Grade 3
English Language Arts
with Additional Supports

2020

Part B
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*The Assessment/File Upload Form and many worksheets in the appendix will be used multiple times throughout this course. Please make additional copies of these pages.*
Unit 4 - What Is Weather and What Can It Do?
What Causes Weather to Change on Earth? - Part 1

LEARN ABOUT...

WHAT IS WEATHER?

Throughout this unit, you are going to be reading about different types of weather and what causes weather patterns on Earth. Before you begin the lesson and read the nonfiction book *Weather*, take a moment to read "Weather" to find out more. As you read, think about what weather you have where you live.

After reading, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What is weather?
2. How are our lives affected by the weather?

TEACHING NOTES

Your student has been assigned an article introducing the concept of weather because throughout this unit your student will be reading nonfiction articles about weather and weather patterns. As your student reads the article, discuss the types of weather he or she is familiar with and how the weather impacts his or her life.
In this unit, you will read about weather patterns. You will learn how Earth's atmosphere is linked to different kinds of weather. These facts will help explain weather patterns all over the world.

In this lesson, you will explore how text and graphics can work together. You will see how they help readers understand why and how things happen in nature.

The text you will read is called an explanatory text. This means that it explains information and ideas. An explanatory text is nonfiction. This means that the author tells you facts. Later, you will write an essay that will be an explanatory text.

Let’s begin “Weather” by Seymour Simon. As you read, think about the following questions:

- What are the main ideas?
- What important facts and details support the main ideas?

Read pp. 4–9 of “Weather.”

TEACHING NOTES

Guide your student in reading pp. 4–9 of “Weather.” Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Remind your student that he or she should read at just the right rate, or speed—not too fast and not too slow. Explain to your student that reading at the proper speed will allow him or her to stay interested in the text and to absorb the important information. Have your student follow along as you model reading “Weather” at an appropriate rate. Then, have your student read aloud a portion of “Weather,” also demonstrating an appropriate rate.

After reading, your student should be able to answer the following questions.

1. What is weather? (Weather is what the sky and air are like outside.)
2. How are our lives affected by the weather? (The weather impacts what we wear and what activities we can do. The weather can also affect the food available to us, as it can impact the crops farmers can grow.)

Let's begin "Weather" by Seymour Simon. As you read, think about the following questions:

- What are the main ideas?
- What important facts and details support the main ideas?

Read pp. 4–9 of "Weather."

TEACHING NOTES

Guide your student in reading pp. 4–9 of "Weather." Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
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- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Remind your student that he or she should read at just the right rate, or speed—not too fast and not too slow. Explain to your student that reading at the proper speed will allow him or her to stay interested in the text and to absorb the important information. Have your student follow along as you model reading "Weather" at an appropriate rate. Then, have your student read aloud a portion of "Weather," also demonstrating an appropriate rate.
If your student is reading too slowly, encourage him or her to practice the passage several times to become more confident with the words. If your student is rushing and reading too quickly, remind him or her that listeners need time to understand a writer's ideas.

**COMPREHENSION**

**CONNECTING NEW INFORMATION TO WHAT YOU ALREADY KNOW**

Good readers think about what they already know about a topic and then connect the new information they learned from reading. Good readers notice how this background knowledge helps them understand new information.

Think about the text you are reading. The topic is weather. What are some things you already know about the weather? Now look at the first page of the text Weather. It lists different kinds of weather words: cloudy, cold, calm, windy. You probably already know these descriptive weather words, but did you ever think about how those different weather conditions can happen at the same time but at different places on Earth? This is an example of connecting what you already know to new information.

In the future, when you read informational texts, think about what you already know about the topic. Notice what new information you are learning that is connected to the topic. Good readers notice these connections as they read, and it helps them understand the text.

**TEACHING NOTES**

Help your student assess prior knowledge of a topic before reading and track the new information he or she learns. A two-column list is a good way to organize this information.

Divide a sheet of paper into two vertical columns. Label the left column: “What I Already Know.” Label the right column: “What I Learned That is Connected.”

As your student acquires new information in the text, help him or her record this in the appropriate column.

After reading the text, discuss it with your Learning Guide. Describe the main idea. Talk about important details that help support this idea. Then, write your answers to the following questions in your ELA Journal:

- What is the main idea of pp. 4–9?
- What important facts and details support the main ideas?
SYLLABLE PATTERN VCCCV

While reading “Weather,” you probably found some words that were new to you. You can figure out how to say a new word by dividing it into syllables. Here is one way to do that.

Let’s look at a word you probably know: sandwich. A letter pattern in the word sandwich can help you divide it into syllables. Look for a VCCCV pattern. V stands for vowel. C stands for consonant. This pattern will be in the middle of the word. Two of the consonant (C) sounds will always be blended together, like nd in sandwich.

Look at the letters andwi in the middle of the word sandwich. They follow a VCCCV pattern.

Words with a VCCCV pattern are two-syllable words. They divide into syllables between the blended (one-sound) and the stand-alone consonants:

VC/CCV or VCC/C

In sandwich, the syllables divide like this:

sand/wich.

Notice how the nd is the consonant blend in the VCCCV pattern. The w is the stand-alone consonant.

Look at the word constant on p. 9 of “Weather.”

Find the VCCCV pattern in the word constant. Then, find the two blended consonants and the stand-alone consonant. (Hint: The stand-alone consonant comes first.) Use them to divide the word into two syllables. Read each syllable. Then, put the two syllables back together, and read the whole word.

Now find the word rumble on p. 4 of “Weather.” Find the VCCCV pattern. Divide the word into syllables. Then, follow the steps to read the word.
Now find the word **rumble** on p. 4 of "Weather." Find the VCCCV pattern. Divide the word into syllables.

Be sure your student understands that a syllable is a part of a word that has a single vowel sound and is pronounced as a unit. Guide your student through dividing syllables in known words, such as *darkness* and *kitchen*.

Demonstrate dividing syllables between the blended and stand-alone consonants in the VCCCV pattern.

Guide your student through dividing words into syllables, decoding each syllable, and then using this technique to read the whole word.

Please go online to view and submit this assessment.
What Causes Weather to Change on Earth? - Part 2

Objectives
- To determine the main idea of a text based on key details
- To write an explanatory text that conveys ideas and information clearly

Books & Materials
- *Weather* by Seymour Simon
- *Decodable Practice Readers 20A, 20B, and 20C*
- ELA Journal
- Computer
- Four-Column Chart Graphic Organizer
- Sticky notes in different colors
- K-W-L Chart
- Index cards
- High Frequency Word Cards

Assignments
- Read “Weather” by Seymour Simon.
- Annotate the text with sticky notes.
- Complete a *K-W-L Chart Graphic Organizer*.
- Create a *Four-Column Chart Graphic Organizer*.
- Complete a *Cause and Effect Chart Graphic Organizer*.
- Complete a mind map.
- Complete a *Main Idea Chart Graphic Organizer*.

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LEARN

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GRAMMAR

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Step 1

You have been reading to understand details about a topic. You can break down a sentence to understand how an author uses words to make comparisons.

Read this sentence from *Weather*.

> At the equator, where the sun’s rays are most direct, insolation is several times greater than at either of the poles, where the sun’s rays come in at a slant.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3

Your Learning Guide has divided this sentence into chunks. On one chunk, there is a superlative adjective. On another chunk, there is a comparative adjective. Can you find them? Pull those chunks out of the sentence. Tell your Learning Guide which adjective is comparative and which is superlative.

These sentence chunks show the different rules for making comparative and superlative adjectives.

*Greater* is a comparative adjective. For most one-syllable adjectives, you add “–er” to the end to make it comparative. Do you know what you do to make a one-syllable adjective superlative? Write the superlative form of *greater*.

How are comparative adjectives like *greater* used?

Put this chunk back in the sentence. Read the words around the chunk. How does the comparative adjective *greater* help you understand what the sentence means?

Now look at the other chunk you pulled out. Most *direct* is a superlative adjective. It’s formed in a different way. Many two-syllable adjectives are made superlative by adding the word *most* to the beginning. Do you know how to make an adjective like this comparative? Write the comparative form of *direct*.

How are superlative adjectives like *most direct* used?

Put this chunk back in the sentence. Read the sentence. How does the superlative adjective *most direct* help you understand what the sentence means?

When you read, you will come across comparative and superlative adjectives. They give you important information. How does stopping to think about a comparative or superlative adjective help you when you read?

Step 4

Knowing about comparative and superlative adjectives helps you understand ideas when you read. You can use comparative and superlative adjectives when you write, too.

Here are some adjectives you can use to write about the weather. The comparative and superlative forms of these adjectives are made in different ways. Can you write them?

- calm
- wet
- humid

Now write two sentences about the weather. Use a comparative adjective in one sentence and a superlative adjective in the other sentence.

How does knowing about comparative and superlative adjectives help you when you write?
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- At the equator,
- where the sun's rays
- are most direct,
- insolation is
- several times
- greater than
- at either of the poles,
- where the sun's rays
- come in
- at a slant.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means there is more insolation at the equator because the rays of the sun are direct there.

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see a singular possessive noun: sun's. It tells that the rays belong to the sun.
- The sentence begins with the preposition at. It tells where the rays are most direct.
- The preposition at is used again to tell where insolation is greater.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see any possessive nouns? What kind? What do they tell you?
- How are prepositions used in this sentence?
Step 3

Your student should pull out these chunks:
- are most direct, (superlative)
- greater than (comparative)

ANSWERS
- add “–est” ; greatest
- to show comparisons
- Possible response: I know the author is making a comparison. I know this means that there is not as much insolation at the poles because it is greater at the equator.
- add more before the word; more direct
- to show the highest degree of something
- Possible response: I know the author means that there is no other place that the sun’s rays are more direct. I know the sun is strongest there.
- Possible response: It can help me understand details about a topic. I can tell what the author is comparing about different things.

Step 4

ANSWERS
- calm, calmer, calmest
- wet, wetter, wettest
- humid, more humid, most humid

Your student might write sentences like these:
- It was calmer after the winds stopped.
- During the summer, it is most humid.

If your student struggles to write the sentences, have your student first make a comparison aloud. You might say, “The ground gets wet when it drizzles. What happens when there is a heavy rain?” (the ground gets wetter). Point out that your student is making a comparison with a comparative adjective. Have him or her write what he or she said aloud.

Possible response: It helps me compare things when I write.

Write the words most direct and greater on index cards and have your student identify which is comparative and which is superlative. Add the words to your word wall.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

At the equator, where the sun’s rays are most direct, insolation is several times greater than at either of the poles, where the sun’s rays come in at a slant.
Then say, “This sentence has a superlative adjective in it. It also has a comparative adjective in it. There are different rules for making comparative and superlative adjectives. The rule depends on how the adjective is spelled. For some two-syllable adjectives, you add the word most to make them superlative, like with most direct. For one-syllable adjectives, you change the ending. You add “–er” to make those adjectives comparative. You know that not all comparative and superlative adjectives are made the same way.”

Display these words:

- sunny
- rainy
- snowy
- windy

Ask, “Here are some more adjectives you can use to talk about the weather. Do you see what these adjectives have in common? (they end in y) These adjectives follow a different rule for making comparatives and superlatives. Can you make these adjectives comparative and superlative?”

ANSWERS

- sunnier, sunniest
- rainier, rainiest
- snowier, snowiest
- windier, windiest

Ask, “What rule did you follow?” Answer: Change the y to i before adding the ending “–er” or “–est.” If your student struggles to answer this or to make the comparatives and superlatives, tell him or her the rule and then model the first change on the list. Then have your student change the other adjectives.

Say, “When you see a two-syllable adjective that ends in y, you know that you make its comparative and superlative forms like this. This is just one of the rules for making comparatives and superlatives. It takes practice.”

Have your student use the comparative and superlative adjectives to write sentences based on these prompts:

- There is more snow in New York than in Georgia.
  Possible response: It is snowier in New York.

- We have the most rain during the summer.
  Possible response: It is rainiest during the summer.

- Today we had more sun than I have seen in years.
  Possible response: It was the sunniest day in years.
Ask, “Why is it important to know the right ways to make comparative and superlative adjectives?”
Possible response: It makes my writing easier to understand. I’ll be able to understand them when I read because I will know what they are.

Last time, you read the beginning of “Weather” by Seymour Simon and found the main idea. You learned how Earth’s atmosphere and temperature work together to create weather patterns.

Today, you will think about how explanatory texts answer questions about a big idea. Writers of explanatory texts answer questions by adding important details and information about the main idea.

**FLUENCY**

**READING WITH ACCURACY**

Great readers read accurately. When readers read make too many mistakes on words, their reading does not sound fluent. For reading to be fluent, it has to sound smooth. You are going to practice making your reading sound smooth by reading accurately. To do this, you will reread a page from Weather. Rereading will help you get better at reading. You might make some mistakes the first time you read it, but the more times you read the page the better you will get. Your reading will become smooth.

Watch this video to learn how to monitor your reading to read accurately.

Please go online to view this video ▶

Now watch this video for more information about how to read accurately.

Please go online to view this video ▶

Now you will practice reading the following sentences. There are a few things you learned from the videos about reading accurately. Reading accurately in a nonfiction text can often be tricky because it is not a story. You will do the same things that you learned when reading fiction stories to read accurately.

There is one more thing you can do to help you read accurately. There are many words in a nonfiction text that are specific to the topic. When you understand what these words mean, it helps you read more fluently and accurately.

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Reread to clarify and to make your reading sound smooth.
4. Think about the meaning of words.

This following sentences come from the book *Weather* that you have been reading. Before reading these sentences, think about the meaning of the words in **bold**. Talk about the words with your Learning Guide. You might know the meaning of the words, or you might have to read the sentences to help you figure them out. Practice reading these sentences four times.

- It’s cloudy today. It’s also sunny, rainy and snowy, hot and cold, calm and windy, damp and dry. Each of these **descriptions** of the weather is true every day of the year, someplace in the world.

- We live in the **atmosphere**, the **enormous** ocean of air that **surrounds** Earth. Weather is what’s happening at the bottom of the atmosphere, mostly in a **layer** seven and a half miles thick called the **troposphere**.

If you did not know the meaning of the bolded words, do you know them now that you read the sentences? Talk with your Learning Guide about this.

