**Wonders**

Wonders is the tightly integrated literacy solution that prepares all learners to successfully master rigorous new standards with flexible resources and real time support.

**WonderWorks**

WonderWorks is the easy-to-implement intervention program for struggling readers, providing easy access to Wonders materials with the necessary additional scaffolding of foundational skills kits and interactive resources for accessing complex text.

**Maravillas**

The parallel Spanish reading program, Maravillas, is perfect for bilingual instruction, providing instructional plans that mirror those of Wonders. Featuring authentic literature from the Spanish-speaking world, Maravillas gives students access to these quality Spanish texts in both digital and print form.

**Wonders for English Learners**

Wonders for English Learners works in tandem with Wonders to teach English to students of all proficiency levels. The program builds oral language proficiency, vocabulary, and academic content knowledge while reinforcing foundational reading skills.
Wonders for English Learners
Teacher’s Edition Sampler
A comprehensive English Language Development program
English Language Development

Program Authors
Dr. Diane August • Dr. Jana Echevarria • Dr. Josefina V. Tinajero
Wonders for English Learners
A Connected English Language Development Program

Focused on Building Language Skills Program Components .................................................. 4
Getting Started with Wonders for English Learners ............................................................... 6
Instructional Planning .............................................................................................................. 8
Flexible, Targeted Instruction ................................................................................................ 10
Student Text for English Language Development ................................................................. 12
Resources for Speaking, Listening, Reading and Writing ..................................................... 14
Visual Vocabulary Cards - English Language Development ................................................ 16
Oral Language Cards - English Language Development ....................................................... 17
Assessment .............................................................................................................................. 18
Language Development Kit .................................................................................................... 20
Foundational Skills Kit .......................................................................................................... 22
Digital Resources .................................................................................................................. 24
Authors ................................................................................................................................... 26
ELD Teacher’s Edition Unit 3 Week 4 Sampler ........................................................................ 27
ELD Companion Worktexts Beginning .................................................................................. 62
ELD Companion Worktexts Intermediate/Advanced .............................................................. 65
Differentiated Texts ................................................................................................................ 68
Deer and squirrels live here. It has many tall pine trees. It rains and snows a lot here. What makes different parts of the world different? Essential Question

A canyon is a deep valley. The Grand Canyon is in Arizona. The Grand Canyon is an amazing place! Different plants and animals live here. The Grand Canyon features include tall pine trees, while the woodland region has small trees. The forest region gets more rain and snow than the woodland region. Deer and squirrels live in the woodland. Cactus, bighorn sheep, and lizards live in the forest. Sunlight beats down on this area. It is hot and dry. Cactus, bighorn sheep, and lizards live here. The desert region at the bottom of the canyon gets little rain or snow. Deer and squirrels live here. It has many tall pine trees. It rains and snows a lot here.

Differentiated Texts
The Grand Canyon

Using Graphic Organizer 50 to Record Information about Different Regions

1. Describe the region at the top of the Grand Canyon.
2. What would you find at the top of the Grand Canyon?
3. Tell what you might see going from the forest to the woodland region.
4. Tell what the woodland region is like.
5. Tell what the desert region of the Grand Canyon is like.

Respond to the Text

Read the text. Use Graphic Organizer 50 to record your ideas and notes. Have a collaborative conversation with your partner. Use the graphic organizer. Present your ideas to the class.

Name ____________________________

1. What would you find at the top of the Grand Canyon?
2. Tell what you might see going from the forest to the woodland region.
3. Tell what the woodland region is like.
4. Tell what the desert region of the Grand Canyon is like.

For the Students
- eBooks with Audio Support
- Oral Language Sentence Frames
- Online Assessments
- Adaptive Learning
Getting Started with Wonders for English Learners

Meeting the Needs of All English Learners Through ELD Instruction

Teacher Pathway

- Provides equitable access to the standards
- Provides instructional paths for a variety of skills levels
- Enables informed instructional decisions

Student Pathway

Companion Worktext

- Beginning (1 of 6)

Intermediate/Advanced

Online Differentiated Texts
Essential Question
What ideas can we get from nature?
Read about how bats inspired a new cane for blind people.

Nature is full of great ideas. Many inventors and scientists just step outside and look around for inspiration and ideas. They often **imitate**, or copy, what they see outdoors. They use nature to inspire their inventions.

One amazing invention was inspired by bats. It’s a special cane that helps blind people navigate and get around.

Sometimes a sticky situation can lead to a great invention. In the 1940s, George de Mestral went for a walk with his dog. Along the way, George’s pants and his dog’s fur caught tiny seeds called burrs. George was curious. Why did the burrs stick so well? He looked closer. The burrs were covered in tiny hooks. Designing a tool to remove the burrs stuck to his clothes, George realized this tool could make a great fastener! Today these hook and loop fasteners are used on everything from shoes to spacesuits!

Those sticky burrs gave de Mestral a great idea. Nature provided a **model** that George could imitate. Copying, or imitating, designs from nature is called **biomimicry**. (Bio means life and mimicry means to copy.)

From owls’ sharp claws to elephants’ bendy noses, nature is full of models. We can learn from each one.

Sometimes a sticky situation can lead to a great invention. In the 1940s, George de Mestral went for a walk with his dog. Along the way, George’s pants and his dog’s fur caught tiny seeds called burrs. George was curious. Why did the burrs stick so well? He looked closer. The burrs were covered in tiny hooks. Designing a tool to remove the burrs stuck to his clothes, George realized this tool could make a great fastener! Today these hook and loop fasteners are used on everything from shoes to spacesuits!

Those sticky burrs gave de Mestral a great idea. Nature provided a **model** that George could imitate. Copying, or imitating, designs from nature is called **biomimicry**. (Bio means life and mimicry means to copy.)

From owls’ sharp claws to elephants’ bendy noses, nature is full of models. We can learn from each one.
## WEEK 4
### SUGGESTED LESSON PLAN

#### New Ideas

**ESSENTIAL QUESTION**

What ideas can we get from nature?

<table>
<thead>
<tr>
<th>Day 1 Components</th>
<th>Day 2 Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Companion Worktext</strong></td>
<td><strong>Language Development Cards/Practice</strong></td>
</tr>
<tr>
<td><strong>ELD Visual Vocabulary Cards</strong></td>
<td><strong>Foundational Skills Kit</strong></td>
</tr>
<tr>
<td><strong>Visual Vocabulary Cards</strong></td>
<td><strong>Companion Worktext</strong></td>
</tr>
</tbody>
</table>

#### DAY 1

- **Language Support**, 356-357
  - Set Purpose, 356
- **Oral Language**, 356
  - Explore the Essential Question
- **Shared Read**, 358-362
  - "Bats Did It First"  
  - Make Connections: Review the Essential Question
- **Close Read**, 366-369
  - "Bats Did It First"  
  - Make Connections: Review the Essential Question

#### DAY 2

- **Language Support**, 364-365
  - Set Purpose, 364
- **Vocabulary**, 365
  - Review Vocabulary
  - Domain words
- **Close Read**, 366-369
  - "Bats Did It First"  
  - Respond to the Text
- **"Bats Did It First"**  
  - Respond to the Text

#### DAY 3

- **Language Support**, 363
  - Speaking and Writing, 363
  - Talk About It
  - Write About It
  - Present and Discuss

#### DAY 4

- **Language Support**, 364
  - Listening Comprehension, 364
  - "Ideas from Nature"

### Flexible instructional plans are provided for 30-, 45- and 60- minute sessions
### DAY 3 Components
- **Companion Worktext**
- **Literature Anthology**

#### Day 3
- **Writing**, 371-372
  - **Write to Sources** 371
  - **Write to Sources** 372
  - **Set Purpose** 371
- **Language Support**, 370
  - **Set Purpose** 370
  - **Oral Language**
  - **Retell**
  - **Review Vocabulary**
  - **Literature Anthology**, 373
  - **Set Purpose** 373
  - **Big Ideas from Nature** 373

### DAY 4 Components
- **Differentiated Text**
- **Companion Worktext**
- **Literature Anthology**

#### Day 4
- **Differentiated Text**, 374-375
  - **Set Purpose** 374
  - **“Inspired by a Bird”** 374
- **Writing**, 376
  - **Write to Sources** 376
  - **Set Purpose** 376
  - **Gather Text Evidence**
  - **Write**
- **Language Support**, 370
  - **Set Purpose** 370
  - **Oral Language** 370
  - **Retell**
  - **Review Vocabulary**
- **Literature Anthology**, 377
  - **Set Purpose** 377
  - **Big Ideas from Nature** 377

### DAY 5 Components
- **Companion Worktext**
- **Differentiated Text**

#### Day 5
- **Writing**, 378
  - **Set Purpose** 378
  - **Write to Two Sources** 378
  - **“Bats Did It First” and “Inspired by a Bird”** 378
- **Progress Monitoring**, 379
  - **Written Production** 379
  - **Diagnose and Prescribe**
- **Language Support**, 370
  - **Set Purpose** 370
  - **Oral Language** 370
  - **Talk About It**
  - **Write About It**
  - **Present and Discuss**
- **Literature Anthology**, 377
  - **Set Purpose** 377
  - **Big Ideas from Nature** 377

### Key
- **Beginning**
- **Intermediate**
- **Advanced**

---

**Lessons cover multiple proficiency levels:**
Beginning, Intermediate and Advanced.

**Easy visual shows all materials needed for that day’s instruction.**

**Daily instructional outlines include suggested lessons for each day.**

---

**Teachers can customize their own lesson plans to suit individual classroom needs.**
Shared Read

Read “Bats Did It First”

Reading Routine

- **Build On** In preparation for today’s discussions, ask partners to share what they’ve learned so far about how people get ideas from nature. Have pairs ask each other questions.

- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.

- **Discuss** Use the prompts and sentence frames to guide the discussion. Ask students to identify text evidence to explain or justify their responses.

PAGE 200

**Talk About It** Have students work with partners to read aloud the title and the Essential Question. Remind students that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind students that “Bats Did It First” is an expository text. Photographs and diagrams in an expository text will help them understand the text. Have students discuss the photograph on page 200. Ask students to discuss what they know about bats.

Have partners take turns reading and answering the questions in the side column. Explain that the boy on page 201 is blind. Ask students to explain what it means to be blind. Provide sentence frames if necessary.

PAGE 201

**Paragraph 1**

**INTERMEDIATE/ADVANCED** Read the first sentence on the page and point out “full of.” Remind students that writers often take different choices when writing. Ask students to use “full of” in a sentence. Then ask: **What is another way the author could have written this sentence?** (Possible answer: There are many ideas in nature.)

**Specific Vocabulary** Have students choral read the first paragraph. Point to the word *imitate* (cognate: imitar). Review the meaning of synonym. Ask students to point to a word in the third sentence that is a synonym of *imitate*. Explain to students that synonyms can be used as context clues to help them find the meaning of unfamiliar words.

**INTERMEDIATE/ADVANCED** Ask students to find the root word of *inspiration* in the text. Have students work in pairs to write two sentences, one that uses the noun *inspiration* and another that uses the verb *inspire*.

**Cohesion** Choral read the paragraph. Note that the word *they* in the third and fourth sentences refers to “many inventors and scientists.” Ask: **What do many inventors and scientists do?** (They imitate what they see outdoors. They use nature to inspire their inventions.)
INTERMEDIATE/ADVANCED

Point to just step outside and look around and help students identify clues to this phrase’s meaning. What does the phrase mean? (go out and observe nature)

2 Comprehension: Main Idea and Key Details Help students locate the key details in the text and underline them. (Scientists spend time outdoors. They observe interesting things in nature. They imitate ideas from nature) Ask: What is the main idea? (Scientists use nature to inspire their inventions.)

Paragraph 2

3 Sentence Structure Reread the second paragraph. Help students identify the pronoun and the noun it refers to. (it, invention)

ADVANCED Point to helps blind people navigate and get around. Remind students that authors often include context clues to help readers figure out the meanings of unfamiliar words. What phrase helps you figure out the meaning of navigate? (get around) Ask students to identify what the cane does. (It helps people know when there is an object in front of them.) Work with students to come up with other objects or devices that help people navigate. (Possible answers: lights, maps, GPS)

PAGE 202

Paragraph 1

1 Sentence Structure Reread the last sentence. Circle the word as: Help students answer the question. (underline they do their shopping or walk outdoors) Ask volunteers to explain how they know when canes help blind people move safely.

Review the suffix -ly. Ask students to describe what it means to move around safely. Have students work with a partner to list other ways to move around. Ask a volunteer from each pair to read their responses.

Paragraph 2

2 Specific Vocabulary Review that adjectives are describing words. Ask students to explain what bat-inspired means in their own words. What object is the author describing? (the cane) Ask a volunteer to explain why they think the author used this adjective.

ADVANCED Ask students what they think the author means by almost identical. Ask students to think of other sentences where they could use the phrase almost identical. (possible answer: His outfit was almost identical to his friend’s.)

Paragraph 3

1 Comprehension: Main Idea and Key Details Help students locate key details in the text. (The scientist observed the way bats fly at night. The bats navigate using high-pitched sounds that people cannot hear.) Guide students in describing the main idea of the paragraph in their own words. (The scientist was inspired by his observations of bats.)

Cohesion Have students work with a partner in summarizing the information in the diagram using the caption. Tell them to pay close attention to how the ideas in the caption are linked with the connecting words first and then. Have them break the caption down into steps. For example: Step 1: First, the bat sends out sound waves. Step 2: Then the waves hit the moth. Step 3: Next, the waves bounce back as an echo.

1 Sentence Structure Review the meaning of subject and predicate if necessary. Ask students to point to the predicate. Help students answer the prompt and underline the answer. (hit, bounce back)

2 Specific Vocabulary Help students identify the two words that tell the meaning of the word echo. (bounce back) Demonstrate the meaning using a rubber ball. What does the ball do when we drop it like this? (It bounces back) Ask the students to point to the words bounce back in the text. What do sound waves do when they hit an object? (They bounce back.)
Student Text for English Language Development

Companion Worktext
Accelerate English language development for students across all proficiency levels.

Beginning
The Beginning level provides targeted scaffolding to build foundational and language skills to allow students to progress to the Intermediate/Advanced levels.

Intermediate/Advanced
Intermediate/Advanced level provides opportunities for students to:
- write-in text for close reading annotation
- use the same rigorous text as Wonders with language scaffolds designed for English learners
- focus on academic vocabulary and phrases
- engage in oral language production

Core Wonders
While building language skills in Wonders for English Learners, students build their core reading, writing, listening, and speaking skills with Wonders.
What is the bat doing?
Write about what you see.

Talk About It
Collaborate

What ideas can we get from nature?

Take notes as you read the text.

One amazing invention was inspired by bats. It’s a special cane that helps blind people walk safely. This boy is blind. It’s inspired by bats. It’s a special cane that helps blind people walk safely.

Bats

Inspired by a Bird

Genre • Expository

Expository Text

What ideas do we get from nature?

Nature is full of great ideas. Many scientists, writers, and artists turn to nature for inspiration and ideas. They often borrow, or copy, what they see and hear. They can also use their imagination to create something new.

The engineers decided to imitate the kingfisher. The engineers designed a train with a long, thin front end. The kingfisher dives quietly. They copied the shape of the kingfisher’s beak. This new design was a big success!

The engineers tested this idea and knew the shape of the train caused the loud sound. So, they changed the shape of the front of the train. They tried many different shapes, but nothing was effective. The trains still made the loud sound.

They tried many different shapes and lengths. They tried many different shapes and lengths. They tried many different shapes and lengths. They tried many different shapes and lengths. They tried many different shapes and lengths.

The engineers watched bats fly. They saw how bats could fly into tight places. They realized bats could fly blind. The engineers imitated the蝙蝠和盲人。工程师们受到蝙蝠的启发设计了一种特殊的拐杖，帮助视障人士安全行走。
Wonders for English Learners provides daily opportunities for practice in reading, writing, speaking, and listening, with scaffolded instructional pathways to help students advance proficiency levels and build their skills.

