

Share your response with another student. Ask him or her to write comment about your animal.

Post by: _____ Location: _____

Unit 1, Lesson 1 • What are ecosystems?
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ELL Lesson Plan

- 1 Content and Language** Pronounce each of the lesson vocabulary words for students. Use Vocabulary Smart Cards to provide examples, definitions, and visuals.
- 2 Frontload the Lesson** Preview the lesson with a picture walk. Match icons, pictures, and diagrams with words or concepts.
- 3 Comprehensible Input** Present the content using visual aids, graphic organizers, and paraphrasing.
- 4 Language Focus** Have students work in pairs to answer the questions that appear throughout the lesson. Encourage them to discuss each question before writing their answer in the book.
- 5 Assess Understanding** Allow students to use shortened answers for the *Got it?* self-assessment questions. Provide alternative assessment by making statements and having students indicate whether each statement is true or false by using a thumbs-up or thumbs-down gesture.

Name _____ Date _____

Unit 1
Lesson 1
Check

Words to Know
Write the word next to the description it matches.

ecosystem	habitat	population
1. habitat _____ the area or place where an organism lives		
2. ecosystem _____ all the living and nonliving things in an environment and the many ways they interact		
3. population _____ all of the members of one species that live in an area.		

Explain
Tell if each statement is true or false. Explain your choice. Give an example.

4. A population is all of the plants and animals that live within an ecosystem.
This statement is **false** because **a population is all the members of one species that live within an area of an ecosystem.**

5. A lion's habitat contains shrubs, trees, and water.
This statement is **true** because **a habitat contains all living and nonliving things that an organism needs to survive.**

Apply Concepts

6. Describe the ecosystem in the picture.

The picture shows a forest ecosystem. Some of the living things in the ecosystem are squirrels, deer, different kinds of birds, rabbits, trees, flowers, and grass.

Unit 1, Lesson 1 Check • What are ecosystems?
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LESSON 1

What are ecosystems?

Engage

- **Activate Prior Knowledge** Call students' attention to **Envision It!** at the top of the page.
- Read the **Envision It!** question with students.
- Remind students that all living things are called organisms, including the students themselves!

What is one organism in this picture?
(A chipmunk)

- Discuss the various ways the organisms in the picture interact. (Possible answer: The chipmunk is using this seed for food.)

Explore

- Read Emma's blog with the class. Have students share the questions they would like to ask Emma. Students may work independently or in pairs to write a blog about an animal they have seen or read about.
- You may wish to have students complete the My Planet Diary blackline master for this activity.

Lesson 1

What are ecosystems?

Envision It!



Tell how the organisms in this picture interact.

My Planet Diary

Let's Blog!



by Emma
Mittleburg, FL

Today, we went to Alligator Farm in St. Augustine. We saw American alligators. One alligator was an albino. Did you know they feed them rodents and Cattle? The worker that fed them said they only eat 10 pounds of food a day. I was surprised when we walked among the alligators in the exhibit. He fed them. One of them kept hissing at me. I would have been scared.

We saw many crocodiles and alligators, my favorite was the albino alligator. It was all white. I learned that the parents of albino alligators don't always have to be albino themselves. We rarely see these in the wild because they can't camouflage themselves from their predators.



It was an exciting day and a great way to spend the afternoon learning.

21st Century Learning

Information and Media Literacy Skills Ask students how can they tell if information they find online in places such as blogs is accurate. Information that comes from reputable organizations and agencies such as museums, national parks, and widely respected volunteer organizations such as the Sierra Club is usually considered accurate.

UNLOCK BQ BIG QUESTION

I will know the parts of ecosystems and some examples of ecosystems. I will know how specific structures of organisms help them live in their habitats.

Words to Know

ecosystem population
habitat

Parts of an Ecosystem

An ecosystem is all the living and nonliving things in an environment and the many ways they interact. An ecosystem may be large like the ocean or small like a park. Animals and plants are living parts of an ecosystem. These organisms interact with each other and with the nonliving parts of the system. The nonliving parts of an ecosystem include air, water, soil, sunlight, and landforms.

1. **Main Idea and Details** Complete the graphic organizer below. Write details about ecosystems.

Main Idea

There are many parts of an ecosystem.

Ecosystems have living and nonliving parts.

Detail

Ecosystems have organisms that interact with each other.

Detail



2. **Infer** The seahorse interacts with its ocean ecosystem by holding on to the coral. Why do you think the seahorse holds on to the coral?

Possible answer:

The water might push it away.

RO
RESOURCES ONLINE • Envision It!

Lesson Objective

Students will describe the parts of ecosystems and some examples of ecosystems.

Explain

UNLOCK BQ BIG QUESTION

Ask a volunteer to read *I will know...* at the top of the page. Help students to connect these ideas to their world.