Take a look at the **Fluency Rubric**. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you will continue to practice reading from the book *Weather*. Turn to p. 6. Practice reading this page one time through. After reading the page, talk with your Learning Guide about any words that were tricky for you while reading. Talk about these words and what they might mean.

Your Learning Guide will record you reading the page three more times. When you are finished, listen to the recording of your reading and look at the **Fluency Rubric** with your Learning Guide.

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**TEACHING NOTES**

Discuss with your student how reading accurately helps with reading fluency, because it makes reading sound smooth.

Watch [this video](#) to learn how to monitor reading to read accurately. Now watch [this video](#) for more information about how to read accurately.

Discuss that when reading nonfiction, your student will also think about the meaning of words to help him or her read accurately. Have your student think about the meaning of the words in bold in the sentences.

- It’s cloudy today. It’s also sunny, rainy and snowy, hot and cold, calm and windy, damp and dry. Each of these **descriptions** of the weather is true every day of the year, someplace in the world.
We live in the atmosphere, the enormous ocean of air that surrounds Earth. Weather is what's happening at the bottom of the atmosphere, mostly in a layer seven and a half miles thick called the troposphere.

Have your student practice reading the sentences. After reading one time through, discuss any words your student made a mistake on. Praise your student if he or she self-corrected a mistake. Have your student think about the meaning of the bold words. Now have your student reread the sentences three more times. If your student is continuing to make mistakes on words, only have your student focus on the first part.

Show your student the Fluency Rubric and discuss what accurate reading should sound like.

Now open the book Weather and turn to p. 6. Have your student read this page one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Discuss the meaning of any unknown words. Possible words that will need to be discussed are: descriptions, atmosphere, enormous, surrounds, layer, and troposphere.

Now you will record your student reading the passage three more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, listen to the recording together. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading two or three times, focus on just the first paragraph of p. 6. Your student will practice rereading this section to make it sound smooth. If your student is still struggling with reading p. 6 smoothly, you can model echo reading like in this video.

Reread pp. 4–9 of “Weather.” As you read, think about the following questions:

- What did I know before I read the text?
- What did I want to find out from the text?
- What did I learn from the text?

Write each answer on a different-colored sticky note. You could use yellow for facts you know before reading the text, orange for questions you want to answer by reading the text, and green for information that answers your questions.

Try one now. Suppose you already know that Earth's equator is hotter than the North and South Poles. You would write this fact on a yellow sticky note.
Pretend you want to find out how hot and cold air move around Earth. You would write this question on an orange sticky note.

Next, read p. 9 in “Weather.” You find out that hot air rises and cold air sinks. You would write this information on a green sticky note.

Think of more facts you already know about weather. Think of questions you want answered. Write these down. Then look for answers to those questions as you read.

Next, you will fill in a **K-W-L Chart**. You will use your sticky notes. The letters K-W-L mean K(now)-W(ant)-L(earn). In the first column, place sticky notes with facts you knew before you read “Weather.” In the second column, place sticky notes with questions you wanted answered by the text. Then, in the third column, place sticky notes with the answers you found by reading the text.

Before you write, you and your Learning Guide will go over how to fill in your **K-W-L Chart**.

**TEACHING NOTES**

Remind your student that he or she has been reading an explanatory text. Explain that in an explanatory text, writers try to answer questions readers might have about the topic. Tell your student that when reading for information and answers to questions, he or she should focus on key ideas and supporting details.

Model placing a matching set of sticky notes in the appropriate columns. Direct your student to think about how the information he or she already knew relates to the questions he or she wanted to have answered.

One completed row of the **K-W-L Chart** should look like this:

![K-W-L Chart](image)
ANOTHER WAY

If filling in the K-W-L chart is challenging, ask yourself the following questions to guide your thinking. Add your ideas to the appropriate column on your chart.

- Tell about the weather on Earth. When someone says weather, what do you think about? You can use the pictures in the text to remind yourself of what you already know. Add your ideas to the K column.
- What do you want to know more about in this book? What would you like to learn? Add your ideas or questions to the W column.
- After you read, think about what you learned from the book. What information was new to you in this book? Add your ideas to the L column.

TEACHING NOTES

If your student is struggling to fill in the K-W-L chart, guide him or her through the questions. Have your student add his or her ideas to the appropriate column on the chart.

- Tell about the weather on Earth. When someone says weather, what do you think about? You can use the picture in the text to remind yourself of what you already know. Add your ideas to the K column. (Possible answer: I know that weather can be hot or cold. I know that weather can change.)
- What do you want to know more about in this book? Add your ideas or questions to the W column. (Possible answer: I want to know more about how air moves around the Earth.)
- What did the book teach you? What information was new to you in this book? Add your ideas to the L column. (Possible answer: The book told me that if air is hot, it rises. If air is cold, it sinks.)

Now, it is time to add your sticky notes to the K-W-L Chart. As you complete the chart, discuss your ideas with your Learning Guide.

TEACHING NOTES

Prompt your student to think carefully about the facts he or she knew before reading, the questions he or she had about the weather, and any answers he or she may have found in reading pp. 4–9. Ask your student to explain how facts, questions, and answers are related. You can ask questions to guide your student’s understanding or explanation of how these relate.
WHAT ARE SEASONS?

You are going to be reading and thinking about what the weather is like during the different seasons, both where you live and around the world. Before you work through the activities in this lesson, take a minute to learn about the seasons by reading this article. What are the seasons, and why is the weather different during the different seasons?

After reading this article, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What are the four seasons?
2. What causes the seasons?

Reading pp. 4–9 of “Weather” showed you how details support the big ideas in an explanatory text. A good writer presents ideas and information in a way that a reader can easily understand. The first step after a writer decides on a topic is to gather important information.

Now, it is time to begin thinking about your explanatory essay. Think about the weather where you live. What kinds of weather do you see all year long? Do you have snow in the winter? What about rain in the spring? What is summer weather like? How do you know when fall is coming? Discuss these ideas with your Learning Guide.

Use your ideas to fill out a Four-Column Chart Graphic Organizer. Across the top, write each of the four seasons: Winter, Spring, Summer, and Fall. Then, under each season, write words that describe the weather during each season. Write as many words as you can think of.
WHAT ARE SEASONS?
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After reading this article, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What are the four seasons?
2. What causes the seasons?

Your student has been assigned an article about the seasons because throughout the rest of this lesson your student will be learning about the seasons and writing about what the weather is like during the different seasons.

After reading the article, your student should be able to answer the following questions.

1. What are the four seasons? (Winter, spring, summer, and fall. Each season has its own weather patterns.)
2. What causes the seasons? (The Earth's tilt on its axis affects how much direct sunlight each part of the Earth gets, creating the seasons.)

Reading pp. 4–9 of "Weather" showed you how details support the big ideas in an explanatory text. A good writer presents ideas and information in a way that a reader can easily understand. The first step after a writer decides on a topic is to gather important information.

Now, it is time to begin thinking about your explanatory essay. Think about the weather where you live. What kinds of weather do you see all year long? Do you have snow in the winter? What about rain in the spring? What is summer weather like? How do you know when fall is coming? Discuss these ideas with your Learning Guide.

Use your ideas to fill out a Four-Column Chart Graphic Organizer. Across the top, write each of the four seasons: Winter, Spring, Summer, and Fall. Then, under each season, write words that describe the weather during each season. Write as many words as you can think of.

TEACHING NOTES
Guide your student to think about weather characteristics for each season specific to your region. Ask questions to help spark ideas. Encourage your student to use a range of descriptive words and phrases and to add information to support his or her ideas.

After your student completes the Four-Column Chart, have him or her describe the current weather in one to two sentences in his or her ELA Journal.

VOCABULARY

WORD-SOLVING STRATEGY: WORDS IN A LIST

You know that authors give readers many sentence-level connections as context clues to help them understand new words. Today, you will learn a new word-solving strategy called Words in a List. Often, an author will include a new or uncommon word in a list with known words. This gives the reader a clue that the unknown word must be similar to the known words in some way. Now let's review some examples.

Example #1- galloping and trotting
The majestic horse looked beautiful as it started running, galloping, and then trotting.

Example #2-
The toddler was so angry when her mom took her toy that she threw a tantrum—she cried, howled, and stomped her feet.

In example 1, you can tell that running, galloping, and trotting are all synonyms because they are together in a list. You probably already know what running means, so you can use this to figure out the meaning of galloping and trotting. Galloping and trotting are both synonyms of running and mean that a horse is traveling very quickly. They are different ways to describe the way a horse runs.

Next let’s practice with example 2. Read the sentence and make a guess about the words howled and stomped. Tell your guesses to your Learning Guide.

Now look at p. 4 of Weather and find the words below. Use the Words in a List Strategy to figure out the meaning of these words. Write your definitions in your ELA Journal and show them to your Learning Guide. When you are done, add your new words to your word wall and use them in writing and speaking. Add Words in a List to your Word Solving Strategy Chart from Unit 1.

- snowy
- calm
- damp
Guide your student to think about weather characteristics for each season specific to your region. Ask questions to help spark ideas. Encourage your student to use a range of descriptive words and phrases and to add information to support his or her ideas.

After your student completes the Four-Column Chart, have him or her describe the current weather in one to two sentences in his or her ELA Journal.

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<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>snowy</td>
<td>the weather when it is snowing</td>
</tr>
<tr>
<td>calm</td>
<td>no wind or storms</td>
</tr>
<tr>
<td>damp</td>
<td>wet and sticky</td>
</tr>
</tbody>
</table>

You have described the weather where you live during each season. Now think about the weather today. Look out the window. What is the weather doing? Does it seem very still, or is it changing? Think about what you have learned about things that affect weather. How might Earth’s temperature and position be creating the weather in your area?

Discuss the answer to these questions with your Learning Guide. Then, write about today’s weather in your ELA Journal.

TEACHING NOTES

In example 2, your student should guess that howled means “to scream and cry” and stomped means “to pound your feet on the ground.” If your student is struggling, explain that a tantrum is when a child is very upset and is crying and screaming. Then ask your student if he or she has ever seen or done this and what it was like.

Then help your student locate each word from Weather and read the sentence. He or she should guess meanings similar to those below.

- snowy: the weather when it is snowing
- calm: no wind or storms
- damp: wet and sticky

If your student is struggling, encourage him or her to look for clues in the picture and in other words in the sentence. You can also ask him or her these questions.

- Which of these words do you already know?
- What do you know about that word?
- Do you see any other clues that could help you?

When your student is done, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking. Then ask your student to add this strategy to the Word Solving Strategies Chart from Unit 1.

You should use questions to guide your student to apply information correctly from the reading to the day’s weather. Clarify as necessary the topic that your student is to write about in his or her ELA Journal. When writing is complete, have your student share his or her journal entry with you. Use this opportunity to clarify or reinforce concepts, if needed.
ANOTHER WAY

WRITE INFORMATIVE PARAGRAPHS
You have been asked to write about today’s weather, using the information you gathered earlier in this lesson. What makes a strong paragraph? One strategy you can use to turn your notes into a well-written paragraph is the P.E.E.L strategy. Use this PEELing Paragraphs Apart worksheet to learn more about it. Use the strategy to write your assignment. Share your completed writing with your Learning Guide.

TEACHING NOTES
Your student has been asked to write the informative paragraphs about today’s weather. If your student is having trouble turning his or her notes into a paragraph, discuss the P.E.E.L strategy with your student. Use the link in the learn card to break down a paragraph in the reading Weather. You can use paragraph 9 to model how the author writes an effective paragraph.

<table>
<thead>
<tr>
<th>P - establishes main point</th>
<th>“The unequal heating of the Earth sets the atmosphere in motion”</th>
</tr>
</thead>
<tbody>
<tr>
<td>E - provides a fact that shows the main point</td>
<td>“Air near the equator is heated, becomes lighter and rises. At the poles, the colder air becomes heavier and settles downward.”</td>
</tr>
<tr>
<td>E - explains how evidence connects to main point</td>
<td>“Warm equatorial air moves poleward while cold polar air moves toward the equator.”</td>
</tr>
<tr>
<td>L - links to the main idea and next paragraph</td>
<td>The constant exchange of warm and cold air between the equator and poles is one key to the giant atmospheric patterns that make up the weather.</td>
</tr>
</tbody>
</table>

If your student is still struggling to write a strong paragraph after being shown the examples, provide your student with sentence starters for each of the parts of the paragraph. Help your student use linking words such as “for example,” and “this explains.”

PHONICS
HIGH FREQUENCY WORDS
High frequency words are words that you read by remembering the letters. Usually, you cannot decode them because they do not follow phonics rules. Learning to read high frequency words by sight will help you be a faster reader. The words below are the high frequency words for Unit 4. You will see them in the Decodable Practice Readers 20A, 20B, and 20C (online only) and other texts you read.
friends
into
very
would
hours
people
were
put
some
through
there
your
been
whole
comes

Look at each High Frequency Word. Spell the word and read the word. What words can you read quickly? What words are trickier? The tricky ones are the words that you need to work on during this unit.

There are some fun activities you can do to increase your knowledge of high frequency words. Pick one to do today and do the other activities another day.

1. Pick eight words and make a word search. Can your Learning Guide solve your puzzle? Your Learning Guide can make a puzzle for you, too!

2. Use index cards or small pieces of paper to make flash cards. Write each word on a card and practice reading the words.

3. Write “Mega Sentences!” Write a sentence that includes three or more of your high frequency words. Be sure your sentence makes sense!

4. Play the game “Roll a High Frequency Word.” You need a die to play. Roll the die.

   - Roll a 1: Write the word in rainbow letters, with each letter written in a different color.
   - Roll a 2: Write the definition of the word.
   - Roll a 3: Write the word in a sentence.
   - Roll a 4: Write the word three times in your best handwriting.
   - Roll a 5: Write an antonym (opposite meaning) or synonym (same meaning).
   - Roll a 6: Free Choice!

Your student should complete these activities during this unit to increase his or her fluency. Learning to read high frequency words quickly will enable your student to read longer passages.
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   - Roll a 6: Free Choice!

Your student should complete these activities during this unit to increase his or her fluency. Learning to read high frequency words quickly will enable your student to read longer passages and stories with greater comprehension. Reading slowly, word-by-word makes it difficult for children to understand what they are reading.

Look at each High Frequency Word and determine which ones need extra work. Assist your student in completing the activities as needed. Your student should complete all of the activities throughout the unit and might complete the activities more than once for review and mastery. Do not do all these activities in the same day, but instead spread them throughout the unit.