**Oral Language**
- Frequent opportunities for collaborative conversations
- Build oral vocabulary
- Engage in meaningful classroom discussions using text evidence

**Vocabulary**
- Build vocabulary before accessing the Shared Read
- Visuals provide English learners vocabulary context
- Sentence frames allows students to practice vocabulary
- Students collaborate with partners to build their vocabulary knowledge
Reading

- Accessing Complex Text scaffolds support students in making meaning
- Additional vocabulary support provided related to the reading passage
- Opportunities to annotate text
- Scaffolds for text features

Writing

- Support for identifying text evidence and writing to sources
- Leveled frames support leveled writing requirements and student output
- Collaborative discussions to verbalize ideas prior to writing
- Graphic organizers to synthesize thoughts
- Student exemplars for modeling
EL Vocabulary
Unit 3 Week 4

**TEACHER TALK**

One word in the selection is locate. Say it with me: locate. Follow the vocabulary routine.

1. **Define:** Locate means to find something.
   - En español, locate quiere decir “encontrar algo.”
2. **Example:** I need to locate my lost car keys.
   - En español: Necesito encontrar las llaves perdidas de mi carro.
3. **Ask:** How could you locate a lost pet?
4. Let’s look at a picture that shows the word locate. (Point to the man.) This man has lost his car keys. He needs to locate them before he can drive.

**PARTNER TALK**

Tell your partner how to locate your seat in the classroom.

Draw a picture that shows a place to locate a good book.

Draw a map of our school. Show your partner how to locate the classroom.

Now let’s say locate together three more times: locate, locate, locate.

One word in the selection is inspiration. Say it with me: inspiration. Follow the vocabulary routine.

1. **Define:** Inspiration means something that gives a person new ideas.
   - En español, inspiration quiere decir “inspiración, algo que le transmite a una persona nuevas ideas”.
2. **Example:** The photographer gets inspiration from the beautiful trees.
   - En español: El fotógrafo obtiene inspiración de los bellos árboles.
3. **Ask:** What gives inspiration to a painter?
4. (Point to the man.) This man will take pretty pictures. The man gets inspiration from the beautiful trees.

**EL Vocabulary**
Unit 3 Week 4

**TEACHER TALK**

One word in the selection is inspiration. Say it with me: inspiration. Follow the vocabulary routine.

1. **Define:** Inspiration means something that gives a person new ideas.
   - En español, inspiration quiere decir “inspiración, algo que le transmite a una persona nuevas ideas”.
2. **Example:** The photographer gets inspiration from the beautiful trees.
   - En español: El fotógrafo obtiene inspiración de los bellos árboles.
3. **Ask:** What gives inspiration to a painter?
4. (Point to the man.) This man will take pretty pictures. The man gets inspiration from the beautiful trees.

**PARTNER TALK**

Tell your partner about something that was an inspiration to you.

Draw a picture of something that might be an inspiration to someone who plays sports.

Now let’s say inspiration together three more times: inspiration, inspiration, inspiration.

One word in the selection is locate. Say it with me: locate. Follow the vocabulary routine.

1. **Define:** Locate means to find something.
   - En español, locate quiere decir “encontrar algo”.
2. **Example:** I need to locate my lost car keys.
   - En español: Necesito encontrar las llaves perdidas de mi carro.
3. **Ask:** How could you locate a lost pet?
4. Let’s look at a picture that shows the word locate. (Point to the man.) This man has lost his car keys. He needs to locate them before he can drive.

**PARTNER TALK**

Tell your partner how to locate your seat in the classroom.

Draw a picture that shows a place to locate a good book.

Draw a map of our school. Show your partner how to locate the classroom.

Now let’s say locate together three more times: locate, locate, locate.
Talk About the Selection

Recall and tell what you learned about Earth and its neighbors. Use the weekly vocabulary words to discuss "Earth and Its Neighbors."

- What did Galileo use to explore the night sky?
- How do telescopes and satellites help us learn more about space?
- Give an opinion about the selection: Why do you think scientists look for new ways to explore space?

Talk About the Image

In small groups take turns to ask questions about the image.

- Who do you see in this picture?
- Where is he?
- Can you describe what's happening in this picture?
- Why is Galileo looking at the night sky?

Talk About the Selection

Recall and tell what you learned about ideas we can get from nature. Use the weekly vocabulary words to discuss "Bats Did It First."

- What does the bat send out?
- How does the bat-inspired cane work?
- Give an opinion about the selection: What animal or plant feature would inspire you to invent something? What would you invent?

Talk About the Image

In small groups take turns to ask questions about the image.

- What do you see in this picture?
- What is happening between the bat and the moth?
- What does the echo tell the bat?

Talk About the Selection

Recall and tell what you learned about ideas we can get from nature. Use the weekly vocabulary words to discuss "Bats Did It First."

- What does the bat send out?
- How does the bat-inspired cane work?
- Give an opinion about the selection: What animal or plant feature would inspire you to invent something? What would you invent?
Progress Monitoring

In the Teacher’s Editions, each week’s instructional plan includes progress monitoring instruction for teachers to:

• assess students’ written and oral production
• inform instruction

Level Up charts help teachers determine when students are ready to move to the next proficiency level.

Unit Progress Monitoring

At the end of each unit in the Teacher’s Edition, teachers can use data from the following sources to inform instruction and make Level Up decisions:

• Unit Assessment
• Foundational Skills Kit
• Observational Rubrics
• Adaptive Learning
• Language Development Kit

Additional Assessment Options

• Foundational Skills
  - Conduct assessments using the Practice and Assessment pages from the Foundational Skills Kit
  - Use the LAS Links Benchmark Assessments to measure students’ language proficiency and progress throughout the year

Reteaching Options

• Use the LAS Links Benchmark lesson for vocabulary, comprehension, and writing
• Use the Foundational Skills Lessons or the Foundational Skills Kit

Create a Student Profile

Record data from the following resources in the Student Profile charts on pages 320–321 of Create a Student Profile:

• Foundational Skills Kit
• Benchmark Assessments to measure students’ language proficiency
• Weekly Progress Monitoring
• LAS Links
• Reteaching Options

Promote student achievement through written production and oral production.

Written Production

Monitor and support students as they practice writing.

Oral Production

Monitor and support students as they practice speaking.

Assessments provide additional student data for progress monitoring.

Assessment

Use data from the following sources to inform instruction and monitor unit progress:

• Observational Rubrics
• Adaptive Learning
• Unit Assessment
• Formative
• Summative
• Additional assessment options

Level Up

Choose an idea or an invention you’ve read or heard during this unit.

撰写党

Tell students to choose and present their best writing from the unit.

Publishing Party

You may choose to have students choose and present their best writing from the unit.

ALL LEVELS

Prompt: Tell students that you will add the words or concepts they used in their writing to a vocabulary folder or to the word wall.

ALL LEVELS

Prompt: Ask students to choose a word or concept that they want to learn and write it down on a vocabulary folder or to the word wall.

ALL LEVELS

Prompt: Have students choose and present their best writing from the unit.

ALL LEVELS

Prompt: Tell students to choose and present their best writing from the unit.
Unit Assessments and Rubrics

Unit Assessments enable teachers to assess students’ language proficiency development in the reading, writing, speaking, and listening skills taught in each respective unit. Unit Assessments are leveled for Beginning, Intermediate, and Advanced students and include:

• Listening Comprehension  • Grammar
• Reading Comprehension  • Speaking
• Vocabulary  • Writing

Answer keys, rubrics, and writing anchor papers make it quick and easy to score the assessments. The Assessment resources also include a student self-assessment, peer assessment, and observational rubrics.

Online Unit Assessments can be accessed through ConnectED

Las Links Assessments

LAS Links provides reliable K-12 English language proficiency assessments, including both a Placement Test and Summative Forms C and D, that inform placement decisions and measure growth across the school year. These assessments can be used in conjunction with Wonders for English Learners.
Language Development Kit

The Language Development Kit provides systematic, research-based resources to help students build key language skills.

Language Development Cards
Provide targeted instruction in language and grammar skills

Language Transfers Handbook
Provides support for sound, phonics, and grammar transfers in eight languages, as well as sample cognate lessons

Phonics Transfers: Sound-Symbol Match

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>German</th>
<th>French</th>
<th>Italian</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>el</td>
<td>der</td>
<td>le</td>
<td>il</td>
<td>elo</td>
</tr>
<tr>
<td>at</td>
<td>en</td>
<td>am</td>
<td>a</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>up</td>
<td>ar</td>
<td>ut</td>
<td>au</td>
<td>au</td>
<td>ao</td>
</tr>
<tr>
<td>off</td>
<td>af</td>
<td>auf</td>
<td>au</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>me</td>
<td>me</td>
<td>mir</td>
<td>moi</td>
<td>mi</td>
<td>mi</td>
</tr>
<tr>
<td>go</td>
<td>ir</td>
<td>ge</td>
<td>aller</td>
<td>va</td>
<td>deve</td>
</tr>
<tr>
<td>we</td>
<td>nos</td>
<td>wir</td>
<td>nous</td>
<td>noi</td>
<td>no</td>
</tr>
<tr>
<td>not</td>
<td>no</td>
<td>nicht</td>
<td>pas</td>
<td>non</td>
<td>não</td>
</tr>
<tr>
<td>have</td>
<td>haber</td>
<td>haben</td>
<td>avoir</td>
<td>avere</td>
<td>ter</td>
</tr>
<tr>
<td>see</td>
<td>ver</td>
<td>sehen</td>
<td>voir</td>
<td>vedere</td>
<td>ver</td>
</tr>
<tr>
<td>come</td>
<td>venir</td>
<td>kommen</td>
<td>venir</td>
<td>venire</td>
<td>chegar</td>
</tr>
<tr>
<td>does</td>
<td>hace</td>
<td>tut</td>
<td>fait</td>
<td>fa</td>
<td>faz</td>
</tr>
</tbody>
</table>

Grammar Transfers: Grammatical Form

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>German</th>
<th>French</th>
<th>Italian</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>sujeto</td>
<td>subjekt</td>
<td>sujet</td>
<td>soggetto</td>
<td>sujeito</td>
</tr>
<tr>
<td>verb</td>
<td>verbo</td>
<td>verben</td>
<td>verbe</td>
<td>verbo</td>
<td>verbo</td>
</tr>
<tr>
<td>auxiliary verb</td>
<td>auxiliar</td>
<td>konjunktiv</td>
<td>auxiliaire</td>
<td>auxiliare</td>
<td>auxiliar</td>
</tr>
<tr>
<td>modal verb</td>
<td>modalidad</td>
<td>modal</td>
<td>modal</td>
<td>modal</td>
<td>modal</td>
</tr>
<tr>
<td>past tense</td>
<td>pasado</td>
<td>vergangenheit</td>
<td>passe</td>
<td>passato</td>
<td>passado</td>
</tr>
<tr>
<td>present tense</td>
<td>presente</td>
<td>present</td>
<td>present</td>
<td>presente</td>
<td>presente</td>
</tr>
</tbody>
</table>

Sample Student Practice

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>German</th>
<th>French</th>
<th>Italian</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>Tengo</td>
<td>habe</td>
<td>Je</td>
<td>Ho</td>
<td>Temo</td>
</tr>
<tr>
<td>a book</td>
<td>un libro</td>
<td>ein buch</td>
<td>un livre</td>
<td>un libro</td>
<td>um livro</td>
</tr>
<tr>
<td>books</td>
<td>libros</td>
<td>buch</td>
<td>livres</td>
<td>libri</td>
<td>livros</td>
</tr>
<tr>
<td>a dog</td>
<td>un perro</td>
<td>ein haustier</td>
<td>un chien</td>
<td>un cane</td>
<td>um cachorro</td>
</tr>
</tbody>
</table>

Go Digital

The Language Development Card Kit includes a digital version of the English and Spanish materials. Students can access the materials on a tablet or computer. The digital version includes interactive activities, quizzes, and additional resources to reinforce language skills.
Name

Present-tense verbs tell about actions that are happening now. Regular present-tense verbs can stay the same or end in -s or -es.

I like apples. My mother likes apples. He washes the apples.

Write the correct form of the present-tense verb.

1. She __________ today. (dance)
2. Do you __________ apples? (like)
3. A fish __________ in the pond. (swim)
4. She __________ the game. (watch)

Correct each sentence by writing the correct form of the underlined verb.

5. He __________ it.
6. I __________ the game.

Copyright © McGraw-Hill Education

Language Development Practice
Provides opportunities for students to practice language and grammar skills at their proficiency levels

Photo Cards

26

boy

Photo © Comstock/SuperStock
Is a pup a fun pet?
What can pups do?
Pups can get wet in a tub.
Pups can jump up.
Routine 5

High-Frequency Words

Read/Spell/Write

High-frequency words are the most common words in the English language. The words taught are derived from established word lists, such as the Dolch Basic Sight Vocabulary list of the top 220 words (no nouns), the Fry top 100 words, and the American Heritage Word Frequency Book top 150 words in printed school English. Because these words are so common in English school text, mastery of these words is necessary for fluent reading. Many of these words trip up struggling readers and can impede comprehension when incorrectly identified during reading.

When introducing high-frequency words to students, use the Read/Spell/Write Routine that follows.

Step 1: Read

Tell students that throughout the year you will be introducing them to high-frequency words that will appear in many texts they read.

Display the High-Frequency Word Card for said. Say: This is the word said. What is the word? Have students chorally repeat the name of the word.

Step 2: Spell

Spell aloud the word said. Have students repeat. Say: The word said is spelled s-a-i-d. Spell it with me: s-a-i-d. When appropriate, point out any spelling patterns students have learned to help them distinguish the word. Say: What's the first sound you hear in said? (s) What letter have we learned for the /s/ sound? (s) What letter do you see at the beginning of the word said? (s). Repeat with the ending sound and letter.

Step 3: Write

Have students write the word multiple times as they spell it aloud. Say: Watch as I write the word, s-a-i-d. Model writing the word on the board. Now it is your turn. Write the word said five times. Spell it aloud as you write.

Provide practice by guiding children to complete sentence frames by writing the high-frequency word.
Digital Resources

*Wonders for English Learners* can be taught in print, digital, or blended format to meet all classroom needs. All print resources are available on a dynamic, adaptive, customizable platform.

Lesson Planner

- Customizable lesson planner
- Combines English Language Arts and English Language Development instruction
- Includes designated ELD lessons for Beginning, Intermediate, and Advanced students
- Gear icon allows teachers to open the lesson, move, or add to the “Holding Bin” for later use
eBooks with Audio Support

- Companion Worktext eBooks provide audio support with tracking and interactive tools
- Summaries of the Shared Read and Literature Anthology selections are available in eight languages

Adaptive Learning

- Allows students to practice skills at their own pace and instructional levels
- Provides dynamic and interactive content for an intuitive user experience
- Finds the students’ gaps and determines activities, interactions and sequences to promote students’ success
Authors

Dr. Diane August
American Institutes for Research
Washington, D.C.
Managing Researcher Education Program

Dr. Jana Echevarria
Professor Emerita, California State University, Long Beach
Author of Making Content Comprehensible for English Learners: The SIOP Model

Dr. Josefina V. Tinajero
University of Texas at El Paso
Professor of Bilingual Education & Special Assistant to the Vice President for Research

Consultants

Elizabeth Jimenez Salinas, CEO
GEMAS Consulting

Christina McColley
English Learner Instructional Coach
Elk Grove Unified School District

National Advisory Board

Sharon Aguina
Waukegan SD 60
Waukegan, IL

Mayda Bahamonde-Gunnell
Grand Rapids Public Schools
Grand Rapids, MI

Maria Companario-Araica
Boston Public Schools
Boston, MA

Carolyn Gore
Caddo Parish SD
Shreveport, LA

Marilyn Howell
Mobile County Public Schools
Mobile, AL

Kellie Jones
Dept. of Bilingual/ESL Services
Brockton, MA

Lore Levene
CCSD 59
Arlington Heights, IL

Michelle Martinez
Albuquerque Public Schools
Albuquerque, NM

Dr. Jadi Miller
Lincoln Public Schools
Lincoln, NE
Teacher’s Edition

Unit 3, Week 4
Strategies for Classroom Discussions

Providing multiple opportunities to speak in the classroom and welcoming all levels of participation will motivate English learners to take part in class discussions and build oral proficiency. These basic teaching strategies will encourage whole class and small group discussions for all language proficiency levels of English learners.