- **Build Background** Explain to students that a system is made of many parts that interact with each other.
- Have students read the information on parts of an ecosystem and complete the exercises that follow.

Synthesize *What is an example of an ecosystem in your community?* (Possible answers: Pond, woods, stream, garden)

ELL Lesson Plan

1. **Content and Language** Point to word, such as *organisms*, in the completed graphic organizer. Then point to examples in the lesson, such as the alligator, seahorse, and shipworm. Say *organism* after pointing to each picture.
2. **Frontload the Lesson** Review the lesson with a picture walk. Have students look at the pictures in the lesson. Ask students to describe each picture with an adjective.
3. **Comprehensible Input** Be sure English learners understand the difference between living and nonliving things. Point to *living* things in the classroom and say the word *living* for each. Point to nonliving things and say the word *nonliving* for each.

Resources Online



Envision It!

Discover your students' prior knowledge through effective questioning and interactive graphic organizers.

BQ BIG QUESTION

I Will Know...

Reveal the core lesson content to your students through interactivities designed to get students thinking.

My Planet Diary

Students will blog about science.

Explain

Teach with Visuals Have students study the diagram on these pages and read the information provided.

Recall *What types of ecosystems are found in North America?* (Tundra, rain forests, desert, grassland, and wetlands)

Infer *In what type of climate would large green leaves survive best?* (Wet)

Determine *What are the primary factors that make ecosystems different?* (Climate and soil are the primary factors.)

SCIENCE ↔ SOCIAL STUDIES

- Have students look at a map of North America. Ask students to identify where they live and determine which ecosystem from the page is the closest.
- Have students identify the general geographic area of each ecosystem, such as the southwestern United States for the desert ecosystem.

INTERACTIVE WHITEBOARD READY!

For Interactive Whiteboard Classrooms

Display the pages for *Kinds of Ecosystems* on the whiteboard. Ask a student to come to the board and circle the ecosystem that has the coldest climate. (Tundra) Ask another volunteer to put an X on the two ecosystems that have the wettest climate. (Wetlands and rain forests)

ACTIVITIES ↔ CONTENT

In the *Investigate It* activity, students observe how earthworms interact with their environment (soil) as they tunnel through dirt in a model ecosystem.

Kinds of Ecosystems

There are several different ecosystems in North America, such as tundra, rain forest, desert, grassland, and forest. Many factors, such as climate and soil, make ecosystems different. Some ecosystems are cold and dry, while others are warm and wet. Some ecosystems have sandy soil while others have fertile soil. The kinds of plants and animals that live in an area depend on the climate and soil. Organisms can survive only in environments in which their needs are met. In any environment, some kinds of plants and animals survive better than others.

For example, you may think that nothing can live in a desert ecosystem, but deserts have many organisms living there. Cacti and lizards live in deserts. Sandy soil is used as a hiding place for the desert horned lizard. The lizard can quickly become invisible by throwing sand over its body.

3. **Main Idea and Details** Read the first paragraph again. **Underline** the main idea. **Circle** the details.

Students may circle any of the sentences in the first paragraph.

4. **CHALLENGE** How might a grassland change if very little precipitation falls in the area for several years?

Possible answers: Grasses might die or be less abundant. The animals might need to find new food sources. Some of the animals might move out of the grassland.



BQ I Will Know...



21st Century Learning

Accountability and Adaptability Have students choose and research one type of ecosystem. Ask them to write a one-page paper explaining why it is important to protect the living and nonliving things in their chosen ecosystem. Encourage them to think about how the ecosystem would be affected if one of the living or nonliving things in that ecosystem were removed.



Differentiated Instruction

Visually Impaired Help visually impaired students form a picture in their minds of what can be found in a tropical or temperate rain forest. Obtain a recording of sounds of the rain forest and have students listen to and identify the various sounds. If possible, bring in plants that could live in a rain forest, such as a tropical orchid, philodendron, or pineapple plant.

Predict What is one adaptation that would help an organism survive in a desert ecosystem?

(Possible answer: The ability to store water)

Apply Why would you probably not find water lilies in the Alaskan Tundra? (The ground beneath the surface in the Alaskan Tundra is frozen all year. Water lilies would not be able to get the water they need to grow.)

Analyze Look at the pictures of the plants for each ecosystem. How are the plants in the wetlands and rain forest similar? (Possible answer: Both need a large amount of water to grow.)

Elaborate

Science Notebook

Have students choose an ecosystem and write in their Science Notebook what might happen if there were changes in that ecosystem's soil. (Possible answer: If the soil in a forest lost some of its nutrients, fewer plants would be able to survive. As a result, some of the animals in the forest might die or move to a new place, which would affect the diversity of the forest.)

Explain

Teach with Visuals Have students read the information on these pages, study the photographs, and answer the questions that follow.