Please go online to view and submit this assessment.
What Causes Weather to Change on Earth? - Part 3

Objectives
- To determine the main idea of a text based on key details
- To write an explanatory text that conveys ideas and information clearly

Books & Materials
- “Weather” by Seymour Simon
- ELA Journal
- Computer
- Cause-and-Effect Graphic Organizer
- Examples of informative texts (newspaper articles, textbooks, recipes)

Assignments
- Read “Weather” by Seymour Simon.
- Annotate the text with sticky notes.
- Complete a K-W-L Chart Graphic Organizer.
- Create a Four-Column Chart Graphic Organizer.
- Complete a Cause and Effect Chart Graphic Organizer.
- Create a mind map.
- Complete a Main Idea Chart Graphic Organizer.

LEARN

Last time, you read pp. 4–9 of “Weather.” You thought about how writers use important details in an explanatory text. You also learned about how Earth’s atmosphere and temperature play a role in changing the weather.

Today, you will read the next part—pp. 10–15—of “Weather.” As you read, think about the following questions:

- What facts and key details does the author include in the text?
- How do the graphics relate to the information in the text?

Open your book. Let’s read!

TEACHING NOTES

As your student reads, ask him or her to pause and study each graphic and then explain what information in the text the graphic supports. If your student struggles to make this connection, ask guiding questions to help him or her understand how the text and graphic work together.
**DETERMINING IMPORTANT INFORMATION USING GRAPHICS**

Good readers determine what is important in a text from graphics, maps, and photographs. Good readers notice how these illustrations support key details in the text. Good readers understand that graphics are visual representations of important information that is found in the text.

Look at the graphic on p. 10. Describe what you see. It appears as if Earth is moving around, spinning. There are small curved arrows around the Earth, larger and smaller at different points.

Now read the information on p. 10. Do you see any words that explain curving, moving lines? The text states that Earth spins at different speeds at different places. Could this fact be observed in the graphic?

If you are ever confused when you are trying to determine the important information in a text, look for graphics in the text. The graphics often visually represent important information.

**TEACHING NOTES**

Review the graphics on p. 10 in the text.

Ask your student to discuss what he or she thinks the graphics on p. 10 represent. Then ask your student the following questions:

- What is the purpose of that graphic? *To show how Earth moves, and how fast it is spinning.*
- What information is included in the graphic? *It shows how the Earth spins at different speeds depending on the location in its orbit.*
- How does the graph help you understand important information you have read? *It helps me picture why the Earth moves at different speeds. It’s easier to understand than just words on a page.*

Consider the following questions:

- What affects weather conditions?
- How do the graphics in the text help you understand weather conditions better?

Write your answers in your ELA Journal. Then, discuss them with your Learning Guide.
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It shows how the Earth spins at different speeds depending on the location in its orbit.

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It helps me picture why the Earth moves at different speeds. It's easier to understand than just words on a page.

Consider the following questions:
What affects weather conditions?
How do the graphics in the text help you understand weather conditions better?
Write your answers in your ELA Journal. Then, discuss them with your Learning Guide.

As you read pp. 10–15, you learned about three things that can affect weather using key details and graphics. These are Earth's position, the temperature, and the ocean currents. Each one of these causes a change. This is called a cause-and-effect relationship.
Here is an example of a cause-and-effect relationship. Someone tells you a funny joke. You laugh out loud. The joke is the cause, and your laugh is the effect. Cause is why something happened. Effect is what happened as a result. In a moment, you will fill in a Cause-and-Effect Graphic Organizer.

You will look through pp. 10–15 of “Weather” to find cause-and-effect relationships. One good way to do this is to look for the effect first. In other words, look for a change that has happened. Then, look for words such as because or since. These are signal words that tell you what caused the effect!

Here is one example: On p. 12 in the text, it says that “Mountains are cold . . .” If you keep reading, the next part of that sentence says, “because air temperatures drop about 3.5 degrees Fahrenheit with each 1,000 feet of altitude.” The effect is a cold mountaintop. The cause is dropping temperatures at higher altitudes.

Take a look at the Cause-and-Effect Graphic Organizer.

Before writing, you and your Learning Guide will talk about how to fill in your Cause-and-Effect Chart Graphic Organizer.

TEACHING NOTES

Review and clarify the structure of the Cause-and-Effect Chart Graphic Organizer. If your student has difficulty defining cause-and-effect relationships, guide her or him through some simple cause-and-effect examples, such as studying hard to pass a test or practicing a sport and winning a game. You may wish to provide your student with the following effects and have him or her find the text evidence that reveals the cause:

- Earth has complex wind patterns.
- Our weather changes.
- Weather sometimes changes quickly.

Use the information on pp. 10–15 to fill out the rest of the Cause-and-Effect Graphic Organizer. Do not forget to look for signal words such as because or since.
You have been learning about informative texts. You know that texts such as “Weather” give information on something. But, did you know that there are actually different types, or genres, of informative text? Well, there are! Let’s take a look at them now.

_Procedural writing_ is one genre of informative text. A procedure is a step-by-step way of doing something. So, procedural writing tells you how to do something step by step. Instructions for how to build a birdhouse is an example of procedural writing.

A second type, or genre, of informative writing is _report writing_. Report writing presents information on a topic. It is put together in a way that makes information easy to find and follow. When you think of report writing, think of a piece of writing in a newspaper or magazine.

The third type, or genre, of informative writing is _explanatory writing_. In this lesson, you have been reading explanatory writing. Explanatory writing adds to a person’s knowledge. The writer answers questions of why or how something happens.

Let’s find some examples of each type of informative writing. This will be like a scavenger hunt. Look around your study area. Can you find one example of procedural (step-by-step) writing? How about an example of report writing? What example of explanatory writing can you find?

Once you have all of your examples, share them with your Learning Guide. Discuss why each example should be labeled as procedural, report, or explanatory.

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**TEACHING NOTES**

Help your student understand the three different types of informative writing. If necessary, offer other examples of each type before proceeding to the scavenger hunt. Examples of each are:

<table>
<thead>
<tr>
<th>Procedural</th>
<th>Report</th>
<th>Explanatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>recipe</td>
<td>book report</td>
<td>textbook</td>
</tr>
<tr>
<td>how-to directions</td>
<td>newspaper article</td>
<td>informative essay</td>
</tr>
</tbody>
</table>

By now, you have finished your scavenger hunt. Let’s look more closely at one of these genres.

Think about weather forecasts. A weather forecast describes the weather conditions right now. It also guesses, or predicts, what weather will be doing in the next few days.
Research a weather forecast. Use an online weather site or a written source, such as a newspaper. Identify the type, or genre, of informative writing used.

As you explore the forecast, ask yourself the following questions:

- What is the forecast for today?
- What will the weather be like tomorrow?
- What type of informative writing is used to write up a weather forecast?

Answer these questions in your ELA Journal. Discuss your answers with your Learning Guide.

If needed, help your student locate a weather forecast from a reliable online or print source. Avoid TV broadcasts as a source, as the information needs to be written down. Guide your student through locating the forecast details. Discuss your student’s answers to the guided questions, and have your student write his or her answers in his or her ELA Journal. Help your student understand that this type of information requires a simple reporting of facts. It does not explore how or why the weather conditions exist.
LEARN

You have been reading pp. 10–15 in “Weather.” You found out how weather patterns occur. You thought about cause and effect in explanatory writing. Today, you will read pp. 16–21. You will learn about different types of clouds and how they develop.

As you read, think about the following questions:

- What facts and details does the author include about clouds in the text?
- How do the images help you understand this information?

Read pp. 16–21 of “Weather.”

TEACHING NOTES

As your student reads pp. 16–21 of “Weather,” remind him or her to pay attention to graphics and text. Discuss how they work together to show a reader the development of different types of cloud formations.

After reading, discuss how the information about clouds links to the topic of weather. As needed, clarify how different cloud formations are related to the weather.
PHONICS

SYLLABLE PATTERN VCCCV

You can learn strategies to help you read bigger words. Understanding different syllable patterns will make it easier for you to decode words.

Look at this word: sandwich.

Sandwich has two vowel sounds: /a/ and /i/. It has three consonants in between the vowels. This is the VCCCV pattern: vowel-consonant- consonant- consonant-vowel.

Look carefully at the consonants in sandwich and you will see the blend nd. You can’t split a consonant blend when you divide a word into syllables, so this word must divide between the letters d and w.

sandwich sand/wich
vcc/cv

Now look closely at the following words. Divide each word into syllables.

- candle
- complex
- monster
- hundred
- transform

Look at the Decodable Practice Readers 20A, 20B, and 20C (online only). Pick the one you would like to read today. Read the words on the cover. Divide each word into syllables. Read the story.

Now read the story again and look for words that have the VCCCV (vowel-consonant- consonant- consonant-vowel) syllable pattern. Make a list of the words you find in your ELA Journal. Divide each word into syllables.

ANSWERS:

- can/dle
  vc/ccv

- com/plex
  vc/ccv

- mon/ster
  vc/ccv

TEACHING NOTES
After reading, discuss the following questions with your Learning Guide. Then, write your answers in your ELA Journal. Support your answers with evidence from the text.

- What types of clouds are shown in the photograph on p. 19? What can they tell you about coming weather?
- What types of clouds are shown in the photograph on p. 20? What can they tell you about air currents?

Possible responses:

- What types of clouds are shown in the photograph on p. 19? What can they tell you about coming weather? Cumulus clouds; a cold front is coming and may bring storms with it.
- What types of clouds are shown in the photograph on p. 20? What can they tell you about air currents? Stratus clouds; they are a sign that there are no rising or falling air currents.

VOCABULARY

When you read, you may come across words that are new to you. When this happens, try these steps:

- Break the word down into its parts, or syllables.
- Look for clues. There may be other words in the text that mean the same thing. You may even find a definition.
- Find the meaning of the word in a dictionary.
Let's experiment with all three ways using the word *unstable*. Find it on p. 19 of the text.

First, write the word down and break it into syllables. The VCCCV letter pattern you learned about will help you here. Next, say the word aloud. Sometimes, just hearing a word can help you understand it.

Read the sentences all around the word. Are there any clues in the text?

Are there any parts of the word that can help you figure out what it means? Do you know any words that look like part of this one?

Look up the word in a dictionary or online. You might find more than one definition. When this happens, think about how the word is used in the text. Which definition of *unstable* makes the most sense?

A good way to explore a new word is by using it in your own writing. Try writing some sentences using the word *unstable*.

Of course, you can always use the word into conversation with your Learning Guide.

Let's put this into practice. You have gone through the process with the word *unstable*. Now try some other words from "Weather":

- *blanketing* (p. 20)
- *veil-like* (p. 21)

**TEACHING NOTES**

Guide your student through the various approaches for decoding unfamiliar words. These strategies allow for deeper understanding of information in the text. Discuss which approach your student found most useful for decoding the practice words. Then, have him or her pick out other unfamiliar words in the text and apply these strategies to determine their meaning.

**INTERACTIVE ACTIVITY**

It's time to put your word skills into practice.

Open up [Monster Word Mania](#). Follow the instructions for the activity.

As you play Monster Word Mania, write down any words that you have learned in this unit and their definitions in your ELA Journal.

Share your new words with your Learning Guide.
You have learned that explanatory texts are based on a main idea. You have also learned that they include details to support the main idea. In “Weather,” the writer uses special vocabulary, facts, diagrams, and photographs to help develop the main idea.

One way to find a main idea and supporting details is to use a mind map. Mind maps help you identify the main idea and key details. They can help you see how the details support the main idea. This is helpful when you read an explanatory text and when you write your own!

Let’s use the text on pp. 16–21 to create a mind map of a main idea and key details. To start, you have two choices. You can begin with the main idea and then add the details around it. Or you can write down the details and then “add them up” to help find your main idea. The choice is yours!

You can use the tool MindMaple to help you create an online mind map.

Mind mapping is a very effective activity for students who prefer a visual representation of concepts. As your student creates his or her mind map, provide assistance in identifying details that support a central, or main, idea. When your student has completed his or her mind map, have him or her discuss the selected main idea and key details. Ask your student to explain how the details support the main idea.

Share your mind map with your group. Add a screenshot of your mind map, and then discuss why you chose your main idea and the supporting details.

Please go online to view and submit this assessment.
**What Causes Weather to Change on Earth? - Part 5**

**Objectives**
- To determine the main idea of a text based on key details
- To write an explanatory text that conveys ideas and information clearly

**Books & Materials**
- “Weather” (poem)
- *Weather Forecasting* by Marcie Aboff
- ELA Journal
- Computer
- Main Idea and Key Details Graphic Organizer
- Dictionary
- Index cards

**Assignments**
- Read “Weather” by Seymour Simon.
- Annotate the text with sticky notes.
- Complete a *K-W-L Chart Graphic Organizer*.
- Create a *Four-Column Chart Graphic Organizer*.
- Complete a *Cause and Effect Chart Graphic Organizer*.
- Complete a mind map.
- Complete a *Main Idea Chart Graphic Organizer*.

**LEARN**

**GRAMMAR**

**DETERMINING MEANING: KNOWN AFFIXES WITH KNOWN WORDS**

**Step 1**

You have been reading to understand details about a topic. Sometimes when you read, you come across a new word. You can pause and break down the word to look for word parts you already know. Understanding all the words in a sentence helps you understand more about the topic.

Read this sentence from *Weather*.

> They often form because of local heating during a sunny summer day and disappear in the cooler temperatures of evening.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

This sentence is about cumulus clouds forming. Your Learning Guide has divided this sentence into chunks.
Pull out the chunk that says “and disappear.” If you don't know what the word disappear means, it is hard to understand what happens to the clouds. You can use what you already know to help you figure out new words.

When you read, you can stop to break down new words. You can look for word parts you already know. You can use those word parts to figure out the meaning of the new word.

Use your hand to cover the first three letters of the word. Now you see the root word. What does the word appear mean?

Uncover the letters and use your hand to cover the root word. Now you see just the prefix.

A prefix is a word part added to the beginning of a word. A prefix changes the word meaning. What does the prefix you see mean?

Uncover the word. Think about the meaning of the prefix and the meaning of the root. What does disappear mean?

You can use a dictionary to check your answer. Were you right?