**WAIT/DIFFERENT RESPONSES**
- Be sure to give students enough time to answer the question. They may need more time to process their ideas.
- Let students know that they can respond in different ways depending on their levels of proficiency. Students can:
  - answer in their native language; then you can rephrase in English
  - ask a more proficient EL speaker to repeat the answer in English
  - answer with nonverbal cues.

**Teacher:** How would you describe Charlotte?
**EL Response:** Very nice. ◆
She is nice. ◆
She is very nice to Wilbur. ◆

**Teacher:** Yes. Charlotte is very nice and caring.

**REVISE FOR FORM**
- Repeating an answer allows you to model the proper form for a response. You can model how to answer in full sentences and use academic language.
- When you repeat the answer, correct any grammatical or pronunciation errors.

**Teacher:** Who are the main characters in the story Zathura?
**EL Response:** Danny and Walter is. ◆
Danny and Walter is the characters. ◆
Danny are main characters and Walter. ◆

**Teacher:** Yes. Danny and Walter are the main characters. Remember to use the verb are when you are telling about more than one person. Let’s repeat the sentence.

**All:** Danny and Walter are the main characters.

**REPEAT**
- Give positive confirmation to the answers that each English learner offers. If the response is correct, repeat what the student has said in a clear voice and at a slower pace. This validation will motivate other English learners to participate.

**Teacher:** How would you describe the faces of the bobcats?
**EL Response:** They look scared. ◆
They look scared of the lions. ◆
They look scared of the lions waiting behind the bush. ◆

**Teacher:** That’s right, Silvia. They are scared. Everyone show me your scared face.

**REVISE FOR MEANING**
- Repeating an answer offers an opportunity to clarify the meaning of a response.

**Teacher:** Where did the golden feather come from?
**EL Response:** The bird. ◆
It came from the bird. ◆
The golden feather came from the bird in the sky. ◆

**Teacher:** That’s right. The golden feather came from the Firebird.
ELABORATE

- If students give a one-word answer or a nonverbal cue, elaborate on the answer to model fluent speaking and grammatical patterns.
- Provide more examples or repeat the answer using proper academic language.

**Teacher:** Why is the girls’ mother standing with her hands on her hips?

**EL Response:** She is mad.
- She is mad at the girls.
- She is mad at her two daughters.

**Teacher:** Can you tell me more? Why is she mad?

**EL Response:** Because the girls are late.
- She’s mad because the girls are late.
- She’s mad because her daughters are late coming home.

ELICIT

- Prompt students to give a more comprehensive response by asking additional questions or guiding them to get to an answer.

**Teacher:** Listen as I read the caption under the photograph. What information does the caption tell us?

**EL Response:** Butterfly
- It tells about the butterfly.
- It tells about the butterfly in the meadow.

**Teacher:** What did you find out about the butterfly?

**EL Response:** It has nectar.
- It drinks a lot of nectar.
- It drinks nectar from every flower.

**Teacher:** Yes. The butterfly drinks nectar from the flower.
## UNIT 3

### UNIT OVERVIEW

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
</tr>
</thead>
</table>

### ESSENTIAL QUESTION:
- **WEEK 1**: What makes different animals unique?
- **WEEK 2**: How can one person change the way you think?
- **WEEK 3**: What do we know about Earth and its neighbors?

### Language Support
- **WEEK 1**: Oral Language
- **WEEK 2**: Oral Language
- **WEEK 3**: Oral Language
- **WEEK 1**: More Vocabulary: exhausted, expanded, rescue, failed, enthusiasm, volunteered
- **WEEK 2**: More Vocabulary: insisted, neighbor, extended, belonged, prove, favorite
- **WEEK 3**: More Vocabulary: discovered, fiery, information, amazing, collected, gigantic
- **WEEK 1**: Words and Phrases
- **WEEK 2**: Words and Phrases
- **WEEK 3**: Words and Phrases
- **WEEK 1**: Prefixes un- and re-, Homophones
- **WEEK 2**: Prefixes un- and re-, Homophones
- **WEEK 3**: Prefixes un- and re-, Homophones
- **WEEK 1**: Speaking and Writing
- **WEEK 2**: Speaking and Writing
- **WEEK 3**: Speaking and Writing
- **WEEK 1**: Listening Comprehension
- **WEEK 2**: Listening Comprehension
- **WEEK 3**: Listening Comprehension
- **WEEK 1**: Grammar
- **WEEK 2**: Grammar
- **WEEK 3**: Grammar
- **WEEK 1**: Action Verbs
- **WEEK 2**: Action Verbs
- **WEEK 3**: Action Verbs
- **WEEK 1**: Fluency
- **WEEK 2**: Fluency
- **WEEK 3**: Fluency

### Shared Read
- **WEEK 1**: “Inchworm’s Tale”
- **WEEK 2**: “Jane’s Discovery”
- **WEEK 3**: “Earth and Its Neighbors”

### Close Read
- **WEEK 1**: “Inchworm’s Tale”
- **WEEK 2**: “Jane’s Discovery”
- **WEEK 3**: “Earth and Its Neighbors”

### Writing
- **WEEK 1**: Write to Sources
- **WEEK 2**: Write to Sources
- **WEEK 3**: Write to Sources
- **WEEK 1**: Write to Two Sources
- **WEEK 2**: Write to Two Sources
- **WEEK 3**: Write to Two Sources

### Differentiated Text
- **WEEK 1**: “The Heron and the Hummingbird”
- **WEEK 2**: “Grace’s Letter”
- **WEEK 3**: “The Planet Jupiter”
- **WEEK 1**: Respond to the Text
- **WEEK 2**: Respond to the Text
- **WEEK 3**: Respond to the Text

### Literature Anthology
- **WEEK 1**: Martina the Beautiful Cockroach
- **WEEK 2**: Finding Lincoln
- **WEEK 3**: Earth

### Progress Monitoring
- **WEEK 1**, **WEEK 2**, **WEEK 3**: Monitor Assessments
**WEEK 4**
Teacher’s Edition pp. 354-379

**ESSENTIAL QUESTION:**
What ideas can we get from nature?

**Language Support**
- Oral Language
- More Vocabulary: *inspiration, navigate, locate, objects, ordinary, observations*
  - Suffix *-ion, Homograph bat*
- Listening Comprehension
- Grammar
  - Future-Tense Verbs
- Fluency

**Shared Read**
- “Bats Did It First”

**Close Read**
- “Bats Did It First”

**Writing**
- Write to Sources
- Write to Two Sources

**Differentiated Text**
- “Inspired by a Bird”
- Respond to the Text

**Literature Anthology**
- *Big Ideas from Nature*

**Progress Monitoring**

**WEEK 5**
Teacher’s Edition pp. 380-405

**ESSENTIAL QUESTION:**
How is each event in history unique?

**Language Support**
- Oral Language
- More Vocabulary: *journey, prepared, uncomfortable, challenging, successful, original*
- Words and Phrases
  - Multiple-meaning word *hard*
- Listening Comprehension
- Grammar
  - Combining Sentences with Verbs
- Fluency

**Shared Read**
- “The Long Road to Oregon”

**Close Read**
- “The Long Road to Oregon”

**Writing**
- Write to Sources
- Write to Two Sources

**Differentiated Text**
- “The Gold Rush”
- Respond to the Text

**Literature Anthology**
- *Riding the Rails West!*

**Progress Monitoring**

**WEEK 6**

**PROGRESS MONITORING**

**Unit Assessment**
- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing

**Additional Assessment Options**
- Foundational Skills Assessment
- LAS Links Benchmark Assessments

**Reteaching Options**
- Online Reteaching Lessons
- Language Development Cards
- Foundational Skills Lesson Cards

**Unit Wrap Up**

**Level Up**

---

**Language Support**
- Oral Language
- More Vocabulary: *inspiration, navigate, locate, objects, ordinary, observations*
  - Suffix *-ion, Homograph bat*
- Listening Comprehension
- Grammar
  - Future-Tense Verbs
- Fluency

**Shared Read**
- “Bats Did It First”

**Close Read**
- “Bats Did It First”

**Writing**
- Write to Sources
- Write to Two Sources

**Differentiated Text**
- “Inspired by a Bird”
- Respond to the Text

**Literature Anthology**
- *Big Ideas from Nature*

**Progress Monitoring**
**The Big Idea**

Why are individual qualities important?

**Talk About It**

Have students read aloud the Big Idea. Explain that the phrase *one of a kind* means “something that makes a person different from others.” Point out that an individual’s qualities are things such as talents or things that person does well.

Have students describe the photo. Ask: *What is the girl doing?* The girl is *playing the violin.* Ask students to describe the things that they enjoy doing that make them feel good about themselves.

Have students discuss in partners or in groups, and then share their ideas with the class.

**BEGINNING**

Why do you think the girl likes music? (She is playing the violin.) How can you tell it is important to her? (She is practicing by herself.)

**INTERMEDIATE**

Why is playing a musical instrument a special quality? (Possible response: not everyone is able to learn how to play.) What is something you think you would be good at doing? (Answers will vary.)

**ADVANCED**

Why is playing the violin an individual quality for the girl? (Answers will vary.) What qualities do you have that make you one of a kind? (Answers will vary.)

**MUSIC LINKS**

Introduce a song at the start of the unit. Go to [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com) Resources Multimedia: Music to find audio recordings, song lyrics, and activities.
Collaborative Conversations

Throughout this unit, students engage in class, small group, and partner discussions. The chart below provides prompt frames and response frames that will help students at different language proficiency levels interact with each other in meaningful ways.

You may want to post these frames in the class for student reference. Also remind students to follow turn-taking rules during all discussions.

<table>
<thead>
<tr>
<th>CORE SKILLS</th>
<th>PROMPT FRAMES</th>
<th>RESPONSE FRAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborate and Ask Questions to Request Clarification</td>
<td>Can you tell me more about it? Can you give some details on...? Can you be more specific? What do you mean by...? How/Why is that important?</td>
<td>I think it means that... In other words... It’s important because... It’s similar to when...</td>
</tr>
<tr>
<td>Support Ideas with Text Evidence</td>
<td>Can you give any examples from the text? What are some examples from other texts? What evidence do you see for that? How can you justify that idea? Can you show me where the text says that?</td>
<td>The text says that... An example from another text is... According to... Some evidence that supports that is...</td>
</tr>
<tr>
<td>Build On and/or Challenge Partner’s Idea</td>
<td>What do you think of the idea that...? Can we add to this idea? Do you agree? What are other ideas/points of view? What else do we need to think about? How does that connect to the idea...?</td>
<td>I would add that... I want to follow up on your idea... Another way to look at it is... What you said made me think of....</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>What do we know so far? To recap, I think that... I’m not sure that was clear. How can we relate what I said to the topic/question?</td>
<td>So, you are saying that... Let me see if I understand you... Do you mean that...? In other words... It sounds like you are saying that...</td>
</tr>
<tr>
<td>Determine the Main Idea and Supporting Details</td>
<td>What have we discussed so far? How can we summarize what we talked about? What can we agree upon? What are the main points or ideas we can share? What relevant details support the main points or ideas? What key ideas can we take away?</td>
<td>We can say that... The main idea seems to be... As a result of this conversation, we think that we should... The evidence suggests that...</td>
</tr>
</tbody>
</table>
WEEK 4
SUGGESTED LESSON PLAN

New Ideas

ESSENTIAL QUESTION
What ideas can we get from nature?

Day 1 Components
Language Support, 356-357
Set Purpose, 356
Oral Language, 356
• Explore the Essential Question
Shared Read 358-362
“Bats Did It First” 358-359
• Make Connections: Review the Essential Question
“Bats Did It First” 360-362
• Make Connections: Review the Essential Question

Day 2 Components
Language Support, 364-365
Set Purpose, 364
Vocabulary 365
• Review Vocabulary
• Domain words
Close Read, 366-369
“Bats Did It First” 366-367
• Respond to the Text
“Bats Did It First” 368-369
• Respond to the Text

Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 356-357</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Set Purpose, 356</td>
</tr>
<tr>
<td>20</td>
<td>Oral Language, 356</td>
</tr>
<tr>
<td></td>
<td>• Explore the Essential Question</td>
</tr>
<tr>
<td>25</td>
<td>Shared Read 358-362</td>
</tr>
<tr>
<td></td>
<td>“Bats Did It First” 358-359</td>
</tr>
<tr>
<td></td>
<td>• Make Connections: Review the Essential Question</td>
</tr>
<tr>
<td></td>
<td>“Bats Did It First” 360-362</td>
</tr>
<tr>
<td></td>
<td>• Make Connections: Review the Essential Question</td>
</tr>
</tbody>
</table>

Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Set Purpose, 364</td>
</tr>
<tr>
<td>20</td>
<td>Vocabulary 365</td>
</tr>
<tr>
<td></td>
<td>• Review Vocabulary</td>
</tr>
<tr>
<td></td>
<td>• Domain words</td>
</tr>
<tr>
<td>25</td>
<td>Close Read, 366-369</td>
</tr>
<tr>
<td></td>
<td>“Bats Did It First” 366-367</td>
</tr>
<tr>
<td></td>
<td>• Respond to the Text</td>
</tr>
<tr>
<td></td>
<td>“Bats Did It First” 368-369</td>
</tr>
<tr>
<td></td>
<td>• Respond to the Text</td>
</tr>
</tbody>
</table>

Day 1 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 356-357</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>More Vocabulary 356-357</td>
</tr>
<tr>
<td></td>
<td>• Introduce Vocabulary</td>
</tr>
<tr>
<td></td>
<td>inspiration, navigate, locate, objects, ordinary, observations</td>
</tr>
<tr>
<td></td>
<td>• Review Weekly Vocabulary</td>
</tr>
<tr>
<td>40</td>
<td>Words and Phrases, 357</td>
</tr>
<tr>
<td></td>
<td>• Homographs</td>
</tr>
<tr>
<td></td>
<td>• Suffix -ion</td>
</tr>
</tbody>
</table>

Day 2 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Oral Language 364</td>
</tr>
<tr>
<td></td>
<td>• Academic Language:</td>
</tr>
<tr>
<td></td>
<td>Exchange Information and Ideas</td>
</tr>
<tr>
<td></td>
<td>• Language Development Practice</td>
</tr>
<tr>
<td>40</td>
<td>Grammar 365</td>
</tr>
<tr>
<td></td>
<td>• Future-Tense Verbs</td>
</tr>
<tr>
<td></td>
<td>• Language Development Cards</td>
</tr>
<tr>
<td>50</td>
<td>Fluency 365</td>
</tr>
<tr>
<td></td>
<td>• Phrasing and Rate</td>
</tr>
<tr>
<td></td>
<td>• Foundational Skills Kit: Choral Reading, Echo Reading, High-Frequency Words, Phonics</td>
</tr>
</tbody>
</table>

Day 1 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 363</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Speaking and Writing, 363</td>
</tr>
<tr>
<td></td>
<td>• Talk About It</td>
</tr>
<tr>
<td></td>
<td>• Write About It</td>
</tr>
<tr>
<td></td>
<td>• Present and Discuss</td>
</tr>
</tbody>
</table>