Identify *What word describes the area or place where an organism lives in an ecosystem?* (Habitat)

Explain *What is a population?* (All the members of one species that live within an area of an ecosystem)

Determine *The stem of a giant saguaro cactus can expand and fill up with water. In what kind of ecosystem is the saguaro cactus probably found? Explain.* (The saguaro cactus is probably found in a desert ecosystem. Its stem that can expand and fill up with water is a special structure that probably helps the plant survive without much water.)

ACTIVITIES ↔ CONTENT

In the *Try It!* activity, students learned to estimate the size of a population.



At-home Lab

Picture This!

- Materials: old magazines; scissors; glue; index cards; construction paper; colored markers. Alternatively, students could draw pictures.
- Help students select pictures of plants, animals, and habitats that belong in their chosen ecosystem. Remind students to include nonliving things.
- Students should write a description of the ecosystem and label the pictures.



At-home Lab

Picture This!

Pick an ecosystem. Cut out pictures of its habitats and populations. Write a description of the ecosystem. Glue your pictures and description onto construction paper. Label the populations.

Living Things Within Their Ecosystems

Habitat

The area or place where an organism lives in an ecosystem is its habitat. You can think of a **habitat** as an “address.” The habitat of the lion is open grassland with shrubs, trees, and water. A habitat contains all the living and nonliving things that an organism needs to survive.

Population

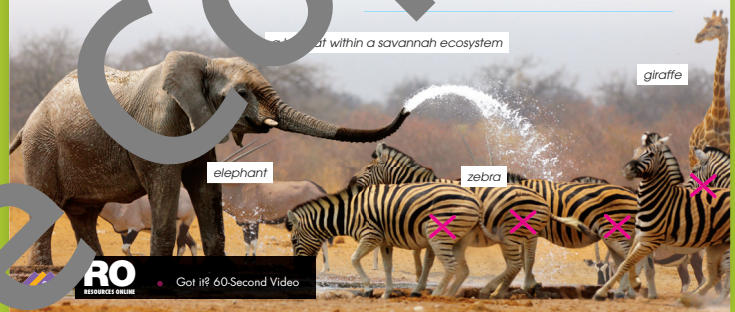
Look at the picture on this page. It shows a savannah ecosystem in Africa. A savannah is a kind of grassland. There are many **populations** found in this savannah. A population is all the members of one species that live within an area of an ecosystem. For example, the elephants that live in the African plains form a population. A population can be large or small.

Possible answer:
Students must draw
Xs on the zebras.

Try It! Find another population in the picture and draw an X on each member of that population.

6. Identify Write the names of two other populations that you think could be part of the system shown here.

Possible answer: Lions and wildebeest



Differentiated Instruction

Advanced Ask students: *How might limited space affect organisms in an ecosystem?* (Space may limit the amount of water or food available and, therefore, limit the number of living things.) Then ask students: *What might happen to a population of animals if the size of its habitat quickly became much smaller due to the building of houses and roads?* (Some of the food and water that the population once depended on for survival might no longer be available. So the population would probably get smaller.)

Structures for Survival

Many organisms such as the platypus have special structures that help them survive in their habitats. These structures may include wings that allow them to fly, webbed feet that help them swim, and fur that keeps them warm. Different organisms in an ecosystem may have similar structures that help them live there. For example, many organisms that live in the ocean have fins that help them move easily through water.



7. **Infer** What kind of ecosystem might this animal live in? Explain how you know.

Wetland; it has webbed feet, which will help it swim.


Got it?

8. **Identify** What kind of habitat do you think an animal with long, thick fur would most likely live in?

Possible answer: A cold habitat

9. **Explain** What structures might monkeys have that help them to live in trees?

Possible answer: A tail and long arms

 **Stop!** I need help with Answers will vary.

 **Wait!** I have a question about _____

 **Go!** Now I know _____

RO
resources online
Got it? Quiz

Evaluate

Review Have students use their Vocabulary Smart Cards to review the vocabulary terms for this lesson.

Formative Assessment Have students answer the *Got it?* section.

Lesson Check Have students complete the Lesson Check blackline master in order to assess understanding of lesson content.

Got it?

In this activity, students estimate the size of a population. Students will learn about populations in this chapter.



Stop! I need help with (a concept that is still unclear)



Wait! I have a question about (one or two details about a concept).



Go! Now I know (a lesson concept that has been mastered).

R T I Response to Intervention

If... students are having difficulty understanding the difference between living and nonliving organisms, **then...** have students name some living and nonliving things in a fish aquarium. Record and discuss each response.

Resources Online

Got it? 60-Second Video

ESPAÑOL CC

Use this video to allow students who have missed class to catch up.

Got it? Quiz

Test your students' grasp of lesson concepts.