Read the sentence again. How does knowing the meaning of disappear help you understand the sentence?

Tell your Learning Guide what you can do when you see new words with familiar prefixes and roots.

When you read, it’s important to stop and figure out new words. Understanding all the words in a sentence helps you understand the author’s ideas.

**Step 4**

When you see a new word, you can stop to figure out its meaning. You can look for a prefix you know. You can look for a root word you know. If you see word parts you know, you can put their meanings together. This can help you figure out the new word.

You used what you knew about the prefix “dis–” and the word appear to figure of the meaning of disappear. A prefix changes the meaning of a word.

Look at these words. Explain the words to your Learning Guide.

- honest
- respect
- agree

Try adding the prefix “dis–" to the words. How does the prefix change what they mean?

When you know a prefix, you can use it to make new words. This helps you become a better writer.

Pick one of the words you made with the prefix “dis–.” Write a sentence using the word. You can write about a situation in which someone is dishonest, shows disrespect, or disagrees with someone.

Tell your Learning Guide why knowing prefixes is important when you read and when you write.
Tell your Learning Guide why knowing prefixes is important when you read and when you write.

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- They often form
- because of
- local heating
- during a sunny summer day
- and disappear
- in the cooler temperatures
- of evening.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means the clouds form when the temperature is hotter and go away when it gets cooler.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- **Cooler** is a comparative adjective. It makes a comparison of the temperature. It shows how the temperature changes.
- I see the pronoun **they**. It refers to the clouds.
- The preposition **during** tells when the local heating happens.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a comparative adjective? What does it tell you?
- Do you see a pronoun? What does it do?
- Do you see a preposition? What does it do?

Step 3

Possible responses:

- It means something shows up.
- Answer: “Not” or “opposite of”
- Possible response: It means to not show up.
- Possible response: It helps me understand that the clouds go away when the temperature goes down. It helps me understand what the clouds do when the temperature changes.
- Possible response: I can cover up the parts of the word and figure out the parts separately. Then I can put them together.

Step 4

Possible responses:

- Being honest means telling the truth.
- When you respect someone, you listen to them.
- Agreeing means thinking the same thing as someone else.
- Possible response: It makes them the opposite.
- Dishonest means lying or not telling the truth.
- Disrespect means being rude to someone and not respecting them.
- Disagree means to not agree. You don’t think the same thing as the other person.

Your student might write something like: I get in trouble when I disrespect my parents. If your student struggles to write the sentence, have him or her choose one of the words and review its meaning. Then ask a question like, “What is a situation when you have seen someone be dishonest?” Have your student explain the situation and then write a sentence based on what he or she said.

Possible response:

Knowing prefixes helps me when I read because I can use them to figure out new words. If I know a prefix, I know part of the meaning. When I write, I can use prefixes to make new words.

Write the prefix “dis–” and the word disappear on index cards. Review with your student the meaning of “dis–” and add the cards to your word wall.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:
Step 3

*Possible response:* It means something shows up.

*Answer:* “Not” or “opposite of”

*Possible response:* It means to not show up.

*Possible response:* It helps me understand that the clouds go away when the temperature goes down. It helps me understand what the clouds do when the temperature changes.

*Possible response:* I can cover up the parts of the word and figure out the parts separately. Then I can put them together.

Step 4

*Possible responses:*

- Being honest means telling the truth.
- When you respect someone, you listen to them.
- Agreeing means thinking the same thing as someone else.

*Possible response:* It makes them the opposite. *Dishonest* means lying or not telling the truth. *Disrespect* means being rude to someone and not respecting them. *Disagree* means to not agree. You don’t think the same thing as the other person.

Your student might write something like: I get in trouble when I disrespect my parents.

If your student struggles to write the sentence, have him or her choose one of the words and review its meaning. Then ask a question like, “What is a situation when you have seen someone be dishonest?” Have your student explain the situation and then write a sentence based on what he or she said.

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Write the prefix “dis–” and the word disappear on index cards. Review with your student the meaning of “dis–” and add the cards to your word wall.

**Extension**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

They often form because of local heating during a sunny summer day and disappear in the cooler temperatures of evening.
Then say, “This sentence describes how the temperature affects cumulus clouds. Look at the word disappear. You can break down words to figure out what they mean. When you break down a word, you can look for a prefix. You can look for a root word you know. You can practice using prefixes so you recognize them when you read.”

Display these sentences:

- Henry’s dog disobeyed him.
- The house was in disorder.

Say, “Here are two sentences that have words with the prefix “dis–” and a root word you know. Use the word parts to figure out the meanings of the words. Then write sentences that explain what might have happened in each situation.”

Answers:

- to not obey
- not in order

Your student might write sentences like these:

- Henry told the dog to drop the ball, but the dog didn’t do it.
- There were dirty dishes and books everywhere.

If your student struggles to write the sentences, ask questions like: “What do you think the dog did when it disobeyed?” and “What does a house look like when there is disorder?”

Ask your student why writing using prefixes helps him or her while reading.

Possible response: I can learn how to use them, and then I’ll know them better. I will be able to notice them when I read and use them to figure out words.

You have finished reading pp. 4–21 of “Weather.” You also have explored how a writer uses language, images, and details to help support a main idea. You have discovered how weather patterns occur, why the temperature changes, and how different types of clouds develop. You learned all of this by reading and studying an explanatory text.

Look at another way a writer can explore the topic of weather. Read the poem “Weather,” found in Text Collection Volume 2, Unit 3, Poems. As you read, think about the following questions:

- How is the topic of weather in the poem different from the text that you read?
- What do you think the poet is trying to say about the weather?

Read the poem “Weather.”
Before reading, encourage your student to think of poems he or she knows. Discuss how poems differ from an informative text. For example, ask your student to describe how a poem and an explanatory text are structured differently. Ask how a writer will use words differently in a poem and an explanatory text. How does the writing feel different?

Poetry is often easier to understand when read aloud. When your student is ready to read, follow these steps to help him or her better understand the imagery.

- Read the poem aloud to your student while he or she follows the text.
- Have your student read the poem aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the poem aloud independently.

After reading the poem, talk about it with your Learning Guide. Describe the types of images the writer uses in the poem. Discuss how the choice of words makes you feel. Then, write answers to the following questions in your ELA Journal:

- The poem treats the topic of weather differently than the text treats the topic. What is the main difference?
- What do you think the poet is trying to say about the weather?

Check that your student understands the poem’s main idea. Then, as needed, help your student identify that the main difference between the poem and the text is the use of language. The poet uses wordplay that creates a humorous tone, and the text writer focuses on facts and details that create a serious tone. Discuss how the poet’s choice of language helps convey his thoughts and feelings about the weather.

Once your student can define the main idea and answer these questions, ask him or her which type of writing he or she prefers. Have your student record his or her thoughts on these topics in his or her ELA Journal.
Now practice finding main ideas and supporting details.

Here is how:

- Choose a section of the text “Weather Forecasting” to read. Choose from pp. 4–5, 6–7, or 8–9.
- Locate the main ideas in the text. Pay attention to the way the writer divides the text into sections.
- Make a list of key details that support each main idea. Use a Main Idea Chart for each main idea you find. Make sure your main ideas fit the writer's purpose and that the key details you add support these ideas.
- Remember, you can always start with your key details and then work backward to your main ideas!

When you have finished, upload each of your completed graphic organizers in the box below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Find the main idea in the sections "Forecasting the Weather", "Measuring Weather High in the Sky," and "Measuring Weather on the Ground"?
- Find all the details that support each main idea in the three sections of the text?
- Use a Main Idea Chart to write down the main idea and key details for each section?

In this lesson, you learned about weather patterns and forecasting. You studied how text and graphics work together to help you understand a topic better. You practiced finding main ideas and using syllable patterns to figure out new words. Next time, you will use what you have learned as you continue exploring the topic of weather.
# Why Is Weather Important? - Part 1

## Objectives
- To use multiple skills to comprehend the text fully
- To write a news report based on research

## Books & Materials
- *Weather* by Seymour Simon
- ELA Journal
- Computer
- Web Graphic Organizer
- Main Idea and Key Details Organizer
- Dictionary

## Assignments
- Finish reading “Weather” by Seymour Simon.
- Complete a Web Graphic Organizer.
- Complete a Sequence Chart Graphic Organizer.
- Complete a Cause-and-Effect Chart Graphic Organizer.
- Complete a K-W-L Chart Graphic Organizer.
- Add to the Lesson 1 K-W-L Chart Graphic Organizer.
- Write a report based on research.
- Complete adverb exercises.
- Complete syllable division exercises.

## LEARN

## LEARN ABOUT...

### WHAT IS PRECIPITATION?

Throughout this lesson, you are going to be reading and learning about precipitation, including how it forms and what the different types of precipitation are. Before you read from the assigned section of *Weather*, take a minute to read this article about precipitation. Be sure to click on each type of precipitation to learn more about each type. As you read, think about what type of precipitation you get where you live.

After reading, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What is precipitation?
2. Why is precipitation important?
So far this year, you have learned many skills that readers use to read exciting stories and learn about the world around them. You have practiced using readers’ tools. These include finding the main idea, using pictures and illustrations, and connecting ideas in texts you have read.

In this lesson, you will be asked to put your reading tools to work. Great readers know the tools they have on hand to read a text. They think about which tools will be most helpful to apply while they are reading. In this lesson, show you are a great reader by using many tools to finish your book, “Weather.”

Today, you are going to continue reading the text. You will use illustrations and words to help you understand important information. Look at the photographs in “Weather,” pp. 22–27. Think about what these illustrations might tell you about weather.

As you read, think about the following questions:
- How do the illustrations help readers better understand the text?
- How does the writer introduce a new topic?

Now read pp. 22–27 in “Weather.”

As in Lesson 1, select the appropriate reading option for your student given the complexity of the text. Options include reading aloud, using an audio recording, reading with your student, or having your student read independently. If your student reads the text independently, be prepared to provide vocabulary support.

As your student reads, assess his or her fluency. Check for speed, accuracy, and proper expression. If your student is reading too quickly or slowly, model reading a short passage in “Weather” at an appropriate rate and with expression. Then, have your student read with you chorally. Or have your student practice reading the passage aloud a few times until his or her reading is smooth and has expression. Check that your student understands the correct pronunciation and meaning of any unfamiliar words in the text.
After reading the text, discuss the following questions with your Learning Guide.

- How do the illustrations help you understand the text better? Describe one example.
- How does the writer introduce and develop a topic with facts, details, and features? Describe one example.
- How does precipitation form in clouds and fall to Earth?

**TEACHING NOTES**

Your student should understand that illustrations aid comprehension, such as the photo magnifying hail helping him or her see the ice crystals. Next, your student should be able to explain how the writer first introduces a topic and then provides facts to increase the reader’s knowledge of the topic. Details and text features, such as pictures and diagrams, help clarify information and deepen understanding. Finally, your student should understand that water vapor condenses as tiny water droplets, ice crystals, or both to form clouds. These droplets are too small to reach the ground. When cloud droplets enlarge enough, they fall as rain. In colder temperatures, snow crystals stay heavy enough to reach the ground as snow. If needed, ask guiding questions to help your student describe this process. Help your student locate this information on pp. 22 and 24 of the text.

**VOCABULARY**

When you read, you sometimes find words you have not seen before. You might have found science words in this text that were new to you! Here are some ways to figure out what the new word means:

- Look for clues on the page. There might be other words that mean the same thing. There could even be a definition.
- Look closely at the word, and break it down into parts.
- Look in a dictionary to find out the meaning of a word.

If one way does not work, another way will.

Let’s try the different ways using the word **condensed**. Find **condensed** in the text on p. 22.

Write the word down. Break it into syllables. Then, say it out loud.
Read the sentences around where the word appears. Can you find any clues to its meaning? Are there any parts of the word that can help you figure out what it means?

Finally, look up condensed in a dictionary or online. What does the dictionary say? It might list more than one meaning. When this happens, think about the text again. Which meaning makes the most sense in this text?

You can also understand a word better by using it. Try it now. Write some sentences using the word condensed.

You can also use the word in a conversation with your Learning Guide or another partner.

Let’s put these ideas into practice. You have gone through the process with the word condensed. Try some other words from “Weather.”

- resistance (p. 22)
- evaporates (p. 22)

Answer the following question in your ELA Journal:

- How does precipitation form in clouds and fall to Earth?

TEACHING NOTES

Guide your student through the process and clarify steps as needed. A deeper understanding of words will enrich your student’s vocabulary and deepen understanding of the concepts presented in a text. Your student will find these particular words useful in later writing activities. While your student may find that he or she has a preferred way of working out the meaning of new words, encourage him or her to learn and use the other approaches as well.

Answer the following question in your ELA Journal:

- How does precipitation form in clouds and fall to Earth?

TEACHING NOTES

Allow your student to refer to information on pp. 22–24 as he or she writes.

- Water vapor condenses as tiny water droplets or ice crystals or both to form clouds (p. 22).
- Cloud droplets are too small to reach the ground because of air resistance (p. 22).
- When cloud droplets enlarge enough, they fall as rain (p. 22).
- In colder temperatures, snow crystals stay heavy enough to reach the ground as snow (pp. 22, 24).

If your student struggles to comprehend this information, reread the section. Stop to clarify difficult concepts. Encourage your student to use the vocabulary words in his or her response.
INFORMATION FROM ILLUSTRATIONS

Now, look at how the author tells readers about one kind of precipitation: snow. Remember that writers often use illustrations to help readers understand the text.

On p. 24, the author writes about snow. He also includes two photographs of snowflakes. Look closely at the photographs. What do they show about snowflakes?

A Web Graphic Organizer is a great way to record your ideas. Use a web to record details about snowflakes. The main topic is written in the center circle. Snowflake is the main topic of this web. Write the word in the center circle. There are four ovals for supporting details. When you look at the photographs, notice that snowflakes are not simple shapes. They have complex structures. Write this detail in one oval.

What else other details do you see? Complete the web by filling in three more details you can see. Work on your own. Share your completed web with your Learning Guide.

Model filling in the first detail (“complex structure”). Direct your student to look closely at the photographs on p. 24 and compare the two snowflakes. Your student should notice the three additional details shown below in the completed web:

MORE TO EXPLORE

Let’s look at another photograph on p. 25. Study the photograph of hail. Now, reread the text. What information in the text is supported by the photograph? Use another Web Graphic Organizer to record these details about hail.
Let's look at another photograph on p. 25. Study the photograph of hail. Now, reread the text. What information in the text is supported by the photograph? Use another Web Graphic Organizer to record these details about hail.