Day 2 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Listening Comprehension, 364</td>
</tr>
<tr>
<td></td>
<td>“Ideas from Nature”</td>
</tr>
</tbody>
</table>

Day 1 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Differentiated Text, 374-375</td>
</tr>
<tr>
<td></td>
<td>Set Purpose, 374</td>
</tr>
<tr>
<td></td>
<td>“Inspired by a Bird” 374</td>
</tr>
<tr>
<td></td>
<td>• Partner Discussion</td>
</tr>
<tr>
<td></td>
<td>• Write</td>
</tr>
</tbody>
</table>

Day 2 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Set Purpose, 378</td>
</tr>
<tr>
<td></td>
<td>Write to Two Sources, 378</td>
</tr>
<tr>
<td></td>
<td>• Analyze the Model</td>
</tr>
<tr>
<td></td>
<td>• Write the Response</td>
</tr>
<tr>
<td></td>
<td>• Revise</td>
</tr>
<tr>
<td></td>
<td>• Present</td>
</tr>
</tbody>
</table>

Day 1 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 356-357</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Speaking and Writing, 363</td>
</tr>
<tr>
<td></td>
<td>• Talk About It</td>
</tr>
<tr>
<td></td>
<td>• Write About It</td>
</tr>
<tr>
<td></td>
<td>• Present and Discuss</td>
</tr>
</tbody>
</table>

Day 2 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Progress Monitoring, 379</td>
</tr>
<tr>
<td></td>
<td>Oral Production 379</td>
</tr>
<tr>
<td></td>
<td>• Diagnose and Prescribe</td>
</tr>
</tbody>
</table>

Day 1 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 363</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Speaking and Writing, 363</td>
</tr>
<tr>
<td></td>
<td>• Talk About It</td>
</tr>
<tr>
<td></td>
<td>• Write About It</td>
</tr>
<tr>
<td></td>
<td>• Present and Discuss</td>
</tr>
</tbody>
</table>

Day 2 Components

<table>
<thead>
<tr>
<th>Time</th>
<th>Language Support, 364-365</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Progress Monitoring, 379</td>
</tr>
<tr>
<td></td>
<td>Written Production, 379</td>
</tr>
<tr>
<td></td>
<td>• Diagnose and Prescribe</td>
</tr>
</tbody>
</table>
### DAY 3 Components

**Companion Worktext**
- Language Support, 370
- Set Purpose, 370
- Oral Language, 370
- Writing, 371-372
  - Write to Sources, 371
  - Write to Sources, 372
  - Analyze the Prompt
  - Review the Graphic Organizer
  - Examine Student Model
  - Talk About It
  - Text Evidence
  - Grammar
  - Connect Ideas
  - Your Turn

**Literature Anthology**
- Set Purpose, 373
- Big Ideas from Nature, 373

### DAY 4 Components

**Differentiated Text**
- Writing, 374-375
  - Set Purpose, 374
  - “Inspired by a Bird”
  - Respond to the Text
    - Partner Discussion
    - Write

**Companion Worktext**
- Literature Anthology, 377
  - Set Purpose, 377
  - Big Ideas from Nature, 377

### DAY 5 Components

**Companion Worktext**
- Literature Anthology, 377
  - Set Purpose, 377

**Differentiated Text**
- Writing, 378
  - Set Purpose, 378
  - Write to Two Sources
    - “Bats Did It First” and “Inspired by a Bird”
    - Analyze the Model
    - Write the Response
    - Revise
    - Present

**Progress Monitoring, 379**
- Oral Production, 379
  - Diagnose and Prescribe
Language Support

Language Objectives
• Demonstrate an understanding of homographs
• Demonstrate an understanding of the suffix –ion
• Expand on lesson vocabulary

Content Objectives
• Examine photographs as a feature of nonfiction text
• Describe how people get ideas from nature

Set Purpose
This week we will be looking at the language in the expository text “Bats Did It First.” Discussing the language in the text will help you understand what the author is saying. Today we will learn about the ideas we can get from nature.

Oral Language

EXPLORE THE ESSENTIAL QUESTION
What ideas can we get from nature?

Use the Graphic Organizer Review the words observed (cognate: observó), imitate (cognate: imitar), and inventions (cognate: invenciones). Use the graphic organizer to lead a discussion about how nature can be inspiring for people. Explain that the photograph shows a boy observing something from nature. People can observe nature to learn about it and get new ideas.

Talk About It Focus partners on the photograph. What is the boy in the photograph doing? (observing a spider) Explain that the boy is using a magnifying glass to observe.

Have students work in small groups to discuss what the boy in the photograph might be learning about the spider and the spider web. How do you think the spider is creating the web? (with silk) What do you think the spider will use the web for? (catching insects to eat)

What is an invention that is similar to a spider web? (Possible answers: fishing net, silk) Model using the idea web to list words and phrases related to ideas from nature. Have students recall their discussions about the boy in the photograph.

BEGINNING Discuss what is happening in the photograph. What is the boy doing with his magnifying glass? The boy is observing a spider and a spider web. What might the boy learn from observing the spider and the spider web? What ideas might he have? (how the spider builds the web; what the web is made of) Choral read the sentence frame at the bottom of page 47. Have partners fill in the sentence frame to describe an example of how people use ideas from nature.

INTERMEDIATE/ADVANCED Guide students to use complete sentences to answer the following questions: What will the boy learn from observing a spider in its web? (He will learn how the spider builds the web and what the web is made out of.) What is the boy using to observe? (He is using a magnifying glass.) Have students discuss as a group how humans use ideas from nature to make new things. Ask: Can you think of examples of inventions that were inspired by nature? (Answers will vary.) Have students work with a partner and choral read the prompt at the bottom of page 197. Have them use the sentence frame to discuss examples of inventions inspired by things in nature.
More Vocabulary

For each level, introduce More Vocabulary from “Bats Did It First” using the ELD Visual Vocabulary Cards. Follow the Define/Example/Ask routine for each word. Highlight morphology and identify any cognates in the students’ primary language. Then have students complete the Partner Talk activity.

BEGINNING  Teach vocabulary objects (p. 52) and ordinary (p. 54). Discuss the photographs and examples on page 48. Have students answer the questions about the words. Model answering the questions using the sentence frames and have students do the same.

INTERMEDIATE/ADVANCED  Teach vocabulary inspiration (p. 201), navigate (p. 201), locate (p. 202), objects (p. 202), ordinary (p. 204), and observations (p. 205). (Note cognates: inspiración, ordinario, observaciones.) Highlight any morphology that will help students. For example, point out that -tions at the end of the word observations tells us that it is a plural noun.

After students complete the sentences on pages 198–199, have partners ask each other questions using the vocabulary words.

INTERMEDIATE/ADVANCED  Review Weekly Vocabulary Display the Visual Vocabulary Cards effective, example, identical, imitate, material, model, observed, similar. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using sentence frames.

ALL LEVELS  Have students play a matching game with the weekly vocabulary words. Tell them to record the words in their notebooks.

Words and Phrases

BEGINNING  Homographs Have students turn to page 49. Explain that homographs are words that are spelled the same but have different meanings. Point to each picture and read the captions aloud. Have students read each sentence and explain what bat means in each photo. Provide sentence frames for more practice. This bat eats fruit. A bat is a small flying animal. Tom hits the ball with a bat. A bat is a stick used in a game.

INTERMEDIATE  Suffix -ion Review that a suffix is a word ending that changes the meaning of the word. Remind students that they can often figure out the meaning of a word by looking at the root word.

Write the following sentence from page 199 on the board: We had a discussion about the stars. The telephone was an important invention. Have students read the sentences aloud. Review that discussion and invention are nouns. Ask students to find the root words in discussion and invention.

(discuss, invent) Review that these words are verbs.

INTERMEDIATE  Suffix -ion Display more examples of words with the -ion suffix: observation, navigation, inspiration. Have students work with partners to identify the root words in these examples. Review that these words are verbs. Have partners complete the sentence frames: I recorded my observations in my notebook. Record what you observe in your notebook. A flashlight can help people navigate at night. The flashlight helped with our navigation at night.

ADVANCED  Suffix -ion Ask partners to take turns creating original sentences using the nouns observation, navigation, and inspiration. Have students share their sentences aloud and record them in their notebooks.

INTERMEDIATE/ADVANCED  Write Have each student write a sentence using the noun inspiration. Have students give their partners the sentence. Ask students to use the new sentence their partner gave them and circle the root word inspire. Have students share their sentences aloud and record them in their notebooks.

Phonological Awareness  For students who need support in phonological awareness skills, such as spoken words, syllables, and sounds, see the Readiness Lessons in the Tier 2 Intervention Phonics/Word Study Teacher’s Edition.
Shared Read

Language Objectives
- Demonstrate an understanding of cohesion
- Explain and discuss main ideas and key details
- Locate and discuss text evidence
- Expand on lesson vocabulary

Content Objectives
- Build on understanding of how people get ideas from nature
- Examine photographs and diagrams as features of nonfiction text

Materials ➤ Go Digital
- Companion Worktext for Beginning

Read “Bats Did It First”

Reading Routine
- Build On In preparation for today’s discussions, have students share and discuss what they’ve learned so far about how people get ideas from nature.
- Read Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- Discuss Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

PAGE 50
1 Talk About It Have pairs of students choral read the title and the Essential Question. Remind students that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind students that “Bats Did It First” is an expository text. Remind students that the photographs and diagrams in an expository text will help them understand the text.

Have partners take turns reading and answering the questions in the side column.

PAGE 51
Paragraph 1
1 Comprehension Choral read the first paragraph. Remind students that people can get ideas from observing nature. Tell students that they are going to learn about how scientists imitated an idea from nature. Talk about the photographs on the page. What do the photographs show? The photograph on page 50 shows bats flying. The photograph on page 51 shows a boy who is blind. He is walking with a special cane to help him get around.

Paragraph 2
2 Specific Vocabulary Guide students in relating the word inspired to ideas. Ask: What did watching bats do for one scientist? It gave him an idea. Have students talk about when they have had good ideas. Ask them to use inspired in a sentence to describe their experience.

Review the core vocabulary word blind. Ask students to explain what it means to be blind. Use the sentence frame: The boy in the photo cannot see because he is blind.

3 Sentence Structure Choral read the paragraph. Help students respond to the prompt as needed. Point out the pronouns and nouns. Use the following sentence frames: The pronoun he refers to the noun scientist. What did the scientist do? He invented a special cane for blind people.

PAGE 52
Paragraph 1 and 2
Read the heading. Explain that headings tell the reader something about the information they are about to read. What will be the subject of the paragraphs in this section of the text? (canes)

Have partners choral read the first paragraph. Review the suffix -ly. Ask students to underline the word that has this suffix. (safely)
Paragraph 3

2 Comprehension: Main Idea and Key Details Review the concept of main ideas and key details. Reread the third paragraph aloud. The main idea is that bats fly at night. What details tell us how bats fly at night? Use the following sentence frames: Bats make high-pitched sounds when they fly in the dark. These sounds help bats navigate.

3 Specific Vocabulary Have students underline the words in the dark. Bats use sounds to fly in the dark.

Review the meanings of sound and high-pitched. If possible, demonstrate a high-pitched sound. Ask students to name things that make high-pitched sounds. (Answers will vary.)

PAGE 53

Paragraph 1

Read the Diagram Model how to interpret the diagram. Point to the bat and moth and their labels. Review the definitions of sound wave and echo (cognate: eco). Use the diagram to explain the concepts of sound waves and echoes.

1 Sentence Structure Have students choral read the third sentence. Remind students that a pronoun refers to a noun.

2 Specific Vocabulary Choral read the prompt and have students circle the word echo in the third sentence. Have students underline the two words in the sentence. Ask students where they might have heard an echo. Provide examples and sentence frames: I heard an echo when I was playing in the gym.

3 Talk About It Have students reread the paragraph and respond to the prompt by writing their own sentences. Ask students to underline the text evidence for their written answer, and share their writing aloud with the class.

PAGE 54

Paragraph 1

Ask students to look up the word batty in a dictionary. Ask them if they can find other words that have a similar meaning. Explain to students that the use of batty in the heading is meant to be humorous. The invention was inspired by bats. What is another meaning of batty? (strange)

1 Specific Vocabulary Choral read the prompt. Point out the word lightweight in the text and have students split the word into two words and answer the prompts in the side column.

2 Sentence Structure Help students identify the pronoun it and noun cane. Ask students to explain how they know the pronoun refers to the noun.

Paragraph 2

Read the Diagram Model reading the diagram while pointing to each label, arrow, and object in the diagram. Have students choral read the caption.

1 Comprehension: Main Idea and Key Details Help students locate the information and underline it. (It sends out signals; an echo bounces back to the handle; buttons on the handle vibrate; buttons tell person where object is.)

PAGE 55

Paragraph 1

1 Specific Vocabulary Lead students in a discussion about the connection between inventor and invention. Then have them respond to the prompt.

2 Sentence Structure Review adjectives. Then help students complete the sentence.

3 Talk About It Have students work with partners to complete the sentence. One good idea that came from nature is a bat-inspired cane.

Make Connections Review the Essential Question and have partners discuss how bats inspired a cane for blind people.Tell them to use academic language and vocabulary in their discussions. Provide sentence frames as necessary.
**Language Objectives**
- Use text evidence to demonstrate comprehension of a text
- Expand on lesson vocabulary
- Demonstrate understanding of cohesion
- Explain and discuss main ideas and key details

**Content Objectives**
- Examine photographs and diagrams as a feature of nonfiction text
- Explain how people get ideas from nature

**Materials** Go Digital
- Companion Worktext for Intermediate/Advanced

---

**Read “Bats Did It First”**

**Reading Routine**
- **Build On** In preparation for today’s discussions, ask partners to share what they’ve learned so far about how people get ideas from nature. Have pairs ask each other questions.
- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use the prompts and sentence frames to guide the discussion. Ask students to identify text evidence to explain or justify their responses.

---

**PAGE 200**

**Talk About It** Have students work with partners to read aloud the title and the Essential Question. Remind students that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind students that “Bats Did It First” is an expository text. Photographs and diagrams in an expository text will help them understand the text. Have students discuss the photograph on page 200. Ask students to discuss what they know about bats.

Have partners take turns reading and answering the questions in the side column. Explain that the boy on page 201 is blind. Ask students to explain what it means to be blind. Provide sentence frames if necessary.

---

**PAGE 201**

**Paragraph 1**

**INTERMEDIATE/ADVANCED** Read the first sentence on the page and point out “full of.” Remind students that writers often take different choices when writing. Ask students to use “full of” in a sentence. Then ask: *What is another way the author could have written this sentence?* (Possible answer: There are many ideas in nature.)

**Specific Vocabulary** Have students choral read the first paragraph. Point to the word *imitate* (cognate: imitar). Review the meaning of *synonym*. Ask students to point to a word in the third sentence that is a synonym of *imitate*. Explain to students that synonyms can be used as context clues to help them find the meaning of unfamiliar words.

**INTERMEDIATE/ADVANCED** Ask students to find the root word of *inspiration* in the text. Have students work in pairs to write two sentences, one that uses the noun *inspiration* and another that uses the verb *inspire*.