Direct your student to write the word **hailstones** in the center circle. As needed, use guiding questions to help your student focus on the following details based on the text and photograph: Hailstones 1) are made up of many layers of ice, 2) vary in size, 3) are round in shape, and 4) begin as frozen raindrops. Your student may also notice that the layers of ice show up as different colors in the photograph and that the texture of the hailstone appears rough. When your student finishes filling in the web, discuss his or her ideas.

**PREPARING TO WRITE**

You have learned that a **Web Graphic Organizer** can help you prepare to write about a topic. But first, you need a topic to write about!

Sometimes, choosing a topic is the hardest part of the writing process. The author of “Weather,” Seymour Simon, wrote about some important topics related to weather:

- how the sun impacts, or changes, weather
- how winds are a part of weather
- different kinds of precipitation

Which of these topics is most interesting to you? Which topic would you like to learn more about? Which topic would you like to write about and share your knowledge with others? Brainstorm some topic ideas with your Learning Guide. Then, write one down in your ELA Journal.

Now, ask yourself the following questions:

- What interesting fact or question can I use to grab the readers’ attention?
- What important details do readers need to know about my topic?
- Where can I find the information I need to write about my topic?

Answering these questions will help you become a great informational writer.

**TEACHING NOTES**

Give your student time to brainstorm, choose a topic, and jot down some answers to the preceding questions. Discuss his or her ideas, and clarify any misunderstandings. It may be helpful to model choosing a topic and deciding the kinds of information you need to gather. For example, point out the idea on p. 24 in “Weather” that no two snowflakes seem to be alike. Discuss how you would expand on this topic. Point out that you would need to gather scientific information, photographs, and illustrations to help explain it.
You have chosen a topic to write about, but how should you start writing? First, you must introduce the topic. What makes a strong introduction?

- It uses an interesting fact, a question, or an attention-getting statement.
- It gives enough information so that the reader can understand what the topic is.
- It provides details to help the reader guess what else you might say about the topic.

When you introduce a topic, you want to catch the reader’s interest. Now he or she will want to know more! Keep in mind that the topic may be new to the reader. So, it is important to give enough information to help the reader understand the main idea of the topic.

Let’s look at how the author of “Weather” introduced his big topic: weather.

Reread the first paragraph of “Weather.” See how the writer grabs your attention? His description of weather “today” does not seem to make sense. How can the weather be all these things at the same time? In the third sentence of this introduction, the writer makes it clear. He will be telling you about weather everywhere.

Explain to your Learning Guide how you know by the end of the introduction that the text will be about all kinds of weather in the world.

It is your turn to write an introduction about the weather topic you chose. Before you begin writing, you will need to research your topic. Reread the parts of “Weather” where Seymour Simon writes about your topic. Take notes in your ELA Journal, or use the highlighting tool to record facts you discover. Share them with your Learning Guide.

A Main Idea Graphic Organizer will help you plan your main idea and key details. What is the main idea you want your readers to understand about your topic? Write your main idea in the box at the top of the graphic organizer. What details can you add to help your readers understand your topic better? Write them in the three boxes at the bottom of the chart.

In your ELA Journal, write your attention-getting sentence and your main idea sentence. Include at least two details about your topic. Be sure they will grab your reader’s attention.

ANOTHER WAY

INTERESTING INTRODUCTIONS

You are going to be writing a strong introduction for your informational piece. Remember that a good introduction does two things:

- Catches the reader’s attention
- Introduces the topic to your reader
Just as good writers write more than one draft of their writing, good writers will often write more than one version of their introduction, trying different styles to see which is the most effective. When you write your introduction, you can use examples of effective introductions as a model to write yours. Look at the following examples of strong introductions. What makes each introduction effective?

- The wind is blowing and the rain is pounding against the window. As the drops fall to the ground, I think about what is causing the rain. Rain is just one type of precipitation that falls from the clouds. There is also snow, sleet, and hail.
- Have you ever wondered why some places hardly get any rain and other places get a lot? Rain is one type of precipitation that falls to the ground. What causes precipitation, and what determines whether it is rain, snow, or ice?
- The wettest place on Earth is Mawasynram, India, which gets about 468 inches of rain a year, while the driest place is in Antarctica. Known as the Dry Valley, this place has not seen any precipitation in almost 2 million years. Precipitation is any water, snow, or ice that falls to the ground.

Now it is your turn to write your introduction. Using these three models as your guide, write three introductions (one in each style) by completing this Interesting Introductions chart. After writing, read your introductions to your Learning Guide and decide which is the most effective.

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**TEACHING NOTES**

Your student has been asked to write an interesting introduction for his or her informational piece of writing. If your student is having trouble thinking of an introduction, share these examples with your student. Ask your student what makes each introduction interesting. Point out how in each example the writer catches the reader’s attention in some way and then introduces the topic. Have your student use each model as a guide to write three different introductions. Have your student choose which introduction is the most effective.

If your student is struggling to write an introduction based on the examples, ask your student probing questions. Begin by having your student write his or her topic sentence. Your student can use the same topic sentence in each example. Use the following questions to help your student write each type. As your student responds, write his or her responses.

- Paint a picture: Close your eyes and describe what you see when you think about your topic.
- Ask a question: What question do you have or do you think your reader might have about your topic?
- Interesting fact: What is the most surprising thing you have learned about your topic?

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**TEACHING NOTES**

Your student may notice that he or she has completed this process while writing informative pieces before. Explain to your student that practicing this process helps him or her master informative writing. Emphasize that it is a process he or she will use again in the future.
Have your student pick out three details about the chosen topic that seem important and write them in the graphic organizer. Explain that figuring out the main idea and a few key details can help him or her know what to say in the introduction.

Once your student has finished writing, use the Writing Keystone Checklist to guide him or her in a review of the introduction.

As needed, suggest ways to revise. If your student needs additional support in writing an introduction, use Unlock Informative/Explanatory Writing beginning on p. 234 of the Scaffolded Strategies Handbook.

Today, you read another section of the text “Weather.” You learned new vocabulary. You looked closely at how illustrations help you understand scientific information. You also chose a topic and wrote an introduction to that topic. Next time, you will use these skills as you read more about weather and research your topic further.

☑️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Why Is Weather Important? - Part 2

Objectives
- To use multiple skills to comprehend the text fully
- To write a news report based on research

Books & Materials
- Weather by Seymour Simon
- ELA Journal
- Sticky notes
- Computer
- Sequence of Events Graphic Organizer
- Index cards

Assignments
- Finish reading “Weather” by Seymour Simon.
- Complete a Web Graphic Organizer.
- Complete a Sequence Chart Graphic Organizer.
- Complete a Cause-and-Effect Chart Graphic Organizer.
- Complete a K-W-L Chart Graphic Organizer.
- Add to the Lesson 1 K-W-L Chart Graphic Organizer.
- Write a report based on research.
- Complete adverb exercises.
- Complete syllable division exercises.

LEARN

GRAMMAR

SUBORDINATING CONJUNCTIONS

Step 1
You have been reading to understand what happens in a story. You can break down sentences to understand how ideas and details are connected.

Read this sentence from Weather.

If the crystals melt on the way down and then refreeze as they pass through cold air, the frozen raindrops are called sleet.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3

Your Learning Guide has divided this sentence into chunks. There is a lot of information in this sentence, so breaking it down can help you understand the connections the author is making.

One way an author makes connections is with subordinating conjunctions. Subordinating conjunctions connect clauses in a sentence. Clauses are sentence parts that have a subject and a verb.

Authors use subordinating conjunctions to add details that tell things like where, when, why, or under what conditions something happens.

This sentence is pretty complex. It has two subordinating conjunctions that connect three clauses.

Look for the first clause. The first subordinating conjunction is if. Can you find the subject of the clause that starts with if? This clause has two verbs. Can you find them? Your Learning Guide will help you separate this clause from the sentence.

Look for the second clause. It starts with as. This is another subordinating conjunction. Can you find the subject and verb in this clause? Your Learning Guide will help you separate this clause from the sentence.

Look at the rest of the sentence. Can you find the subject and verb?

You have now broken the sentence into three clauses. The main clause is the last one. It gives the basic information in the sentence. The other two clauses add details using subordinating conjunctions.

Look at the first clause. The subordinating conjunction if expresses condition. This means that this clause is telling you the conditions that make raindrops become sleet.

Look at the second clause. The subordinating conjunction as expresses time. This means the clause tells you when the crystals melt and refreeze. The second clause actually gives you more details about what is happening in the first clause.

Put the sentence back together. How does breaking it down and putting it back together help you understand how the ideas are related?

Breaking down a sentence to look for a subordinating conjunction helps you understand how ideas are connected. In this sentence, the author uses two subordinating conjunctions to pack many details into the sentence. All the details give you more information about how raindrops become sleet.

Looking for subordinating conjunctions helps you figure out how details in a sentence are related. Why is this especially helpful when you come across a long, complex sentence like this one? What can you do next time you see a sentence like this?

Step 4

You can practice using subordinating conjunctions in your own writing. Subordinating conjunctions let you link clauses to make longer sentences. You can use the subordinating clause if to express condition. You can use the subordinating clause as to show time.
Can you complete these sentences with *if* or *as*?

- We sat by the window and watched _____ the snow fell.
- _____ Anna comes over tonight, we will watch a movie.

Tell your Learning Guide why you picked *if* or *as* for each sentence?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- If the crystals melt
- on the way down
- and then refreeze
- as they pass
- through cold air,
- the frozen raindrops
- are called sleet.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It tells how sleet is formed.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see prepositions. One of them is *through*. It tells where the crystals pass.
- I see the pronoun *they*. It refers to the crystals.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see any words with prefixes? Can you figure out the meaning?
- Do you see any prepositions? What do they do?
Do you see a pronoun? What does it refer to?

**Step 3**

Separate this clause:

- If the crystals melt
- on the way down
- and then refreeze

Answer: crystals, melt, refreeze

Separate this clause:

- as they pass
- through cold air,

Answer: they, pass

Separate this clause:

- the frozen raindrops
- are called sleet.

Answer: raindrops, are called

*Possible response:* The sentence doesn't seem so confusing if I can break it down. I can look at the separate parts and see where the author is giving details about sleet.

*Possible response:* It is helpful with long, complex sentences because they can be confusing. I can look at the separate ideas in the sentence on their own and then put them together. Next time, I can look for subordinating conjunctions and think about each clause on its own. I can think about what details it adds to the sentence.

**Step 4**

Answers:

- We sat by the window and watched _as_ the snow fell.
- _If_ Anna comes over tonight, we will watch a movie.

*Possible response:* The first sentence talks about when something is happening. In the second sentence, it's about a condition.

Ask your student the function of subordinating conjunctions (connecting clauses). Write the subordinating conjunctions _if_ and _as_ on index cards and add them to your word wall.

**Extension**

You might extend the above activity with your student by doing the following:
Read this sentence to your student:

If the crystals melt on the way down and then refreeze as they pass through cold air, the frozen raindrops are called sleet.

Then say, “This sentence shows how an author can use subordinating conjunctions to connect clauses in a sentence. This sentence has two subordinating conjunctions. There are three clauses connected in the sentence. The subordinating conjunctions help you understand what each clause tells you. When you see if, you know the author is talking about a condition. When you see as, you know the author is talking about time. You completed sentences with subordinating conjunctions today.”

Display the sentences your student completed in the earlier activity:

- We sat by the window and watched as the snow fell.
- If Anna comes over tonight, we will watch a movie.

Say, “Subordinating conjunctions can go at the beginning or in the middle of a sentence. You can write these sentences with the subordinating conjunction in the middle or at the beginning. When you move the subordinating conjunction, you have to move the clause that goes with it. This helps you make sure your sentence makes sense. When you use a subordinating conjunction at the beginning of a sentence, you need to put a comma after the clause that goes with it.”

Have your student rewrite the sentences to move the subordinating conjunctions.

Answers:

- As the snow fell, we sat by the window and watched.
- We will watch a movie if Anna comes over tonight.

Point out that these sentences mean the same thing no matter the order of the clauses. Say, “When you read, you will see sentences with subordinating conjunctions in the beginning or in the middle. This doesn’t mean the meaning is different. It’s just a choice an author can make.” Ask, “How do you think an author makes that choice?”

Possible response: Maybe the author thinks one clause is more interesting or important. Maybe the author thinks the ideas flow better a certain way.

Last time, you read pp. 22–27 of “Weather.” You learned about precipitation that forms in clouds, such as rain, snow, and hail. You also learned that dew and frost are not precipitation. They are cooled water vapor. You used words and illustrations to understand the text.

Today, you will practice thinking like a scientist. It is important to understand scientific reasons for how and why things happen in nature.
Look at pp. 28–29 of "Weather." What do you think they will tell you about weather? What does the photograph tell you about scientists? Discuss these ideas with your Learning Guide.

Read p. 28, and look closely at the photograph. As you read, think about the following question:

- How does the writer use both the text and text features to help you understand weather balloons?

After you read, use your ELA Journal to list different instruments scientists use to measure weather. Then, discuss the following questions with your Learning Guide. Be sure to point out or highlight the details in the text that supports your answers.

- What is the purpose of weather balloons?
- Explain how a weather balloon can be both light and strong.
- What instruments do scientists put on weather balloons? What do they measure?

Your student should be able to answer and cite textual evidence for the close reading questions above.

- Weather balloons measure atmospheric conditions—air temperature and pressure, wind direction and speed, humidity, and precipitation.
- A balloon is light because it is filled with helium. It must be strong because it can carry more than two tons of instruments.
- Thermometers show air temperature, barometers show air pressure, weather vanes and anemometers show wind direction and speed, hygrometers measure humidity, and rain and snow gauges measure the amount of precipitation.
Scientific ideas are often described or shown in a series of steps. Look back at p. 28 of “Weather.” This page talks about ways scientists learn about weather. First, they fill and launch weather balloons that carry instruments. Next, they use these instruments to measure different things that make up weather, such as air temperature and wind.