**Cohesion** Choral read the paragraph. Note that the word *they* in the third and fourth sentences refers to “many inventors and scientists.” Ask: *What do many inventors and scientists do?* (They imitate what they see outdoors. They use nature to inspire their inventions.)
Point to *just step outside and look around* and help students identify clues to this phrase’s meaning. *What does the phrase mean? (go out and observe nature)*

2 **Comprehension: Main Idea and Key Details** Help students locate the key details in the text and underline them. *(Scientists spend time outdoors. They observe interesting things in nature. They imitate ideas from nature.)* Ask: *What is the main idea? (Scientists use nature to inspire their inventions.)*

**Paragraph 2**

3 **Sentence Structure** *Help students identify the pronoun and the noun it refers to.* *(it, invention)*

**ADVANCED** Point to *helps blind people navigate and get around*. Remind students that authors often include context clues to help readers figure out the meanings of unfamiliar words. *What phrase helps you figure out the meaning of navigate? (get around)* Ask students to identify what the cane does. *(It helps people know when there is an object in front of them.)* Work with students to come up with other objects or devices that help people navigate. *(Possible answers: lights, maps, GPS)*

**PAGE 203**

**Paragraph 1**

1 **Sentence Structure** *Help students identify the subject and predicate.* *(they do their shopping or walk outdoors)* Ask volunteers to explain how they know when canes help blind people move safely.

Review the suffix *–ly*. Ask students to describe what it means to move around safely. Have students work with a partner to list other ways to move around. Ask a volunteer from each pair to read their responses.

**Paragraph 2**

2 **Specific Vocabulary** *Help students identify the two words that tell the meaning of the word echo.* *(bounce back)* Demonstrate the meaning using a rubber ball. *(What does the ball do when we drop it like this? (It bounces back.)* Ask the students to point to the words *bounce back* in the text. *(What do sound waves do when they hit an object? (They bounce back.)*
INTERMEDIATE/ADVANCED

Talk About It Have students work with partners to read aloud the prompt and write their ideas about how echoes from sound waves help bats. Have students share their answers with the class. (Sound waves tell the bats how far away and big objects are; sound waves help bats find bugs; sound waves keep bats from bumping into things.) Remind students to cite text evidence.

PAGE 204

Paragraph 1

INTERMEDIATE/ADVANCED Fluency Model reading the paragraph aloud with appropriate phrasing and rate. Point out where you slow down your rate to add emphasis or make sure details are clear. Point out where you speed up your rate to add excitement. Point to the commas in the paragraph and demonstrate how commas are used in the paragraph to group phrases.

Have students echo read as a group. Have students practice reading the paragraph in pairs. Offer feedback to student pairs.

Sentence Structure Have students work with a partner to read aloud the prompt and sentences six and seven. Help students locate the connecting word in the text. (then)

What did the scientist do after he built the cane? (He added sound waves.) Ask students to identify the other connecting words in the paragraph. (finally)

Paragraph 2

Comprehension: Main Idea and Key Details Help students locate the key details in the paragraph. (The signal bounces off objects.; Buttons on the cane’s handle shake when the signal bounces back.; The shaking tells the blind person things about objects in front of him.) Ask a volunteer to share the main idea of the paragraph. (The cane works using signals.)

PAGE 205

Paragraph 1

Specific Vocabulary What vibrates on the cane? (the handle) After students have responded to the prompt, ask them to think of other objects that vibrate (cognate: vibrar). Have students write and share aloud sentences about these other objects using the word vibrate.

Specific Vocabulary Invent Have students work in pairs to answer the question. Ask students if they can name other words that use the suffix -or. Provide examples. (director, actor, sailor) Remind students that the suffix -er fulfills a similar function.

Sentence Structure Reread the sentence and point to the comma. Help students identify and underline the subject of the sentence. (the bat-inspired cane) Have students identify how the details about the subject connect to the sentence that comes before.

Talk About It Help students identify evidence in the text that will help them respond to the prompt. Possible pieces of text evidence include “their observations have led them to invent many useful things” and “great ideas can come from nature.” Ask pairs to present their answers aloud. Remind students to support their answers with text evidence.

Make Connections Review the Essential Question and have partners discuss ideas we get from nature using academic language and vocabulary they’ve learned. Provide sentence frames as necessary.
Language Support

Language Objectives
- Paraphrase information
- Offer opinions
- Present information
- Answer questions in complete sentences

Content Objectives
- Write complete sentences to respond to a statement

Materials
- Go Digital
  - Companion Worktext for Beginning and Intermediate/Advanced

Speaking and Writing

**Collaborative Talk About It** Have partners discuss this statement: Bats use sound waves to navigate at night. Cite evidence from the selection and answer in complete sentences.

Bats make sound waves. The sound waves hit objects and bounce back. This echo tells the bats how far away objects are.

**Write About It** Have partners work together to write 2–4 sentences explaining how bats use sound waves to navigate at night.

**BEGINNING** Provide sentence frames to help students record their ideas.

**INTERMEDIATE** Have partners work collaboratively to write a few sentences based on the statement. If students have trouble remembering details about how bats use sound waves, point to the page that contains the information.

**ADVANCED** Have partners work collaboratively to write a paragraph based on the statement. If students have trouble finding details to support their answers, remind them to go back through the content.

**Present and Discuss** After students have finished their writing, form groups of four students. Have pairs of students present their sentences. Instruct the pair listening to restate the information presented. Students should use the words I heard you say _____. I agree / disagree _____. Then reverse the roles.

**PRESENTATION CHECKLIST**

Remind students to:
- Use proper intonation for the presentation.
- Maintain eye contact.
- Speak clearly and slowly.

**Word Wall** Add the following words to your Word Wall for students to refer to during the week.

<table>
<thead>
<tr>
<th>Word</th>
<th>Cognate</th>
</tr>
</thead>
<tbody>
<tr>
<td>model</td>
<td>modelo</td>
</tr>
<tr>
<td>identical</td>
<td>idéntico</td>
</tr>
<tr>
<td>diagram</td>
<td>diagrama</td>
</tr>
<tr>
<td>Inspiration</td>
<td>inspiración</td>
</tr>
<tr>
<td>navigation</td>
<td>tradición</td>
</tr>
<tr>
<td>invention</td>
<td>presentación</td>
</tr>
<tr>
<td>cane</td>
<td></td>
</tr>
<tr>
<td>blind</td>
<td></td>
</tr>
</tbody>
</table>
Language Support

**Set Purpose**

Today we will continue looking closely at the expository text “Bats Did It First.” Reading the text again will help you understand it and answer the Essential Question: What ideas do we get from nature? We will also exchange information and ideas about how people get ideas from nature. We will learn about other ideas that were inspired by nature when we listen to “Ideas from Nature.”

**Oral Language**

**Academic Language: Exchange Information and Ideas** Remind students that they exchange information and ideas when they contribute to class, group, and partner discussions by asking questions and presenting ideas.

**Collaborative Beginning** Model an example of contributing to classroom conversations by asking and answering *wh*-questions about the text. For example: *Why is the boy in the photograph walking with a cane? (The boy is walking with a cane because he is blind.)* Have students work in pairs to create two *wh*-questions to share with the class. Provide sentence frames: *What is the ___? Where is ___? Who invented ___?*

**Intermediate/Advanced** Have students contribute to the classroom discussion by writing three *wh*-questions about the text. For more instruction on exchanging information and ideas, see Language Development Practice.

**Listening Comprehension**

**Interactive Read Aloud:** “Ideas from Nature”

This passage is about other ideas that come from nature. As you listen, write down any words or ideas you do not understand. After the first listen, have partners discuss what they wrote. The main idea is people get ideas from nature. Have groups share their answers.

**Collaborative Beginning** Ask students to work in pairs to summarize the main idea using key details: Builders and artists get ideas from nature.

**Intermediate/Advanced** Ask students to describe ideas people get from nature by summarizing the main idea using key details.

**Advanced** Have partners discuss ideas people get from nature using complete sentences.
Vocabulary

BEGINNING Review Vocabulary Use the ELD Visual Vocabulary Cards to review objects. Ask students to use a dictionary or other resource to find the meaning of objects. Write the synonym things. Model using both words in a sentence: The cane tells blind people where are. Then have students describe the picture on the objects card.

Domain Words: Science Display and pronounce this domain word and have students repeat: sound. Have students find the word in their text. Remind students what high-pitched sound means. The high-pitched sound bats make cannot be heard by humans. Sound travels in sound waves. Ask students to think of sounds they can hear. Ask students to demonstrate or act out other sounds that can be made. (tap on a desk, close the door, ring a bell)

INTERMEDIATE/ADVANCED Review Vocabulary Use all of the visual vocabulary cards to review the Wonders weekly vocabulary words and More Vocabulary words. Have four students work together. One pair holds up a card and uses the word in a sentence. The other two students decide if the word was used correctly. Remind students to adjust their language for providing feedback and speaking to their peers appropriately.

Domain Words: Science Display and pronounce these domain words and have students repeat and review their meanings: sound, sound waves, and echo. Ask students questions to elicit a discussion about how these words are related.

Grammar

BEGINNING Future-Tense Verbs Review future-tense verbs. Remind students that future-tense verbs show action in the future. Provide examples, such as We will read the next page. Ask students to write their own sentences using future-tense verbs. Provide the sentence frame: I will . Have students present their sentences to a partner. For more information on future-tense verbs, use Language Development Card 11B.

INTERMEDIATE/ADVANCED Future-Tense Verbs Review future-tense verbs. Remind students that future-tense verbs show action in the future. Have students work with a partner to write sentences about what they will do tomorrow. Ask volunteers to present their sentences to the class. For more information on future-tense verbs, use Language Development Card 11B.

Fluency

BEGINNING Phrasing and Rate Model reading the first paragraph on page 54 of “Bats Did It First” with appropriate phrasing and rate. Provide corrective feedback on proper pronunciation. Then choral read the paragraph with students. For practice, have students record their voices while they read a few times. Have students play their recordings to you and choose the best one.

INTERMEDIATE/ADVANCED Phrasing and Rate Echo read the first paragraph on page 204 of “Bats Did It First” with students, modeling reading with appropriate phrasing and rate. Provide corrective feedback on proper pronunciation. Then have students take turns reading a paragraph aloud with appropriate phrasing and rate. For more practice, have students record their voices while they read a few times. Have them play their recordings to you and choose the best one.

Foundational Skills Kit For more support in choral reading, see Fluency Choral Reading Card 1. For more support in echo reading, see Fluency Echo Reading Card 5A. For High Frequency Words, use the Read/Spell/Write High-Frequency Words Routine, Card R5A with these words from the selection: away, eat, good, other, out, use. For practice with the phonics skill final e syllables, use Phonics Card 16.

LANGUAGE TRANSFERS Refer to the grammar transfers chart in the Language Transfers Handbook to identify grammatical forms that do not transfer in Spanish, Cantonese, Vietnamese, Hmong, Korean, Haitian Creole, and Khmer. Cantonese and Korean speakers may use the present tense to imply the future tense.
Close Read

Language Objectives
- Demonstrate an understanding of the text by reconstructing sentences
- Explain why the author includes content in certain sections of the text
- Respond to the text by revisiting the Essential Question, discussing it, and writing about it

Content Objectives
- Understand how people get ideas from nature
- Explain how bats use sound waves to move around
- Explain how bats inspired a scientist to create a new cane for people who are blind

Materials
Go Digital
- Companion Worktext for Beginning

Close Read “Bats Did It First”

Reading Routine
- Build on Explain that students are going to read just a few sections of the text and examine the information in a very detailed way.
- Reread Read the passages indicated below with students. Ask questions and use strategies provided to help them understand the text.
- Take Notes Have students take notes as they read.
- Discuss Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

Paragraph 1
Comprehension Skill: Main Idea and Key Details Review that to find the main idea of the paragraph, students need to look for key details and understand what the details have in common. Reread the paragraph with students. Help them locate text evidence and complete an idea web on the board with the following information: What are the key details? Blind people tap canes in front of them. Canes help them locate objects in their path. Canes help them walk safely. Help students locate the sentence that describes what the details have in common. Explain that this is the main idea of the sentence. What is the main idea? Many blind people use canes. Canes help them walk safely.

Paragraph 2
Specific Vocabulary Review the core vocabulary words similar and identical. Things are identical when they are the same. Things are similar when they share certain characteristics. Point to the word different in the text. Ask students to explain what this word means. (not the same) Ask students what different refers to in the text. (the bat-inspired cane) Ask students why it is different. (The new cane is different because it sends out sound waves.)

Paragraph 3
Genre Point out the word sound. Bats make high-pitched sounds that people cannot hear. Point out that people cannot hear all sounds. Sounds travel in waves that we do not see. Even though we cannot hear all sounds, we can measure the sound waves of sounds we cannot hear. Connect this idea to the diagrams on pages 53 and 54. Explain that the sound waves are illustrated in these diagrams to help us understand that they travel from the bat to the moth or from the cane to the mailbox. Emphasize that the diagram is representing what occurs. We do not see the sound.
waves moving, but we can measure and control them.

**PAGE 53**

Paragraph 1

**Organization** Reread the paragraph aloud. Act out the actions as you read. Point to your mouth and move your hand away from your mouth to simulate sound waves. Bring your hand to the wall and have it bounce back toward your face. Ask what sequence word in the text explains that sound waves become an echo after they hit objects. (then) Explain to students that the author used then to help show a sequence of steps that occur to explain how bats navigate.

**Text Reconstruction** Read the paragraph aloud while students just listen. Read the paragraph a second time, instructing students to listen for key words and phrases sound waves and echo. Read the paragraph a third time while students listen and take notes on what they hear. Have students discuss their notes with a partner and work together to reconstruct the text from their notes. Have them write complete sentences as needed.

Next, have students look at the original text. Ask students about sound waves. Where do these sound waves come from? (the bat’s mouth or nose) Then tell students that they are going to look at how the text uses sequence of events to explain how bats use sound waves. Which sentence tells you what the sound waves do? (the second sentence) Which sentence tells you what the sound waves become? (the third sentence) Remind students that the author used then in the organization of the text. Explain to students that they could order the sentences using the words first, next, and then. Rewrite the sentences using the words on the board. First, bats send sound waves through their mouth or nose. Next, the sound waves hit objects. Then they become an echo and bounce back to the bat. Point out that ordering the steps or sequence of things that occur helps the reader understand how bats use sound waves. For example, it can help the reader visualize each step of the process.

Then have partners compare similarities and differences between their text reconstructions and the original texts. Have students check if they used the correct sequence of events to explain how bats use sound waves. Then have partners share and discuss this information with the whole group.

**Respond to the Text**

Have students turn to page 56. Guide students through the following instruction.

**Partner Discussion** Review with students what they have learned about the Essential Question: What ideas can we get from nature? Then have students apply this information to observing that how bats get around at night led to a cane for people who are blind. Model each sentence frame. Then have partners complete the sentences with the information they learned and cite text evidence to support it.

**Group Discussion** Provide a model for discussion: We learned that a ____ watched ____ at night. Then the scientist ____ that ____. The cane uses ____ to ____. The group said that ____. I agree/disagree with ____ because _____. Remind them to provide text evidence to support their statements.

**Write** Help partners complete the sentence frames by asking questions for each sentence frame: Who watched bats at night? What did he observe? What did he make? What does the cane do? How does the cane work? Then help students use their responses to complete the sentence frames. Discuss the vocabulary words they can use in their responses. Correct students’ sentences as needed.

**Share Writing** Have students read their sentences aloud to the class. Repeat their responses, correcting them as needed. Remind students to support their responses using text evidence and to speak slowly and clearly. Encourage students to affirm or disagree with another classmate’s opinions using the frames on page 57.
Close Read “Bats Did It First”

**Reading Routine**

- **Build on** Explain that students are going read just a few sentences of the text and examine the information in a very detailed way.
- **Reread** Read the passages indicated below with students. Ask questions and use strategies provided to help them understand the text.
- **Take Notes** Have students take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

**Comprehension Skill: Main Idea and Key Details**

**What are the key details in this paragraph?** (Blind people tap canes in front of them to help locate objects; canes help blind people move around safely.) **What do the details have in common?** (Blind people use canes; canes are useful to blind people.) **What is the main idea?** (Many blind people use canes.) Have partners explain to each other how they identified the main idea.

**Write About It** Have students use an idea web to write about the main idea and key details: **One key detail is that blind people tap canes in front of them.** Another key detail is that canes help blind people move around safely. The main idea is that **many blind people use canes.**
Paragraph 2

Specific Vocabulary  
Point out the core vocabulary word identical. Review the meanings of similar and identical. Things that are similar share some qualities. Things that are identical are exactly the same. Ask students to find a word in the paragraph that is the opposite of these words. (different)

Paragraph 3

Connection of Ideas  
Point out the word sound. Ask students to explain what they know about how sound travels. (Sound travels in waves.) Ask students how they know this. Remind students of the Essential Question, and tell them that sound waves are part of nature. What was inspiring about the bats? The bats have a navigation system that uses high-pitched sounds.

ADVANCED  
Tell students that they will discuss how nature inspires people. Ask students to read the first sentence of the paragraph. The scientist who came up with the idea for the new cane was inspired by watching bats. What does this mean? (He was inspired by the high-pitched navigation system that bats use.)

PAGE 203

Paragraph 1

Organization  
Tell students that authors of science text often organize their ideas into causes and effects. Remind them that a cause is an action that makes the effect happen. Have them focus on the idea that bats use sound waves to navigate. The action in this paragraph shows how bats use sound waves. What is the effect of the bats sending out sound waves? (The waves bounce off objects, and the echoes tell bats where an object is.) Ask students if they can find another example where the author uses cause and effect to present information. (Possible answer: The author uses cause and effect to explain how the cane works on page 204.)

Respond to Text

Have students turn to page 206. Guide students through the following instruction.

Go Digital

Have students get ready to read a selection in the Literature Anthology on Day 3. Provide access to written or audio summaries of the selection they will read about.
Language Support

**Language Objectives**
- Demonstrate an understanding of academic vocabulary
- Demonstrate an understanding of domain-specific vocabulary
- Identify and use supporting details
- Explain future-tense verbs
- Combine sentences to connect ideas

**Content Objectives**
- Use a graphic organizer to take notes
- Ask and answer questions about an informational text
- Write to a specific prompt

**Materials**
- Go Digital
- Companion Worktext for Beginning and Intermediate/Advanced
- Oral Language Cards

---

**Set Purpose**

*Today we will review some of the information and vocabulary we’ve learned about how people get ideas from nature. Then we will discover how one student applied all that she learned to writing about “Bats Did It First.” Afterward, you’ll write your own paragraph.*

**Oral Language**

**ALL LEVELS**

**Retell**

Remind students that reviewing important ideas and details in a text and then recounting, or retelling, those events in their own words can help improve understanding of the text. Model retelling.

**BEGINNING**

Choral read the section “How the Cane Works.” Then have partners discuss and retell the section. Give sentence frames as needed: This section is about how the cane works. It tells how the cane sends out signals. These signals bounce off objects. The echo bounces back to the handle of the cane. Buttons on the handle vibrate. This helps the person know there is an object in their path. Ask volunteers to present their retellings.

**INTERMEDIATE/ADVANCED**

Have partners retell the section “How the Cane Works.” Ask them to reread it and work together to retell the information. Then have partners share their retellings with the class.

**Vocabulary**

**Review Vocabulary**

**BEGINNING**

Review vocabulary and domain-specific words from this week that students might need in order to understand the information in both Take Notes About the Text and the Student Model, and also to answer the prompt in Your Turn. These words might include ordinary, objects, sound waves, and echo. Say each word and have students repeat. Then, have partners find the words in the text and take turns giving definitions in their own words.

**INTERMEDIATE/ADVANCED**

Review vocabulary and domain-specific words from this week that students might need in order to understand the information in both Take Notes About the Text and the Student Model, and also to answer the prompt in Your Turn. These words might include objects, echo, and vibrate. Have partners write complete sentences using the words and share them with the class.

**ADVANCED**

Review More Vocabulary word imitate (cognate: imitar) and have students work with a partner to discuss how scientists imitate nature to invent things. Hold a discussion in which partners share what they discussed.
Write to Sources

**Analyze the Prompt** Review that before beginning to write, it’s important to read and understand the prompt. The prompt tells you what you will be writing about.

Read aloud the paragraph on page 58 and indicate the prompt with your finger. Read it aloud: **Why is the new cane better than other canes? This is the prompt.** Then point to the picture of Aisha. **This is the question that Aisha will need to answer.**

Ask students to tell what information Aisha will need in order to answer the question and where she will find this information. **(how the new cane is different from other canes; in the text)** Give support as needed.

**Review the Graphic Organizer** Explain that Aisha used a chart to organize the main idea and details about what makes the new cane better than other canes.

Let’s see how Aisha organized her information. She put the main idea in the left column. Read it aloud. The main idea answers the writing prompt. Point to the right column. Aisha puts three text details about why the new cane is better in this column. Point to the first cell. **What did Aisha write here?** (The cane sends out sound waves like a bat.) Remind students that Aisha is writing about why the new cane is better than other canes. Point to the next cell. **What did Aisha write here?** (Other canes do not send out sound waves.) Continue reading through the chart and making connections between the main idea and details.

**Examine Student Model** Read the bolded sentence aloud. Clarify that the “I” refers to Aisha. **What did Aisha use to write her paragraph?**

Read the first sentence of the model aloud and have students repeat. Explain that this sentence tells what the paragraph will be about. **This is called the topic sentence.** Point out that it is the same as the first sentence in the left column of Aisha’s chart.

Continue reading each sentence of the model and connect it to the main idea chart. Point out that all the details from Aisha’s chart are included in the paragraph. Read aloud the last sentence and have students repeat. **This is the conclusion.** Note that Aisha added the last sentence; it wasn’t in her chart. Explain that you can add more information after you begin to write. Aisha’s paragraph ends with a strong conclusion. **The last sentence summarizes and emphasizes her main idea.** Define summarize and emphasize as needed.

**Collaborative Talk About It** Have students work with a partner to look more closely at Aisha’s paragraph about the new cane.

**Text Evidence** Choral read the prompt. Review that supporting details support the main idea. Have a volunteer read aloud the boxed sentence. After students have responded to the prompt, hold a class discussion about why Aisha used the information as a supporting detail.

**Grammar** Review the meaning of future-tense and a “doing verb.” Have students respond to the prompt. Then have partners discuss and share with the group why Aisha uses a future-tense verb in her paragraph. Provide this frame as needed for discussion: **Aisha uses a future-tense verb because she is writing about what will happen when the sound waves hit objects.**

**Connect Ideas** Ask volunteers to read aloud the third and fourth sentences. Then have students work in pairs to connect the sentences with the word but. Model using but as needed. Have volunteers share their connected sentences aloud. **(The cane sends out sound waves like a bat, but other canes do not send out sound waves.)**

**Your Turn** Discuss the prompt with students. Remind them to use what they learned from examining Aisha’s work to guide them in writing their paragraph.

**WRITER’S CHECKLIST**

Remember to:

- Read the prompt carefully
- Write your notes in a graphic organizer
- Answer the question
Writing

Language Objectives
• Identify and use supporting details
• Explain future-tense verbs
• Combine sentences to connect ideas

Content Objectives
• Use a graphic organizer to take notes
• Ask and answer questions about an informational text
• Write to a specific prompt

Materials ➤ Go Digital
• Companion Worktext for Intermediate/Advanced
• Literature Anthology, pp. 258–269

Write to Sources

Analyze the Prompt  Review that before you begin writing, it’s important to read and understand the prompt. The prompt tells you what you will be writing about. Read aloud the paragraph on page 208 and indicate the prompt. Have a volunteer read it aloud. Then point to the picture of Aisha. This is the question that Aisha will need to answer.

Ask students what text information is needed in order to answer the question. (how the new cane is different from other canes)

Review the Graphic Organizer  Point out that Aisha used a chart to organize the main idea and details about what makes the new cane better than other canes.

What did Aisha put in the left column? (the main idea) Point to the cells in the right column. Each cell in this column contains a supporting detail about why the new cane is better than other canes. Continue reading through the chart and making connections between the main idea and details.

Examine Student Model  What did Aisha use to write her paragraph? Have volunteers take turns reading Aisha’s paragraph aloud. Review that the first sentence is the topic sentence. Discuss how it is similar to the text in the left column of the chart. As students read, have them connect each sentence, if applicable, to the content in Aisha’s chart.

Note that Aisha added a conclusion that wasn’t in her chart. Ask students why a writer should include a conclusion. (A conclusion summarizes the author’s main point and leaves the reader with a strong impression.) Note cognate conclusión.

Talk About It  Work with a partner to look more closely at Aisha’s paragraph about the new cane.

Text Evidence  Have partners read the prompt. Ask them to tell the purpose of supporting details. (to support the topic sentence and give more information about the topic) Have students draw a box around the second sentence. Ask partners why Aisha might have used this information as a detail.

Grammar  Review future-tense verbs. What do future-tense verbs tell you? (The action happens in the future.) Have partners respond to the prompt and discuss why Aisha uses a future-tense verb.

Connect Ideas  Ask a volunteer to read aloud the sentences about the second and third sentences. Then have partners work together to combine the sentences to connect the ideas. (It sends out signals like a bat, which other canes cannot do.)

Your Turn  Discuss the prompt. Remind them to use what they learned from examining Aisha’s work to guide them in writing their paragraph.

WRITER’S CHECKLIST

Remind students to:
✓ Read the prompt carefully
✓ Write their notes in a graphic organizer
✓ Answer the question
Reread “Big Ideas from Nature”

Set Purpose
We are going to look more closely at “Big Ideas from Nature,” the selection you read with the whole class. We will focus on understanding some of the language and content.

Reading Routine
Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion. Remind students to speak in complete sentences.

PAGE 261
Paragraph 3
ALL LEVELS  Author’s Craft: Comparison
Remind students inventors and scientists get ideas from nature. By copying what nature does so well they create or improve products for people.

Discuss that when authors make a comparison they look for how two or more things are alike, or similar. Choral read paragraph 3. Pause after the first sentence and check student comprehension of the words frame and skeleton. You might drape a shirt over a chair to illustrate frame: The chair’s frame supports this shirt.

Let’s look at the words the author uses to compare the car’s frame to a boxfish’s skeleton.

BEGINNING  Have students complete the following sentence frames. What does the word also tell you in the first sentence?

The word also tells me the author will describe another way that a boxfish is like the new car.

The author compares the fish’s skeleton to the car’s frame. By making the car similar to a boxfish, they created a stronger car.

INTERMEDIATE/ADVANCED  Have pairs work together to identify the words and phrases that signal the author is comparing two different things. Then ask students to complete the following sentence frames.

The author uses the words also, similar, and like to compare a boxfish to the new car.

By making the car’s frame like a boxfish’s skeleton, designers made the car stronger.

ADVANCED  Use the words alike, similar, and also to compare a bird to an airplane. Have students write several sentences and then share them with the group.

PAGE 263
Paragraph I, Sentences 1-3
ALL LEVELS  Author’s Craft: Contrast
Remind students that authors contrast two or more things to show how they are different. This information can help readers see why these differences are important.

Read aloud the first three sentences of the first paragraph. Check student comprehension of the words dips and bumps. The word but is like a traffic light. It signals, or tells readers, the author will present information that is different from what the author just said.

BEGINNING  Write the following sentence frames on the board.

The author uses the word but to describe a difference between people and robots. People cannot travel safely to Mars, but a robot can.

I cannot travel to Mars, but a robot can.

INTERMEDIATE/ADVANCED  Ask pairs to list ways that people and robots are different. Then ask them to take turns pretending they are selling their new robot BINKY to the space program. Have them use the words but, can, cannot, and different in their sales pitch.
Set Purpose

Say: Today you will learn how a bird helped people improve a superfast train in Japan.

Read “Inspired by a Bird”

Reading Routine

- **Build On** Review the vocabulary using all the Visual Vocabulary Cards. Remind students the texts “Bats Did It First” and “Big Ideas from Nature” discuss how people get ideas from nature. Ask students to identify a few of these inventions or ideas. (Bats inspired new canes for the blind; shipworms helped engineers design tunnels; grasshoppers helped scientists create robots for Mars) Have students look at the paired illustration of the bird and the train in the Differentiated Text, “Inspired by a Bird.” Point to the title and the illustration. Ask: Which part of this train looks like a part of a bird? (the front of the train)

- **Read** Students read independently or partner read with a student at the same proficiency level. They can listen to the audio selection while reading.

- **Take Notes** As they reread, have students take notes on important ideas in Graphic Organizer 115. Guide them to also note unfamiliar words, unclear text, and questions about the text.

- **Discuss** Use the questions and sentence frames to check comprehension and generate discussions. Have students cite text evidence to support their responses.

BEGINNING

Paragraph 1: Why are the Shinkansen bullet trains special? They can move very fast. Paragraphs 2–3: What was the problem with the first Shinkansen trains? They made a loud sound when leaving a tunnel. Paragraphs 4–5: Why did engineers look to the kingfisher for ideas? This bird dives into water quietly. Paragraph 6: What were the effects of changing the train’s front end? The trains were quieter. They used less energy and traveled faster.

INTERMEDIATE

Paragraph 1: How fast can Shinkansen bullet trains travel? They can travel 200 miles per hour. Paragraphs 2–3: Why were people who lived near tunnels unhappy with the train? The train made a loud noise when it came out of a tunnel. Paragraph 4–5: Why did engineers look to the kingfisher for ideas? The kingfisher does not make noise when it dives into the water. Paragraph 6: What was the result of their experiment? The train was quieter, used less energy, and traveled faster.

ADVANCED

Have partners stop after each paragraph to retell the information to each other in their own words. Ask volunteers to share their retelling with the class. Assess and help with understanding.

INTERMEDIATE/ADVANCED

**Talk About It** Have partners look at the paired photographs and explain how the bird’s beak is similar to the Shinkansen train.
Respond to the Text

**Partner Discussion** As they reread, have partners locate text evidence and discuss their answers to the prompts. Then have them present their answers to the group.

**BEGINNING** Guide partners in their close reading and discussion.

1. Have partners point to the word *boom* in paragraph 2. Then ask them to point to the phrase *loud noise*. Encourage them to have fun saying *boom*. *(The trains made a very loud sound when they came out of a tunnel. BOOM!)*

2. Guide partners to underline “does not make a loud sound” in paragraph 4. Ask partners to discuss why this quality would appeal to the train engineers. *(When it dives, it does not make a loud sound.)*

3. Have partners point to the word in paragraph 5 that connects the bird to the train. *(like)* Ask: *How is the train like the bird?* *(They made a train with a long, thin front end, just like the kingfisher’s beak.)*

**INTERMEDIATE** Provide support as partners discuss.

1. Have partners point to the word *boom* in paragraph 2. Ask them to discuss what this word describes. *(The trains made a loud noise when they came out of a tunnel.)*

2. Have partners circle a quality, or feature, of the kingfisher that appealed to the engineers. *Why did they like this bird?* *(They made a train with a long, thin front end, just like the kingfisher’s beak.)*

**ADVANCED** Guide student discussion.

1. Ask partners to point to the sentence that tells why people who lived near the tunnels were unhappy. *(The trains made a very loud sound . . . )

2. Have partners circle the part of the kingfisher’s body that interested the engineers. *(When it enters the water, it does not make a lot of noise. / . . . a long, thin beak.)*

3. Have partners discuss the meaning of the word *inspired* in the question. Ask: *What would you do if something inspires you?* *(Engineers decided to make the front end . . . )

**Write** Guide partners to use text evidence and their notes from the discussion to answer the Essential Question.

**BEGINNING** Help students complete the sentence frames.

- Review that engineers looked to the beak of the kingfisher when redesigning the Shinkansen bullet train. Have partners search for the problem the engineers were trying to solve. Then ask them to identify the engineers’ plan and the results of that plan. *(People near the tunnels . . . / When it dives . . . / They made a train . . . / much quieter / less energy and travel faster.)*

- Have partners complete the sentence frames and share their answers in groups.