You can use a **Sequence of Events Graphic Organizer** to show steps in a process. Let's look at the graphic organizer titled “Steps in a Process: Learning About the Weather.” Notice the words *first, next, then, and last*. What do these words tell you about the different steps in a process? Tell your answer to your Learning Guide.

Fill in the first two steps of the process scientists use to learn about weather. Use the information from the paragraph above.

Now, reread the text to find out the next two steps meteorologists take to learn about the weather. Work with your Learning Guide to complete the graphic organizer.

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**TEACHING NOTES**

Provide your student with the **Sequence of Events Graphic Organizer** titled: “Steps in a Process: Learning About the Weather.” Your student should recognize that temporal words indicate the order in which events occur. Using them in a text makes that order clearer to readers.

Remind your student the words are showing steps in an informational text, not a story. Once the first two steps have been correctly entered, model finding the third step. Have your student record the information in his or her graphic organizer. Assist your student as needed with finding and recording the final step for learning about the weather. The completed organizer should look like this:
If your student would benefit from extra practice with this skill, consider analyzing another process from the text, such as the greenhouse effect and its influence on weather on p. 30.

ANOTHER WAY

If completing the sequence chart is challenging, make sure you are always going back to the text to double-check your ideas. If you are writing about ideas that are brand new to you, add a picture to your sequence chart as well. Pictures can be especially helpful to remember specific science words and ideas.

TEACHING NOTES

If your student is struggling to fill in the sequence chart, have him or her go back to the text to use specific words and ideas from the book. Look for words that describe new concepts such as jet streams, chinook, or warm front. You can also have your student add a picture to the chart. This will help him or her remember new vocabulary words and deeply understand new topics.

Example: Satellites beam down information. Have your student draw a satellite and the process of beaming information.

SYLLABLE PATTERN VCCCV

Many scientific words have more than one syllable. It is helpful to understand how words are made up of syllables. This can help you read unfamiliar words in the text.

The word hundreds can be found in "Weather" on p. 28. Say the word aloud. You should hear two syllables. Remember that a syllable is a part of a word that has a single vowel sound and is pronounced as a unit. What are the two syllables? How is the word divided?

Notice the word follows the VCCCV spelling pattern. In the middle of the word, there is a vowel (V) followed by three consonants (CCC) and another vowel (V): hUNDREds. Look closely at the three consonants. Which two consonant sounds are blended together when you say the word? If you said dr, you are right!

Divide the word between the stand-alone consonant and the blended consonants: hun/dreds.

Remember: If the blend, or digraph, in the VCCCV pattern comes first, divide the word after the blended consonants.

Now, try dividing concrete, monster, and address into syllables. Write each syllable on a separate sticky note. Try mixing them up and matching them correctly to make the words.
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Now, try dividing concrete, monster, and address into syllables. Write each syllable on a separate sticky note. Try mixing them up and matching them correctly to make the words.

Answers: con/crete, mon/ster, ad/dress

If your student has difficulty dividing the words, review the VCCCV pattern and conduct guided practice on several more words, such as constant, simply, kitchen, or children.

PARAGRAPH STRUCTURE

You have learned that in informative writing, writers build up a topic with facts, definitions, and other details. In “Weather,” the writer uses both text and illustrations to explain his big topic. In the reading today, the writer gave you facts, definitions, and details about how scientists measure weather using scientific instruments.

Turn to p. 28 of “Weather,” and reread the second paragraph.

The author starts with a main idea sentence: Every hour of the day and night, at weather stations around the world, instruments measure the weather. Then, he gives examples of instruments that measure weather. Notice how he describes specific instruments, such as barometers and hygrometers, and then explains what they measure.

The author ends by telling readers why this information is important: Scientists use the information to learn about the weather and forecast it. This is a good example of a closing sentence that explains why certain details are included when writing about a topic.

Now it is time for you to learn more about the weather topic you chose in the last lesson. Remember that before you introduced your topic, you gathered information from the text “Weather.” However, good writers use many sources to find facts, definitions, and details about a topic.

How will you find more information about your topic? Talk with your Learning Guide. Read more about your topic using a different print or digital source. Write down any facts, definitions, or details you want to be sure to remember.

TEACHING NOTES

Model how to gather information about a topic using pp. 28–32 of “Weather.” Suggest developing the topic of weather balloons further. Explain that, to gather more information, your student would research the topic online or in books and magazines. He or she would be searching for more information about the types of weather balloons, the instruments they carry, and how they get back to the ground.
The author ends by telling readers why this information is important: Scientists use the information to learn about the weather and forecast it. This is a good example of a closing sentence that explains why certain details are included when writing about a topic.

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Model how to gather information about a topic using pp. 28–32 of “Weather.” Suggest developing the topic of weather balloons further. Explain that, to gather more information, your student would research the topic online or in books and magazines. He or she would be searching for more information about the types of weather balloons, the instruments they carry, and how they get back to the ground.

Help your student brainstorm research questions that will help him or her develop the topic chosen earlier in the lesson. Then, assist your student with finding other sources of information for answering the questions and developing the chosen topic.

**COMPARATIVE AND SUPERLATIVE ADVERBS**

As you read, you may find that descriptive details help you better understand the topic. One type of descriptive detail is a comparison using adverbs.

Remember, adverbs are words that tell you more about a verb, an adjective, or another adverb. For example, in the sentence “The balloon floated high above the trees,” the adverb high describes the verb floated and describes how the balloon floated.

**Comparative adverbs** compare one thing to another. For example, in the sentence “The balloon floated higher than the clouds,” the adverb higher compares the floating height of the balloon to the height of the clouds.

**Superlative adverbs** compare one thing to all of the other things that are like it. For example, in the sentence “The blue balloon floated highest of all the other balloons,” the adverb highest compares the floating height of the blue balloon to the height of all the others. Superlative adverbs are formed by adding –est to the adverb, or by using the word most or least with an adverb.

Read the following sentences. Can you find the superlative adverbs? Think about why a superlative adverb is used in each sentence. Look for clue words such as any and all.

1. Of all the places on the planet, wind currents circulate fastest at the equator.
2. Of all forms of condensed moisture, frost decorates windows most beautifully.
3. This winter was the driest of any winter since 2002.

Your student should be able to identify the superlative in each sentence and explain its use as follows:

1. This sentence compares wind currents at the equator to all other wind currents on Earth.
2. This sentence compares frost to all other forms of condensed moisture, such as dew or fog on a mirror.
3. This sentence compares winter this year to any other winters since 2002.
Practice by writing the correct superlative adverb for each sentence in your ELA Journal.

Of all the places on the planet, wind currents circulate (fast) at the equator.

1. Cumulonimbus clouds rise (high) of all into the atmosphere.
2. Of all forms of condensed water, dew evaporates (quickly).
3. A Category 5 hurricane damages areas (severely).

**TEACHING NOTES**

Answers: 1. highest; 2. most quickly; 3. most severely

Today, you thought like a scientist. You looked at steps in a scientific process and recorded them in a sequence graphic organizer. You also researched a weather topic using other sources. Next time, you will finish reading “Weather.” Then, you will write the first draft of an informational report about weather.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the previous lessons, you read more about weather. You learned how and why scientists study weather using special instruments. You also explored how the author of “Weather” uses words and illustrations to add details that explain the topic.

Today as you read, you will learn how scientists use information to understand weather now and in the future.

As you read, think about the following questions:

- How do the illustrations help me better understand the text in this section?
- How does the writer use linking words to connect scientific ideas?

Read pp. 30–32 of “Weather.”
After reading pp. 30–32, discuss the following question with your Learning Guide:

- You enter a large city and find your eyes stinging, your throat scratchy, and your lungs working harder. What can you assume about the air?

Find evidence in the text and illustrations that support your answer. You may use the highlighting tool. Remember to highlight or show all details that connect the text and illustrations to your answer.

**TEACHING NOTES**

Your student should understand that brown smog is in the air. It has been created by the fumes of cars. The fumes form a brown cloud near the ground.

**CAUSE AND EFFECT**

On p. 30, the writer structures, or builds, the text with scientific facts and reasoning. What text structure does he use? Do you think his writing shows cause and effect or sequencing? Share your answer with your Learning Guide.

Let’s check the text. Reread the second paragraph. Do you find any sequencing words such as first, then, next, or last? How about the word cause?

In Lesson 1, you used a graphic organizer to record cause-and-effect relationships in scientific ideas. Remember that the cause is why something happened, and the effect is what happened. For example, mountains are cold because air temperatures drop as altitudes increase.

Use a Cause-and-Effect Graphic Organizer to record two or more cause-and-effect relationships described on p. 30 of “Weather.” Share your completed organizer with your Learning Guide, and show or highlight the text evidence.
After reading pp. 30–32, discuss the following question with your Learning Guide:

You enter a large city and find your eyes stinging, your throat scratchy, and your lungs working harder. What can you assume about the air?

Find evidence in the text and illustrations that support your answer. You may use the highlighting tool. Remember to highlight or show all details that connect the text and illustrations to your answer.

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Use a Cause-and-Effect Graphic Organizer to record two or more cause-and-effect relationships described on p. 30 of "Weather." Share your completed organizer with your Learning Guide, and show or highlight the text evidence.

Encourage your student to work independently. Provide assistance as needed. Possible answers are shown below.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>fumes from cars</td>
<td>smog</td>
</tr>
<tr>
<td>smog</td>
<td>eye, throat, and lung irritation; damage to metal, rubber, and other materials</td>
</tr>
<tr>
<td>carbon dioxide from forest fires, burning of fossil fuels</td>
<td>increase in greenhouse effect</td>
</tr>
<tr>
<td>global heating</td>
<td>Earth will warm as much as 5 degrees F, powerful storms</td>
</tr>
</tbody>
</table>

**ANOTHER WAY**

If filling in the cause-and-effect chart is challenging, remember that the cause is the reason something happens. The effect is what ends up happening. Start by thinking about what happened. Then think about why it happened.

In the effect column, answer: What happened? (There was smog.)

In the cause column, answer: Why did that happen?

If your student is struggling to fill out the cause-and-effect chart, start by filling in the effect column. Ask your student, "What happened?" Then fill in the cause column by asking, "Why did that happen?" Sometimes your student will be able to better understand by working from the cause than searching for effects. Explain that the cause is why something happened. Ask the following questions to fill in the rest of the chart:

What happened? Answer: There was smog

Why did that happen? Answer: fumes from cars

What happened? Answer: eye, throat, and lung irritation

Why did that happen? Answer: smog
Earlier in this lesson, you chose a weather topic. You gathered information about the topic from different sources. You wrote an introduction to your topic. Now, it is time to give a news report about your topic. Here is where you get to use the information you gathered. How do you decide what to include in your news report?

Today, you will learn how to organize information from your research. You will see how to put related information in groups. Let's look at how the writer of "Weather" grouped related information.

Reread the first paragraph on p. 6 of "Weather." What is the main idea? The author is talking about how the sun drives Earth's weather. In the rest of the paragraph, he groups information about the sun and how it heats Earth. First, he writes how the sun's visible and invisible energy travels through space. Second, he writes how the sun's energy is reflected and absorbed.

Reread the second paragraph on p. 10 of "Weather." Again, the author's main idea is found in the first sentence: “Several things cause complex and variable wind patterns.” In the rest of the paragraph, he talks about different types of wind patterns. He keeps information about each type together. This makes it easy for the reader to find the information he or she needs about a particular wind pattern.

Look over the information you gathered about your weather topic. Review your facts, definitions, and details. Decide which pieces of information are connected and related.

Here is an example to help you get started: Suppose you are writing about changes in global weather. You have gathered facts from different sources about severe storms and floods. These wet conditions often go together. You have also found information about droughts and rising temperatures. These dry conditions are related. When information is connected or related, it belongs close together in the report.

A good way to begin organizing research is to brainstorm categories for the information. A Web Graphic Organizer is a great way to record these ideas.

Let's use the topic of global weather changes. Because that is the focus of the research, that title is written in the center of the web. Now, you are ready to brainstorm categories for your information. One category might be "Causes of Extreme Droughts." Another might be "Are Floods Getting Worse?"

As a writer, you sometimes realize you have not gathered enough information. That is okay. Figure out if you need more categories of information or need to develop the categories you have. Then, do some more research. If you have too many categories, choose the ones that are most interesting or important.

Quick Check

Please go online to view and submit this assessment.
MORE TO EXPLORE

To learn more about main ideas and details, watch the BrainPOP movie: **Main Idea** (04:32). As you watch, think about the following questions:

- What are details?
- How do they help you determine the main idea?

Learn more about what causes the wind by watching **Bill Nye the Science Guy** (01:53) in the video below. Then, discuss the following questions with your Learning Guide:

Please go online to view this video ►

- What is the main idea of the video?
- What important details support this main idea?

TEACHING NOTES

Answers for the wind video:

- Wind is caused by the heat of the sun and the rotation of Earth.
- The sun heats the land, which heats the air; cold air pushes warm air up and creates a circle; Earth is spinning, so the wind spins and comes from all different directions.

TEACHING NOTES

Use a **Web Graphic Organizer** to organize information about your weather topic. Look over your research. What categories can you create? Do you have enough facts, definitions, and details to explain them? If not, do some more research with the help of your Learning Guide. Next time, you will choose two of these categories to write about in your news report.

Share your categories and notes with your Learning Guide.

TEACHING NOTES

Your student may be overwhelmed by the amount of facts and details gathered about his or her topic. Remind your student that writers always gather more information than they will actually use. Your student needs to focus on brainstorming a few connected categories of information to write about. In the next lesson, he or she will choose two of these categories and develop a paragraph for each.
If your student struggles with keeping information grouped together and on topic, have him or her read each category idea aloud. Then ask, “Is this information related to this topic? Is this something readers need to know about the topic?” Your student may benefit by printing information to be used on sticky notes, using a different color for each category. This will help him or her keep the information visually organized by category.

**PHONICS**

Vowel Patterns: /aw/

Spelled aw, al, a, augh, au, ough

Read this sentence aloud.

I caught the ball.

Say the words caught and ball slowly, stretching each so you can hear the vowel sounds. The words have the same vowel sound /aw/, but it is spelled with different letters.

There are many ways to spell the vowel sound /aw/. It can be spelled with these letter combinations:

- aw
- al
- a
- augh
- au
- ough

Read the following words aloud and listen for /aw/. Make each word with your letter tiles. What letters spell the vowel sound /aw/ in each word?