**INTERMEDIATE** Partners can help each other complete the sentence frames.

- Have partners find the problem the engineers needed to solve. Have them tell what inspired the engineers. Finally, ask partners to identify the effect of their experiment. *(. . . made a loud noise when they came out of a tunnel. / The engineers designed a train with a long, thin front end. / quieter / less energy / faster speeds)*

- Have partners complete the sentence frames and share their answers in groups.

**ADVANCED** Students can work with partners or independently in their writing.

- Have partners use their own words to retell the problem and solution described in the text. Be sure they include the source for the idea and how the engineers planned to change the train. *(The trains made a very loud sound . . . / The engineers were inspired by the kingfisher. / make the front of the train similar to / they are much quieter / less energy / faster speeds)*

- Have partners respond to the writing prompt and share their answers in groups.
Language Objectives
- Use academic language and domain-specific words
- Ask and answer questions about how people are inspired by nature

Content Objectives
- Compare and contrast two texts with similar themes
- Analyze the text, craft, and structure in “Big Ideas from Nature”

Materials
- Go Digital
  - “Inspired by a Bird,” Beginning pp. 40–42
  - “Inspired by a Bird,” Intermediate, Advanced pp. 27–28
  - “Bats Did It First,” Beginning pp. 50–55
  - “Bats Did It First” Intermediate/Advanced pp. 200–205
  - Literature Anthology, pp. 259–267

Write to Two Sources

Set Purpose Remind students that when they wrote the Day 3 paragraph, they used information from one source. The next paragraph they write will use two sources, “Bats Did It First” and “Inspired by a Bird.” Today they will prepare to write the paragraph. They will learn what prompt they will write to, and they will take notes on the information they need to write their paragraph.

Analyze the Prompt Explain that students will compare two texts. Provide the following prompt:

*Compare how people used animals to solve a problem.* Use text evidence from “Bats Did It First” and “Inspired by a Bird” to support your answer.

*What is the prompt asking you to do?* (Compare how people found solutions to different problems by studying animals.) *What do you do when you compare things?* (I look for how things are alike and how they are different.)

Tell students to think about what they’ve read, and then discuss what sort of things they might compare. Write students’ answers on the board. (Example: What animals helped people solve problems. What feature of the animals were people trying to copy.) Discuss that more categories can be added. Tell students they can use these categories to help guide their comparisons.

Gathering Text Evidence Guide students’ search for information in both sources. *One of our categories to compare is what feature of the animals were people trying to copy. I know engineers were interested in the kingfisher because it dives into the water quietly. The text says the bird grabs fish using its “long, thin beak.” The text also says they made the train “similar to the shape of the kingfisher’s beak.” So in my notes, I’ll write: Engineers wanted to copy the kingfisher’s beak.*

Now I’ll look for text evidence that says what feature people wanted to copy from bats. Here, the writer says bats find their way in the dark by making “high-pitched sounds.” In my notes, I’ll write: Scientists wanted to explore how bats use sound to find their way in the dark.

Have students continue to compare the two texts. Remind students they will need to find evidence in the text to support the information in their notes.

Analyze Text Evidence Using the students’ notes, create a chart that compares how people have used animals to solve problems. Guide partners to discuss this information.

BEGINNING Provide sentence frames for discussion such as: *In one text, engineers studied a bird’s beak to make a train quieter.* In the other text, scientists studied how *bats* find their way at night to make a cane for people who are *blind.* In both texts, *animals* helped to solve a *problem.*

INTERMEDIATE/ADVANCED Have partners use their notes to compare how people have used animals to solve a problem. Encourage students to use comparison words: *alike, both, same, different.* Explain that for the next class, students will take their notes and the chart and write a paragraph to respond to the prompt.
Reread “Big Ideas from Nature”

Set Purpose
Today we are going to continue our close look at “Big Ideas from Nature.” We will focus on understanding some of the selection’s language and content.

Reading Routine
Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion. Remind students to speak in complete sentences.

PAGE 264
Paragraph 1

ALL LEVELS   Author’s Purpose Review that designers, inventors, and scientists get many ideas from animals and nature. Discuss that authors always have a purpose, or reason, for including certain information. Thinking about how this information fits with the rest of the text can give clues to the author’s purpose. Read aloud the first paragraph. Be sure students understand that a tube is hollow and often long. You might roll and tape a long piece of paper into a tube for display. Why does the author describe how shipworms and people build tunnels?

BEGINNING   To find the purpose, let’s think about some of the details in the paragraph.

The author describes how shipworms build **tunnels**. Shipworms **support** tunnels by making **tubes** inside tunnels. An engineer **copied** this idea.

The information about shipworms and engineers **supports** the author’s purpose. Her purpose is to show how people get **ideas** from nature.

INTERMEDIATE/ADVANCED Ask students to discuss the connection between workers lining a tunnel with bricks and a shipworm creating a tube inside a tunnel. Then ask them to identify how these details support the author’s purpose. Provide the following frames for support.

**By lining a tunnel with bricks,** the engineer made the Thames Tunnel **stronger**. This is similar to a shipworm **building a tube inside a tunnel**. These details support the author’s purpose, which is to show how people get interesting ideas by copying nature.

PAGE 267
Paragraphs 1–2

ALL LEVELS    Author’s Purpose We are going to reread the first paragraph. While we read, think about why the author included this information. What reason, or purpose, did she have for writing this section? Read aloud paragraphs 1–2. Pause after each sentence to confirm that students understand what they have read.

BEGINNING   To find the purpose, let’s think about some of the details in the paragraph.

Most glue will not harden in salt water. Mussels and barnacles can **stick** to rocks like **glue** in salty water. The author included this example to show that nature does some things **better** than people.

The author’s purpose is to explain how we can **learn** from nature.

INTERMEDIATE/ADVANCED Ask students to discuss how the heading of this last section, “Learning from the Experts” supports the author’s purpose. **Who are the experts? Who needs to learn?** Provide the following frame for support. This heading supports the author’s purpose because she wants people to learn from nature’s experts, such as spiders and mussels.

ADVANCED Ask students to work in pairs to decide if the author’s purpose in this section was to get readers to do something, to teach them, to entertain them, or a mix of all three. Ask them to support their reasoning with details from the text.
Writing

Language Objectives
- Present writing to group
- Use past-tense verbs in writing
- Use notes, chart, and discussion ideas to write a paragraph that compares ideas in two texts
- For formative assessment, write a response to a prompt about an idea or an invention inspired by an animal

Content Objectives
- Revise writing through collaboration
- As part of formative assessment, answer questions about writing
- Provide useful feedback

Materials ➔ Go Digital
- Wonders Your Turn Practice Book

Set Purpose

Today we will write to compare how people have used animals to solve a problem. We will use the information in our notes and charts. After we write, we will revise our writing and then present our work to the group.

Write to Two Sources

COLLABORATIVE Analyze the Model Display the model for Writing to Two Sources in the Your Turn Practice Book. Discuss with students how the author of the model used details from two sources to respond to the prompt.

Write the Response Review the prompt from Day 4. Remind students that they took notes, created a chart, and discussed the prompt. Have students use their notes, chart, and discussion of ideas to respond with the following support.

BEGINNING Have partners collaborate. Display domain and lesson vocabulary words. Tell students to use one word from each category in their writing. They should also use comparison words and one past-tense verb in their writing. Remind students to use complete sentences as they write. Provide the following sentence frames for extra support: This is how the two texts are alike. In both texts, people studied ___. This is how they are different. Scientists used bats to ___. Engineers used kingfishers to _____.

INTERMEDIATE Have partners collaborate to write the paragraph. Remind students to use domain and lesson vocabulary words. They should also use comparison words and two past-tense verbs in their writing.

ADVANCED Have students work collaboratively to organize their paragraphs and then write it independently. Remind students to use domain and lesson vocabulary words, comparison words, and two past-tense verbs in their writing.

Revise Upon completion, have students work with a partner to revise their writing. Have partners look for errors in spelling, punctuation, and capitalization. Students should also look for: correct response to the prompt; the inclusion of details from both texts; whether the comparisons make sense; and if anything else should be added.

Present Tell students they will present their paragraphs to the group. On the board, list features of good oral presentations: speak clearly and slowly, speak loud enough for all to hear, use proper intonation for your presentation.

COLLABORATIVE ALL LEVELS Have students plan and practice a brief oral presentation of their paragraph, then present it to their group. Support Beginning students by helping with phrasing and pronunciation. Encourage Intermediate and Advanced partners to evaluate each other’s tasks before they present them to the group. Videotape the presentations. Watch them together and discuss what went well and what needs more practice.
Progress Monitoring

Written Production

Now that students have completed the week, you can assess their language proficiency to help determine their readiness to move to the next scaffolding level.

**BEGINNING/INTERMEDIATE** Have students write a few sentences in response to the following prompt: Choose an idea or an invention you’ve read about this week. Tell three details about the animal that inspired this idea or invention. Tell students you will ask them questions about what they wrote.

**ADVANCED** Use the paragraph they wrote in Write to Two Sources for evaluation.

Oral Production

**ALL LEVELS** After students have finished their tasks, meet with them one on one. After you’ve read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a detail they included or why they included certain information.

Diagnose and Prescribe Chart

Use the following chart to guide you in assessing their work.

<table>
<thead>
<tr>
<th>Level</th>
<th>Written Production</th>
<th>Oral Production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING</strong></td>
<td>IF students don’t use academic language and lesson vocabulary in their writing</td>
<td>IF students answer questions with one-word answers</td>
</tr>
<tr>
<td></td>
<td>THEN review academic language and lesson vocabulary in context.</td>
<td>THEN repeat their answer using a complete sentence. Then have students try again.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE</strong></td>
<td>IF students aren’t including enough details and vocabulary in their writing</td>
<td>IF students don’t use academic and domain-specific vocabulary</td>
</tr>
<tr>
<td></td>
<td>THEN review using descriptive words and richer vocabulary.</td>
<td>THEN give appropriate vocabulary and have them restate their answers using the words.</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
<td>IF students have mistakes with cohesion</td>
<td>IF students realize they used an incorrect term when answering a question</td>
</tr>
<tr>
<td></td>
<td>THEN review sequence words and have students combine or condense ideas using those words to improve the flow of their writing.</td>
<td>THEN remind them to self-correct their speech.</td>
</tr>
</tbody>
</table>

**LEVEL UP**

If **BEGINNING** students are able to write and/or use learned vocabulary they’ve acquired during the week, they may be ready to move to the next level for some tasks.

If **INTERMEDIATE** students are able to write and express ideas through recombination of learned vocabulary in different settings, with support, they may be ready to move to **ADVANCED** scaffolds for some tasks.

If **ADVANCED** students are able to write and express ideas to meet a variety of academic tasks, they may be ready to move to on-level for some tasks.
TESTED SKILLS

✓ LISTENING AND READING COMPREHENSION:
  • Listening Actively
  • Reading Closely
  • Text Structure
  • Cohesion

✓ VOCABULARY:
  • Unit Vocabulary Words

✓ GRAMMAR:
  • Verbs and Verb Phrases
  • Connecting ideas

✓ SPEAKING AND WRITING:
  • Presenting
  • Writing
  • Supporting Opinions
  • Retelling/Recounting
  • Text Structure

Additional Assessment Options

• Foundational Skills
  ◦ Conduct assessments using the Practice and Assessment pages from the Foundational Skills Kit.

• LAS Links Benchmark Assessments
  ◦ Use the LAS Links Benchmark Assessments to measure students’ language proficiency and progress throughout the year.

Reteaching Options

• Use the online Reteaching lessons for vocabulary, comprehension, and writing.
• Use the Language Development Cards for grammar and vocabulary.
• Use the Foundational Skills Lesson Cards for phonological awareness, phonemic awareness, phonics, word recognition, structural analysis, and fluency.

Create a Student Profile

Record data from the following resources in the Student Profile charts on pages 320-321 of the Assessment book.

<table>
<thead>
<tr>
<th>COLLABORATIVE</th>
<th>INTERPRETIVE</th>
<th>PRODUCTIVE</th>
</tr>
</thead>
</table>
| • Collaborative Conversations Rubrics  
  • Listening  
  • Speaking  
| • Leveled Unit Assessment:  
  • Listening Comprehension  
  • Reading Comprehension  
  • Vocabulary  
  • Grammar  
  • Presentation Rubric  
  • Listening  
  • Wonders Unit Assessment  
| • Weekly Progress Monitoring  
  • Leveled Unit Assessment  
  • Speaking  
  • Writing  
  • Presentation Rubric  
  • Speaking  
  • Write to Sources Rubric  
  • Wonders Unit Assessment  |

The Foundational Skills Kit, Language Development Kit, Adaptive Learning, and LAS Links Benchmark Assessments provide additional student data for progress monitoring.
## Level Up

Use the following chart, along with your Student Profiles, to guide your Level Up decisions.

<table>
<thead>
<tr>
<th><strong>LEVEL UP</strong></th>
<th><strong>If BEGINNING level students are able to do the following, they may be ready to move to the INTERMEDIATE level:</strong></th>
<th><strong>If INTERMEDIATE level students are able to do the following, they may be ready to move to the ADVANCED level:</strong></th>
<th><strong>If ADVANCED level students are able to do the following, they may be ready to move to on-level:</strong></th>
</tr>
</thead>
</table>
| **COLLABORATIVE** | • participate in collaborative conversations using basic vocabulary and grammar and simple phrases or sentences  
 • discuss simple pictorial or text prompts | • participate in collaborative conversations using appropriate words and phrases and complete sentences  
 • use limited academic vocabulary across and within disciplines | • participate in collaborative conversations using more sophisticated vocabulary and correct grammar  
 • communicate effectively across a wide range of language demands in social and academic contexts |
| **INTERPRETIVE** | • identify details in simple read-alouds  
 • understand common vocabulary and idioms and interpret language related to familiar social, school, and academic topics  
 • make simple inferences and make simple comparisons  
 • exhibit an emerging receptive control of lexical, syntactic, phonological, and discourse features | • identify main ideas and/or make some inferences from simple read-alouds  
 • use context clues to identify word meanings and interpret basic vocabulary and idioms  
 • compare, contrast, summarize, and relate text to graphic organizers  
 • exhibit a limited range of receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics | • determine main ideas in read-alouds that have advanced vocabulary  
 • use context clues to determine meaning, understand multiple-meaning words, and recognize synonyms of social and academic vocabulary  
 • analyze information, make sophisticated inferences, and explain their reasoning  
 • command a high degree of receptive control of lexical, syntactic, phonological, and discourse features |
| **PRODUCTIVE** | • express ideas and opinions with basic vocabulary and grammar and simple phrases or sentences  
 • restate information or retell a story using basic vocabulary  
 • exhibit an emerging productive control of lexical, syntactic, phonological, and discourse features | • produce coherent language with limited elaboration or detail  
 • restate information or retell a story using mostly accurate, although limited, vocabulary  
 • exhibit a limited range of productive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics | • produce sentences with more sophisticated vocabulary and correct grammar  
 • restate information or retell a story using extensive and accurate vocabulary and grammar  
 • tailor language to a particular purpose and audience  
 • command a high degree of productive control of lexical, syntactic, phonological, and discourse features |

## Unit Wrap Up

- **Publishing Party** You may choose to have students choose and present their best writing from the unit.
- **Oral Language Cards** Students can discuss their favorite selection using the oral language prompts.
- **Additional Selections** Students can talk about any additional selections they read or heard during this unit.
The Companion Worktext provides students with lessons that build background about the weekly concept and develop oral language skills. Students can:

- practice language skills
- collaborate with their peers
- build grammar, language, and fluency

**Beginning**

Sample of Student Beginning Companion Worktext for one week of instruction.

**TALK ABOUT IT**

What is the boy doing? What will he learn from the spider? Write ideas about nature in the idea web. Describe how people use ideas from nature.

Discuss inventions from nature. Use the words from the chart. You can say:

A duck’s _______ inspired people to make __________
I see many objects. What word means the same as objects? birds things pens
What are some objects in your classroom? Some objects in my classroom are

The white shirt is very ordinary. What word means the same as ordinary? plain small big
What is an antonym for ordinary? An antonym for ordinary is

Words and Phrases: Homographs
Homographs are words that are spelled the same but have different meanings.

bat = a small flying animal
The bat flies at night.

bat = a stick that hits a ball
Rita swings the bat.

Talk with a partner. Look at the pictures. Read the sentences. Circle the correct meaning.

This bat eats fruit.
a small flying animal

Tom hits the ball with a bat.
a stick used in a game

This text is about.

Nature has great ideas. Many scientists imitate, or copy, these ideas from nature.

Bats inspired one scientist. The scientist watched bats fly. Then he invented a special cane for blind people. The cane helps blind people walk safely.

This boy is blind. He uses a special cane to help him get around.
Canes Lead the Way
Many blind people use canes. They tap the canes in front of them. This helps them locate objects in their path. Canes help them walk safely.

The bat-inspired cane is different because it sends out sound waves. Bats use sound waves too.

How Bats Get Around
Scientists observed the way bats fly at night. Bats make high-pitched sounds that people cannot hear. These sounds help the bats navigate. Here is how bats use the sounds to fly in the dark.

Scientists observed how bats fly at night. Bats were never observed flying in the dark. Bats make high-pitched sounds that people cannot hear. These sounds help the bats navigate.

How Bats Use Sound Waves
Bats send sound waves through their mouth or nose. The sound waves hit objects. Then they become an echo and bounce back to the bat. The echo tells the bat where an object is. This helps bats find bugs to eat. The echo also stops bats from bumping into things they cannot see.

How the Cane Works
The cane sends out signals. The signals bounce off objects. Then an echo bounces back to the handle. The buttons on the handle vibrate. These buttons tell the person where the object is.

A Batty Idea
How did the scientist invent a new cane for blind people? First he observed bats. He learned how bats use sound waves. Then he got an ordinary cane. The scientist made it from a strong, lightweight material. Then he added sound waves to the cane. Finally, a group of scientists tested the cane. It was a success!

Scientists and inventors study nature all the time. They get good ideas for new inventions from plants and animals. The bat-inspired cane is an example of a great invention.

A Batty Idea
How did the scientist invent a new cane for blind people? First he observed bats. He learned how bats use sound waves. Then he got an ordinary cane. The scientist made it from a strong, lightweight material. Then he added sound waves to the cane. Finally, a group of scientists tested the cane. It was a success!

Scientists and inventors study nature all the time. They get good ideas for new inventions from plants and animals. The bat-inspired cane is an example of a great invention.

How did bats inspire a cane that helps blind people? How do echoes from sound waves help bats? Make Connections

How did bats inspire a cane that helps blind people? How do echoes from sound waves help bats? Make Connections
Partner Discussion  Work with a partner. Read the questions about “Bats Did It First.” Show where you found text evidence. Write the page numbers. Then discuss what you learned.

What do bats do to get around at night?
Bats make _______________________________.
The sound waves hit _________ and become _________________.
The echo tells bats ___________________.

What led to a new cane for blind people?
A scientist watched _______________________________.
Then he made a cane that _______________________________.
The cane uses echoes to _______________________________.

Write Work with a partner. Look at your notes about “Bats Did It First.” Write your answer to the Essential Question. Use text evidence to support your answer.

What idea did a scientist get from bats?
A scientist saw how bats _______________________________.
The scientist made a cane _______________________________.
The cane uses echoes to _______________________________.
The cane helps blind people _______________________________.

Share Writing Present your writing to the class. Discuss their opinions. Talk about their ideas. Explain why you agree or disagree with their ideas.

I think your ideas are _______________________________.

That’s a good comment, but _______________________________.

Write to Sources I took notes on this chart to answer the question: Why is the new cane better than other canes? Use details from the text.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new cane is better than other canes. It tells blind people where objects are.</td>
<td>The cane sends out sound waves like a bat.</td>
</tr>
<tr>
<td>Other canes do not send out sound waves.</td>
<td>The cane vibrates to tell the person where the object is.</td>
</tr>
</tbody>
</table>

Write About the Text I used notes from my chart to write an informative text about the new cane.

The new cane is better than other canes. It tells blind people where objects are. The cane sends out sound waves like a bat. Other canes do not send out sound waves. The cane will vibrate when the sound waves hit objects. The cane is a good invention because it helps blind people walk.
Essential Question

What ideas can we get from nature?

Weekly Concept

New Ideas

Go Digital

TALK ABOUT IT

What is the boy learning about in the picture? What can people learn from nature? Write ideas about nature in the web. Describe how humans use the ideas from nature to make new things.

Discuss inventions inspired by things from nature. Use the words from the chart. You can say:

A ________ inspired scientists to make _________

More Vocabulary

Look at the picture and read the word. Then read the sentences. Talk about the word with a partner. Write your own sentence.

Innovation

The photographer gets innovation from trees.
I find inspiration when _________.

Locate

I need to locate my lost car keys.
Another word for locate is _________.

navigate

The people use a map to navigate.
Maps help people navigate because _________.

objects

I see many objects on the desk.
Some objects in my backpack are _________.

ordinary

The boys wear ordinary white shirts.
The word ordinary means _________.

Words and Phrases

Suffix -ion

Add the suffix -ion to a word to make it a noun.
discuss + -ion = discussion
We had a discussion about the stars.
invent + -ion = invention
The telephone was an important invention.
Circle the word with the suffix -ion.
We use subtraction in mathematics.
I added the cards to my collection.
Write your own sentences using subtraction and collection.

observations

Lena makes observations about nature.
I make observations when _________.

ordinary

The boys wear ordinary white shirts.
The word ordinary means _________.

Add the words with the suffix -ion to your New Words notebook. Write your sentences with the words in your notebook.
Nature is full of great ideas. Many inventors and scientists just step outside and look around for inspiration and ideas. They often imitate, or copy, what they see outdoors. They use nature to inspire their inventions.

One amazing invention was inspired by bats. It is a special cane that helps blind people navigate and get around. This boy is blind and uses a special cane to help him get around.

Text Evidence
1. Specific Vocabulary
   - Look at the third sentence in the first paragraph. What context clue shows the meaning of imitate? Circle the word.

2. Comprehension
   - Main Idea and Key Details
     - Reread the first paragraph. Where do inventors and scientists get ideas? Underline the key details that support this main idea.

3. Sentence Structure
   - Circle the pronoun in the sentence. Underline the two actions in the predicate.

4. Specific Vocabulary
   - Read the second sentence. What words in the sentence tell you the meaning of the word echo? Draw a box around the words.

5. Talk About It
   - How do echoes from sound waves help bats? Write your ideas. Cite text evidence.
**A Batty Idea**

The scientist who invented the new cane took what he learned from observing bats. He used a similar idea. He started with an ordinary white cane. He wanted the cane to imitate the way bats use sound waves. So, he sketched plans and made a model of his invention. When he built the cane, the scientist used a special material that was lightweight and strong. Then he added sound waves. Usually, a team of scientists tested the cane. It worked!

**How the Cane Works**

The handle of the cane sends out signals. The signals bounce off objects in front of the cane. Then an echo bounces back to the cane’s handle. The person holding it feels buttons on the handle. What vibrates on the cane? Circle the words that tell you.

**Text Evidence**

1. Sentence Structure
   - Read sentences six and seven in the first paragraph. Circle the connecting word that shows a sequence of events. Underline what the scientist did after he built the cane.

2. Comprehension
   - Main Idea and Key Details
     - Reread the heading for the paragraph. Write the main idea of the paragraph.

3. Specific Vocabulary
   - Reread the second paragraph. The word vibrate means “to shake quickly.” What vibrates on the cane? Circle the words that tell you.

**Specific Vocabulary**

Circle the root word in inventor. The suffix -or means “a person who does something.” What does the word inventor mean?

**Sentence Structure**

- Look at the last sentence. Circle the comma. The words before the comma give more information about the subject of the sentence. Underline the subject of the sentence.

**Talk About It**

- Why do scientists study plants and animals? Use text evidence.

**Make Connections**

- How did bats inspire a cane that helps blind people? Essential Question
  - What is something in nature that inspires you? What would you invent?

**Respond to the Text**

**Partner Discussion**

Work with a partner. Answer the questions. Discuss what you learned about “Bats Did It First.” Write the page numbers where you found text evidence.

1. How do bats navigate at night?
   - Bats use sound waves to navigate. The sound waves bounce off objects and create an echo. The person holding the cane feels buttons on the handle.

2. How was the new cane for blind people invented?
   - A scientist observed bats. He created a new cane. The cane uses an echo to alert the user.

**Share Writing**

Present your writing to the class. Discuss their opinions. Think about what the class has to say. Did they justify their claims?

**Write**

Work with a partner. Review your notes about “Bats Did It First.” Then write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words in your writing.

**Text Evidence**

- What idea did scientists get from bats?
  - Bats make sound waves that bounce off objects. The scientist used this idea to create a cane.

- What did the scientist use to create the cane?
  - The scientist used a special material and sound waves to create the cane.

- How does the cane help blind people?
  - The cane uses sound waves to alert the user.

**Group Discussion**

Present your answers to the group. Cite text evidence to justify your thinking. Listen to and discuss the group’s opinions about your answers.

**ESSENTIAL QUESTION**

What is something in nature that inspires you? What would you invent?
**Write to Sources**

**Take Notes About the Text** I took notes on this chart to answer the question: Why is the new cane better than other canes? Use details from the text.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new cane is better than other canes. It tells blind people how far away objects are.</td>
<td>The cane sends out signals like a bat.</td>
</tr>
<tr>
<td></td>
<td>Other canes do not send out signals.</td>
</tr>
<tr>
<td></td>
<td>The cane vibrates and tells the person how far away an object is.</td>
</tr>
</tbody>
</table>

**Write About the Text** I used notes from my chart to write an informative paragraph about the new cane.

---

**Student Model: Informative Text**

The new cane is better than other canes because it tells blind people how far away objects are. It sends out signals like a bat. Other canes cannot do this. The cane sends out signals, and the signals hit objects in front of the cane. The person holding the cane will feel the cane vibrate. The cane is a good invention because it helps blind people walk and move around.
The old trains made a very loud noise when they came out of tunnels. The first Shinkansen trains had a problem. The trains made a very loud sound when they came out of a tunnel. BOOM! People near the tunnels were not happy. The train engineers knew what caused the loud sound. It was the shape of the front of the train. The engineers wanted to solve this problem. So they changed the shape of the front of the train. They tried different shapes, but nothing was effective. The trains still made the loud sound.

The engineers looked to nature for inspiration. The kingfisher is a bird. It has a short, thick body and a long, thin beak. The kingfisher dives into water to catch fish. When it dives, it does not make a loud sound. The engineers decided to imitate the kingfisher. They made a train with a long, thin, front end, just like the kingfisher’s beak. This design was a success. Now the trains are much quieter. They also use less energy and travel faster than the old trains.

Essential Question
What ideas can we get from nature?

Read the text. Use Graphic Organizer 115 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain the problem with the first Shinkansen trains.
   The trains made a loud sound when they came out of tunnels.

2. Discuss why the kingfisher was interesting to the engineers.
   The kingfisher does not make a loud sound when it enters the water.

3. Discuss how the engineers made the train like the kingfisher.
   The engineers made a train with a long front end that was shaped like a kingfisher’s beak.

4. Write Work with a partner. Discuss your notes about "Inspired by a Bird." Then write your answer to the Essential Question.

What idea did the train engineers get from nature?

The Shinkansen train was too loud when it came out of a tunnel.

Engineers made the front of the train like a kingfisher’s beak.

The new trains are much quieter.
Intermediate

**Essential Question**
What ideas can we get from nature?

**Inspired by a Bird**

The Shinkansen bullet trains in Japan carry people from city to city. But they are not ordinary trains. These trains can travel 200 miles per hour! The first Shinkansen trains had a big problem. The trains had to travel through many tunnels. The trains made a loud noise when they came out of a tunnel. Brrrr! People who lived near the tunnels were unhappy.

The train engineers wanted to solve this problem. The engineers knew the shape of the train caused the loud sound. So, they changed the shape of the front of the train. They tried many different shapes and designs, but nothing was effective. The trains continued to make the loud sound.

The engineers looked at a bird called a kingfisher for inspiration. The kingfisher has a short, thick body and a long, thin beak. The bird dives into the water, and when it enters the water, it does not make a loud sound.

The engineers decided to imitate the kingfisher. They knew the kingfisher dives quietly. They copied the bird. The engineers designed a train with a long, thin front end. This new design was a big success! The new trains look funny, but they are quieter. They also use less energy and can travel at faster speeds.

The engineers shaped the front of the train like the beak of a kingfisher. They tested this idea and discovered they were correct! Now all the new Shinkansen trains have a long front end. The trains look funny, but they are much quieter. They also use less energy and travel at faster speeds.

**Respond to the Text**
Read the text. Use Graphic Organizer 115 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain the problem with the first Shinkansen trains.
   - The train made a loud noise when it came out of the tunnel.

2. Discuss why the kingfisher was interesting to the engineers.
   - The kingfisher does not make a loud sound when it enters the water.

3. Discuss how the new front end improved the Shinkansen trains.
   - The new trains are quieter. They also use less energy and travel at faster speeds.

**Advanced**

**Essential Question**
What ideas can we get from nature?

**Inspired by a Bird**

In Japan, some people have an amazing way to travel. They travel by train, but not on ordinary trains. They use the Shinkansen bullet trains. These trains can travel 200 miles per hour!

The first Shinkansen trains were fast, but they had a problem. The trains made a very loud sound when they came out of a tunnel. Brrrr! People who lived near the tunnels were unhappy.

Engineers knew the shape of the train caused the loud sound. So, they tried changing the shape of the front of the train. They tried many different shapes and designs, but nothing was effective. The trains continued to make the loud sound.

The engineers looked at a bird called a kingfisher for inspiration.

The kingfisher has a short, thick body and a long, thin beak. The bird dives into the water and grabs fish in its beak. When it enters the water, it does not make a loud sound.

The engineers decided to imitate the kingfisher. They knew the kingfisher dives quietly. They copied the bird. The engineers designed a train with a long, thin front end. This new design was a big success! The new trains look funny, but they are quieter. They also use less energy and can travel at faster speeds.

The engineers shaped the front of the train like the beak of a kingfisher.

The engineers tested this idea and discovered they were correct! Now all the new Shinkansen trains have a long front end. The trains look funny, but they are much quieter. They also use less energy and travel at faster speeds.

Write with a partner. Discuss your notes about “Inspired by a Bird.” Then write your answer to the Essential Question.

**Respond to the Text**
Read the text. Use Graphic Organizer 115 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain the problem with the first Shinkansen trains.
   - The trains made a loud noise when they came out of tunnels.

2. Discuss why the kingfisher was interesting to the engineers.
   - The kingfisher does not make a loud sound when it enters the water.

3. Discuss how the kingfisher inspired the engineers.
   - The engineers shaped the front of the train like the beak of a kingfisher.

What idea did the train engineers get from nature?

Write with a partner. Discuss your notes about “Inspired by a Bird.” Then write your answer to the Essential Question.

**Respond to the Text**
Read the text. Use Graphic Organizer 115 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain the problem with the first Shinkansen trains.
   - The trains made a loud noise when they came out of tunnels.

2. Discuss why the kingfisher was interesting to the engineers.
   - The kingfisher does not make a loud sound when it enters the water.

3. Discuss how the kingfisher inspired the engineers.
   - The engineers shaped the front of the train like the beak of a kingfisher.

What idea did the train engineers get from nature?