- claw
- always
- tall
- naughty
- applaud
- fought
- talk
- caught
- saw
- clause
- brought
- faucet
TEACHING NOTES

Prepare the letter tiles prior to the lesson.

Assist your student in completing the tasks. Making each word with letter tiles will help him or her see the different ways to spell the /aw/ sound.

- claw
- always
- tall
- naught
- applaud
- fought
- walk
- caught
- saw
- clause
- brought
- faucet

If your student struggles to identify the letters that spell the vowel sound /aw/ in each word, have him or her sound out the word very slowly.

Consider having your student use a gesture for when he or she identifies the vowel sound /aw/. For example, you might have your student raise his or her hand when the sound begins and lower it when the sound is completed. Then have your student point out where in the word he or she heard the sound and name the letters.

Now that you have finished reading “Weather,” you have worked hard to understand many scientific ideas and details. This author uses text features and relationships such as sequence and cause and effect to help readers like you understand his main ideas. Keep these informational writing strategies in mind as you write about your weather topic.

FLUENCY

READING WITH EXPRESSION

Great readers read with expression. Expression means making your voice sound like the meaning of the words. If you sound like a robot, you are not reading with expression. When reading fiction, you learned that your tone should change with what is happening in the story. You learned how to sound like a storyteller by using your storytelling voice. You will have to think about other things when reading nonfiction texts, because there is no dialogue or characters.
You are going to practice reading with expression in a nonfiction text.

Watch this video and listen to the woman read. She changes her tone when she reads a word she thinks is interesting or important to the topic.

Please go online to view this video ▶

You might sound more like a robot the first time you read a nonfiction text, but the more times you read the page, the better you will get. You will know which words in the text are interesting and important. Your reading will become expressive.

To read nonfiction with expression:

1. Pay attention to interesting or important words.
2. Pay attention to ending punctuation. Raise your voice at the end of a question and sound excited when reading an exclamatory sentence.

Now you will practice reading the following sentences. This is a part of the book City Homes that you have been reading. The words in bold are interesting and important words in the text. Practice reading this selection four times.

Scientists cannot yet control the weather, but people's activities can change the weather, often not for the better. The photo shows a cumulus cloud form above the smokestacks of a city. Older industrial cities that burn large amounts of coal and oil in factories and homes are often troubled by gray smog.

Take a look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently. How do you think you did when reading the sentences? Did you get more expressive each time you read it?

Now you will continue to practice reading from the book Weather. Turn to p. 32 and practice reading the page one time through.

After reading this page, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your expression on the page.

1. Did you change your tone when you read interesting or important words?
2. Did you raise your voice at the end of a question?

Your Learning Guide will record you reading the page three more times. When you are finished, listen to the recording of your reading and look at the Fluency Rubric with your Learning Guide.

TEACHING NOTES

Discuss with your student how reading with expression helps with reading fluency, because it helps readers make meaning of the text.
Watch [this video](#) and listen to the woman read. Discuss with your student how the woman changed her tone when she read interesting and important words. Some of the words on the first page that she changed her tone on were: *look, weather, wear, do, grow, rain, wind, sun,* and *let's.*

Have your student practice reading these sentences:

> Scientists **cannot** yet control the weather, but people's activities can **change** the weather, often **not** for the better. The photo shows a cumulus cloud form **above** the smokestacks of a city. Older industrial cities that burn **large** amounts of coal and oil in **factories** and **homes** are **often** troubled by gray smog.

After reading one time through, discuss any words your student made a mistake on. Praise your student if he or she self-corrected a mistake. Ask: “Did you change your tone when you read interesting or important words?”

Now have your student reread the sentences three more time. Tell your student: “Try to emphasize or change your tone when reading the words in bold.” If your student is continuing to make mistakes on words or with expression, only have your student focus on the first two sentences.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now open up the book *Weather* and turn to p. 32. Have your student read the page one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression when reading interesting/important words or when reading a question.

Now you will record your student reading the passage three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and discuss how each time he or she reread the page, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Pay attention to the sections on reading accurately and reading with expression.

If your student continues to make mistakes after rereading two or three times, have your student focus only on the first part of the page. Your student will practice rereading this section to make it sound smooth. You can also do echo reading with your student, modeling the change of tone as displayed in [this video](#).
Today, you will review part of the text of “Weather.” This time, you will be looking more closely at key details and related ideas that support main ideas.

As you read, think about the following questions:

- What have I learned about weather by reading this text?
- How has this author helped me understand the information?

Now reread pp. 4–15 of “Weather.”

One main idea the author writes about in “Weather” is the fact that weather patterns are always changing.

Think about this question: Why do weather patterns change? Discuss your ideas with your Learning Guide. Find examples from the text and illustrations to share. Notice how the author organizes the information. Try to see how he groups related information. Also notice how illustrations are carefully placed to support the information.
Your student’s response to the question Why do weather patterns change? may include the following:

- Earth absorbs the sun’s heat unevenly (p. 9).
- Uneven heating causes exchange of cold and warm air (p. 9).
- Earth’s spin, irregular features, and different amounts of water cause complex wind patterns (p. 10).
- Oceans, forests, mountains, and large land areas all affect the weather (p. 12).
- All of these factors keep Earth’s weather patterns in constant motion, which is why they are always changing.

Discuss how the author organized related information together in paragraphs and sections to support his main idea.

Remember that good readers ask and answer questions as they read a text. This helps them identify main ideas and details. When you first began to read “Weather” in Lesson 1, you practiced asking and answering the following questions using a K-W-L Chart:

- What did I know before I read the text?
- What did I want to find out from the text?
- What did I learn from the text?

Take out your K-W-L Chart. You will be adding information to it from later sections of the text. For example, you might add information about smog from p. 30 of “Weather.”

<table>
<thead>
<tr>
<th>What we (K)now</th>
<th>What we (W)ant to know</th>
<th>What we (L)earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smog is made by burning fossil fuels in factories and cars.</td>
<td>If smog is damaging people and things today, what will burning fossil fuels do in the future?</td>
<td>It may increase the greenhouse effect, heating Earth more and causing great changes in weather.</td>
</tr>
</tbody>
</table>

Think about the information in “Weather” that you just read. Use three colors of sticky notes to add facts and questions to your K-W-L Chart. Go back and look at the text, as needed. Share your knowledge, questions, and the details you have learned with your Learning Guide.
VOCABULARY

PRACTICE USING A GLOSSARY AND INDEX

You know that a glossary is similar to a dictionary, and that using both of these is an important skill to learn. This book also has an index, which is a list of topics and the page numbers where they can be found. Let’s practice using your glossary and index skills with words from Weather. Many of these words are scientific words and can be hard to understand, so you will also draw a picture to help you learn the words better.

First, take a blank piece of paper, fold it into fourths, and open it again so you have four boxes. Now choose four words from the list below and write one in each box. You should choose words that you are not familiar with.

- cirrus
- cumulus
- front
- greenhouse effect
- insolation
- meteorologists
- smog
- stratosphere
- stratus
- troposphere
- wind belts

For each word, find the page number in the index and turn to that page. Then read the sentence with the word. Take a guess at what the word means then check your guess in the glossary. For each word, write the definition in the box containing that word and draw a picture of the word that represents the definition. When you are done, be sure to also add your new words to your word wall. Use them when writing and speaking.
TEACHING NOTES

Review how to use the sticky notes with your student. If he or she has difficulty getting started, focus on a specific page spread. Ask guiding questions to move your student through the process. Then, let him or her complete another set of entries independently.

As an extension, use the K-W-L Chart as a springboard for more research. Provide questions such as What is the freezing point? and At what temperature will frost form rather than dew? Support your student as he or she researches answers, and encourage your student to create more questions.

Think about the pages of “Weather” you reread today. What were some topics? Flip through the text to recall that there was information about Earth's temperatures, air masses, and kinds of precipitation. Details about these topics were not on every page. They were grouped into sections and paragraphs. A good writer groups information that is connected or related. This way, the information can support main ideas about a topic. Think about how you organized your weather research into categories in the last lesson. Take out the Web Graphic Organizer you used for this.

You are almost ready to write a news report! You have written an introduction already. You have researched and found facts, definitions, and details that explain each category. Now, choose two categories to write about from your organizer. Today, you will write a paragraph about each category. Together with your introduction, they will become your news report.

A Three-Column Chart will help as you write your paragraphs. Look at this blank organizer. Use it to list facts, definitions, and details that support the topic or main idea of each paragraph. You will need two organizers—one for each paragraph in the body of your report.

To begin, give your first chart a title. This will be the topic or main idea of the first paragraph. Next, label the columns of the chart Facts, Definitions, and Details. Now you are ready to fill the columns with the information about that subject. Do the same thing for the topic or main idea of your second paragraph.

TEACHING NOTES

Review how to choose and organize information using the Three-Column Chart. Demonstrate how to label the columns of a chart Facts, Definitions, and Details. For a sample topic, use different types of weather balloons. Explain to your student that you will first choose two types of weather balloons to write about, based on your research. Each one will be the subject of a paragraph. Then, in each column of the chart, your student will list the information about each balloon separately. Allow your student to use one chart for each paragraph topic or main idea.

Your student may notice that he or she has completed this process while writing informative pieces before. Explain that practicing this process will help him or her master informative writing. It is a process that will be very useful in the future.
Now, write two paragraphs in your ELA Journal, one for each topic or main idea you chose for your Three-Column Charts. Remember to begin each paragraph with a main idea statement. Then, use information from the chart to support that main idea. Use one item from each column of the chart. Share your paragraphs with your Learning Guide.

Today, you reread part of “Weather.” You added information to your K-W-L Chart. You explored some big ideas about weather. You also wrote the first draft of a news report. In the next session, you will continue to review the text and add to your report.

**ANOTHER WAY**

**WRITE YOUR BODY PARAGRAPHS**

You have been asked to write two well-written paragraphs as the body of your news report, using the information you gathered earlier in this lesson. What makes a strong paragraph? One strategy you can use to turn your notes into a well-written paragraph is the P.E.E.L strategy. Use this PEELing Paragraphs Apart worksheet to learn more about it. Use the strategy to write your paragraphs. Share your completed paragraphs with your Learning Guide.

### TEACHING NOTES

Your student has been asked to write the body paragraphs of his or her news report. If your student is having trouble turning his or her notes into a paragraph, discuss the P.E.E.L strategy with your student. Use the link in the learn card to break down a paragraph in the reading Weather. You can use paragraph 9 to model how the author writes an effective paragraph.

<table>
<thead>
<tr>
<th>P - establishes main point</th>
<th>“The unequal heating of the Earth sets the atmosphere in motion”</th>
</tr>
</thead>
<tbody>
<tr>
<td>E - provides a fact that shows the main point</td>
<td>“Air near the equator is heated, becomes lighter and rises. At the poles, the colder air becomes heavier and settles downward.”</td>
</tr>
<tr>
<td>E - explains how evidence connects to main point</td>
<td>“Warm equatorial air moves poleward while cold polar air moves toward the equator.”</td>
</tr>
<tr>
<td>L - links to the main idea and next paragraph</td>
<td>The constant exchange of warm and cold air between the equator and poles is one key to the giant atmospheric patterns that make up the weather.</td>
</tr>
</tbody>
</table>
If your student is still struggling to write a strong paragraph after being shown the examples, provide your student with sentence starters for each of the parts of the paragraph. Help your student use linking words such as “for example,” and “this explains.”

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Why Is Weather Important? - Part 5

Objectives
- To use multiple skills to comprehend the text fully
- To write a news report based on research

Books & Materials
- Weather by Seymour Simon
- Decodable Practice Readers 23A and 23B
- Computer

Assignments
- Finish reading “Weather” by Seymour Simon.
- Complete a Web Graphic Organizer.
- Complete a Sequence Chart Graphic Organizer.
- Complete a Cause-and-Effect Chart Graphic Organizer.
- Complete a K-W-L Chart Graphic Organizer.
- Add to the Lesson 1 K-W-L Chart Graphic Organizer.
- Write a report based on research.
- Complete adverb exercises.
- Complete syllable division exercises.

LEARN

PHONICS

VOWEL PATTERNS: /AW/ SPELLED AW, AL, A, AUGH, AU, OUGH

Read the following words aloud and listen for the vowel sound /aw/. What letters spell the vowel sound in each word?

- water
- fault
- shawl
- walk
- taught
- sought

Look at the two Decodable Practice Readers 23A and 23B (online only). Pick the one you would like to read today. Read the words on the cover. Do you hear the vowel sound /aw/ in each word? Read the story.

Now read the story again and look for words that have the vowel sound /aw/. In your ELA Journal, make a list of the words you find. Circle the letters in each word that make the vowel sound /aw/.
A good writer understands that related information should be kept together in the text. A good writer often uses both text and illustrations. Both can provide important facts, definitions, and details that support main ideas.

Today, you are going to learn how readers can recall information from illustrations and the text to explain the main ideas.

As you read, think about the following questions:

- How do illustrations help me better understand main ideas of the text? Why?

Now, reread pp. 16–32 of “Weather.”

One main idea the author writes about in “Weather” is the fact that there are different forms of precipitation. Think about this question:

- How do changes in temperature bring about changes in precipitation?

Discuss your ideas with your Learning Guide. Find examples from the text to share. Notice how the author groups similar ideas to answer this question.
TEACHING NOTES

Your student’s examples may include the following:

- Most rain begins as snow, but if the weather is warm, the snow crystals melt and fall as raindrops (p. 22).
- If the weather is cold, snow crystals remain frozen and reach the ground as snow or sleet (p. 24).
- If the weather is warm, but the clouds are high enough, frozen raindrops gather enough ice layers to fall as hailstones (p. 25).

Point out how the author has organized related information in paragraphs and illustrated sections to support his main idea.

As you read the text "Weather," you learned that illustrations help the author explain information in more detail. Illustrations can add new information. They can help readers understand a new or complicated topic.

Illustrations can be drawings, diagrams, photographs, or even maps. They may have captions or labels. They help the reader understand the text or learn something more about the topic.

Let’s look at some illustrations. What do you see on p. 9 of “Weather”? Tell your Learning Guide how it helps you understand the text.

What do you see on p. 14 of “Weather”? Share with your Learning Guide how it helps you understand the text.

TEACHING NOTES

Review the illustration with your student. Model thinking about the text in light of the illustration. The illustration on p. 9 should help clarify for your student why the equator is always hot. The illustration on p. 14 should help clarify the way warm and cold air masses move. Consider encouraging your student to point to portions of the text and their corresponding illustrations to reinforce the connection.

You have learned that in informational writing, a writer chooses which facts, definitions, and details to include. Did you know the writer also decides which parts of the text need illustrations? For example, to help readers see how warm and cold air move around Earth, the writer chose the illustration on p. 8 of “Weather.” It is another way of explaining the information.
As you have seen, the writer also included many colorful photographs. He also added drawings, diagrams, and maps to help readers.

Look at p. 30 of “Weather.” The author tells you, “Scientists cannot yet control the weather, but people’s activities can change the weather, often not for the better.” He then describes the photograph on the next page. He points out details that define smog. In this way, he explains a scientific topic using facts, definitions, and details both in the text and with illustration.

Writers can add more information to an illustration by using labels and captions. For example, the diagram on p. 15 of “Weather” uses labels. The labels cold air, warm air, cold fronts, and warm fronts help the reader understand parts of the diagram. Captions are placed below an illustration. A caption describes something about the illustration or explains how the illustration relates to the text.

Now, it is your turn to become an illustrator as well as a writer. Reread your news report. Where might an illustration help your readers make sense of your text? Create an illustration that supports the main idea of your news report. Remember to include captions or labels that will help readers understand the illustration and how it relates to the text.

You may create your illustration online or offline. Share this illustrated draft of your news report with your Learning Guide.

Guide your student as needed as he or she creates an illustration. Use guiding questions to help focus your student’s efforts to create an illustration relevant to and supportive of his or her written news report.

Today, you reread the second half of the text “Weather.” You developed your knowledge of main ideas and supporting details. You also added an illustration to your report that helps your readers understand your weather topic. In the next lesson, you will again practice thinking scientifically as you read another text about weather and revise your news report.

You have been practicing reading and writing about main ideas and the details that support them.

Type your answer to the following question in the space below. Be sure to support your answer with evidence. This evidence can come from text and illustrations.
You have learned that weather is a complicated process that many factors affect. Use the text and illustrations in “Weather” to find three details that support this main idea.

Type or upload your response below.

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Use text and illustrations from “Weather” to support the main idea that weather is a complicated process that many factors affect?
- Find three details that support this main idea?
- Use correct grammar and spelling?

In this lesson, you finished reading “Weather.” You learned why we have different weather from day to day. You also learned how illustrations can help you understand a new or difficult topic.

You thought a lot about main ideas and details, too. And you wrote a news report based on research. In the next lesson, you will discover why weather can be different all over the world, even on the same day. You will use the skills you have gained and learn ways to compare information.
## In earlier lessons, you read “Weather.” From it, you learned why we have different weather from day to day. You also thought a lot about main idea and details. They helped you understand an informational text.

In this lesson, you will read *On the Same Day in March*. You will see why weather can be different all over the world, even on the same day. You will also use the skills you gained before. You will practice finding main ideas and details that support them, and you will learn ways to compare information.

Let’s begin!

Today, you are going to read *On the Same Day in March*. Like “Weather,” this text has lots of information. However, it teaches in a way unlike what you saw in “Weather.”
As you read the text, think about the following questions:

- What phrase does the author use to lead you from place to place?
- What pattern can you see in the journey the author takes you on?

In your ELA Journal, take notes on each place as you read. Then, look for each place on a world map or globe. Talk about what you have discovered with your Learning Guide. Now read *On the Same Day in March*, found in the *Text Collection* Volume 2, Unit 3.

**TEACHING NOTES**

This text is more accessible than “Weather,” but there are still some unfamiliar words and phrases. Choose the reading routine that is most appropriate for your student.

In his or her answer to the thinking job questions, your student should recognize that the author uses the phrase “On the same day in March” to lead the reader to the next location. The author also describes the weather from north to south, starting in the Arctic and moving through the northern locations and southern locations to the Antarctic.

Discuss the explanatory text at the end of the selection with your Learning Guide. How does it help you understand varying weather patterns on Earth?

**TEACHING NOTES**

Your student should understand that, in the explanatory text, the author describes the tilt of Earth and its relation to the seasons and thus to varying weather patterns.

Now it is time to work on finding the main idea of the text. Think about the following questions. They help you focus on how the writer organizes details. They will lead you to see the author’s main idea. The author is talking about how weather differs around the world. Why does she use the same day in March to do so?

1. How are the first and last places shown in the book the same? How are they different?
2. Why does the author include the section called “A Note from the Author”?
3. Why is it colder in Paris and New York than in Patagonia on this day in March?
TEACHING NOTES

Your student should support the following answers with text evidence:

1. Both the beginning and ending—focusing on the Arctic and Antarctic—have the same type of icy environment. However, the two lands and animals in them are preparing for opposite seasons. In the Arctic, the sun will be up for 6 months, while in Antarctica, the sun will set for 6 months.
2. The author includes “A Note from the Author” to explain the differences in weather. She explains that Earth's tilt creates different weather around the world.
3. Earth tilts on its axis, which means that different areas receive different amounts of the sun's heat. Paris and New York are in the Northern Hemisphere, which in March is just coming out of winter, making it colder in those areas than in Patagonia, which is just coming out of summer.

Assist your student as needed with rereading to find appropriate textual evidence. Emphasize that these questions reinforce the main idea and details of the text.

ANOTHER WAY

If discussing the main idea and details of the text is challenging, use a web graphic organizer to see your ideas on paper. Remember: Start by filling in the details. After reading each page in the text, ask yourself, "What did I learn?" To find the main idea, ask yourself, "What is the author teaching me all about?"

TEACHING NOTES

If your student is struggling to discuss the main idea or key details of the text, provide a web graphic organizer so your student can see his or her ideas written on paper. Remind your student to start by filling in the details on the outer circles of the web. Ask, "What did you learn here?" after each page. Remind your student that to find the main idea, he or she should ask, “What is the author teaching me all about in this text?”

(Possible answers: I learned that in the Arctic it is very icy and the sun is going to be up for six months. The author is teaching me all about the different kinds of weather that can happen on the same day all around the world.)

You have seen how the author organized On the Same Day in March. You have also seen the details the author used. Now it is time to put what you know together. Answer this question in your ELA Journal:

- Why is the weather different in different places on Earth?

Give evidence from the text for your answer. Talk about your answer with your Learning Guide.
However, not all words spelled with the CVVC pattern have two syllables. For example, find the word rain in the text. It has only one syllable. Why? Say the word aloud. See? There is only one vowel sound in rain, the long a sound.

Now go on a word hunt! Go through the words from your sticky notes in your ELA Journal. Do more of your words have one syllable or two? Do you need to draw a line between syllables in the multiple-syllable words? Have your student explain his or her reasoning. Then, guide your student to look for spelling patterns present in the list and brainstorm additional words to add to the list.

In the previous lesson, you worked with words that followed the VCCCV pattern. You learned how to divide the words with two syllables. Now, let's look at a CVVC pattern. Look at the word lion. It has two syllables and is divided this way: li/on. The i vowel sound stays with the first syllable. The o vowel sound stays with the second syllable.

However, not all words spelled with the CVVC pattern have two syllables. For example, find the word hoist on p. 48. “They said it was just a tiny twister—not big enough to spin a horse or hoist a cow. But it did suck up a bucket of water.” The context and picture might give you a clue to its meaning. The picture shows a tiny tornado. The cows are standing still. But the tornado is picking up water from a washtub. It seems that hoist means to pick up or heft. That does make sense in the story. But to be sure of the meaning, you should check in a dictionary. Try the same process to figure out the meaning of these words from the text:

- axis (p. 56)
- orbits (p. 56)
- humid (p. 57)
Now go on a word hunt! Go through On the Same Day in March. Use sticky notes to mark words that have the CVVC pattern. Write the words on the sticky notes, and if the words have two syllables, draw a line between the syllables. For example, plain is one syllable, but dial is split this way, di/al, because it has two vowel sounds. Ask your Learning Guide for help if you need it.

Write the words from your sticky notes in your ELA Journal. Do more of your words have one syllable or two?

As an extension, write the following words in your student’s ELA Journal: shook, steak, piano, violin, cereal, freeze, stadium, cloud, quiet, science, and radio. Ask him or her to pronounce the words and draw a line between syllables in the multiple-syllable words. Have your student explain his or her reasoning. Then, guide your student to look for spelling patterns present in the list and brainstorm additional words together.

So far, you have practiced thinking in new ways about weather. You have also written a draft of a news report. Now, you will work on gaining more writing skills. How? You will revise the report.

Before, you put your facts into categories. Then, you wrote paragraphs that connected ideas.

Good writers have another tool to connect ideas: linking words and phrases.

Here are some examples of linking words and phrases:

- To connect things that are similar, use words such as and, in addition to, and also.
- To connect things that are different, use words such as but, however, and on the other hand.
- To connect a string of events or show how one thing leads to another, use words such as and, so, therefore, because, next, then, and as a result.

Let’s see how the author of On the Same Day in March used some of these words.

Look at the page about Alberta, Canada. You will see that the author uses the word and to connect two similar ideas. One idea is the wild chinook wind blowing. The other idea is the chinook’s warm air melting the snow fort. The word and links the wind to the melting snow.

Now, turn to the page on central Thailand. Here, the author uses but to connect things that are not alike. It is too hot to plant or pick rice is contrasted with it is not too hot to spell rice. The word but shows that the first two actions are different from the last one.

Now, it is time to reread your own writing. You have introduced your topic. You have developed it. Do you have any linking words to connect your ideas? Remember that they will help your reader see your meaning more clearly.
As you have seen, linking words and phrases show things that are alike or not alike. They can also show a string of events.

On p. 48, the author writes that the twister was tiny and could not do much. Then, the author mentions a new idea that is different. “But it did suck up a bucket of water.” The writer then uses the word and to link the next action: “and give Grandma’s dirty old truck the first wash it’s had in weeks.” This is a great example of using linking words to help a reader follow a chain of events.

Now reread your news report.

What linking words do you have in your news report already? Circle them.

Do you write about similar things? Did you use a linking word such as and or also?

Do you write about contrasting or different things? Did you use a linking word such as but or however?

Do you write about things happening in a certain sequence or order? Did you use a linking word such as next or last?

Think about where you could add more linking words. Next, you will help your reader see how your ideas connect. Add the linking words to revise your report. Take your time revising. Good writing takes time. If you need more time, talk with your Learning Guide.
**REVISING YOUR WRITING**

You have been working on a draft of your news report. Today, you are going to revise your draft. When you revise, you read through your essay and make big changes that help make your writing clearer. A **checklist** can help you revise your writing. Share your revisions with your Learning Guide.

**TEACHING NOTES**

Your student will be revising his or her paragraphs in this lesson. If your student is having trouble identifying changes that need to be made, have your student use the checklist. Once your student has identified the specific aspects of the essay, he or she should revise as necessary.

If your student is struggling with word choice or transitions, provide your student with a word **bank** and/or help your student use a thesaurus to find synonyms or words to replace the overused words.

Take a few minutes to look through other books you have read. Make lists of linking words and phrases in your ELA Journal. Group the words under one of these headings: **Similar**, **Different**, and **Sequence**. Share your lists with your Learning Guide.

Today, you read and looked closely at a text about weather. You also began revising your news report. You added linking words to connect ideas. Start thinking about how you would like to end your report. How can you make it memorable?

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Weather Around the World - Part 2

Objectives
- To use main ideas, key details, and cause-and-effect relationships to comprehend informational text
- To revise a news report to include linking words and a concluding statement
- To compare how two texts present information on the same topic

Books & Materials
- On the Same Day in March by Marilyn Singer
- Decodable Practice Readers 21A and 21B
- ELA Journal
- Computer
- Cause-and-Effect Graphic Organizer
- Dictionary
- Index cards
- Sound Spelling Cards

Assignments
- Read On the Same Day in March by Marilyn Singer.
- Complete a Cause-and-Effect Chart.
- Complete a Venn Diagram and Four-Column Chart comparing On the Same Day in March with “Weather.”
- Complete a syllable division exercise.
- Write irregular verbs in the past tense.
- Add linking words to a news report.
- Write a conclusion for a news report.
- Compare how two texts cover a topic.

LEARN

GRAMMAR

LITERAL AND NONLITERAL MEANINGS: CHOOSING WORDS AND PHRASES FOR EFFECT

Step 1
You have been reading to understand details about a topic. You can break down sentences to understand why an author chooses certain language. Sometimes an author uses nonliteral language. You can stop and think about how the language adds meaning to a sentence.

Read this sentence from On the Same Day in March.

Over the wide, dry plain autumn shears the clouds like a flock of sheep.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3

This sentence is about the weather in Argentina in March. In that part of the world, it is autumn in March.

Your Learning Guide has divided this sentence into chunks. Find the chunk with a verb. What does this verb mean? You can use a dictionary if you’re not sure.

The sentence says that autumn is doing this action. That’s not possible, though. Autumn cannot use scissors! You can tell already that this must be nonliteral language. When you come across nonliteral language, you can stop and think about what it means and why the author picked these words.

When words are nonliteral, their meaning goes beyond the dictionary meaning. Many times, nonliteral language makes a comparison between two things.

Look at the other sentence chunks. Can you find the chunks that tell you what is being compared? How do you know? What other chunk gives you a clue? How?

Now think about the meaning of shears. What does a farmer do when he or she shears sheep?

Now think about this: How are sheep and clouds alike?

Now that you’ve broken down all these ideas, you can put them back together. Read the sentence again. What is the author saying about autumn in this sentence?

How does the comparison help you understand the sentence?

Nonliteral language can sometimes be confusing at first. What can you do when you think you see nonliteral language in a sentence?

Step 4

When you write, you can choose words and phrases for effect. You can make your writing more interesting. You can help your reader make a mental picture. One way you can do this is to use nonliteral language.

In the sentence you read today, the author says clouds are like sheep. This helps you picture the autumn air cutting through the clouds and making them smaller.

You can use nonliteral language for effect. Pick something else you read about in the book. You can pick the tornado in Texas or the hot weather in Thailand. Can you write a sentence about it using nonliteral language?

First, think about what you picked. What can you compare it to in order to help your reader make a mental picture?

Now write your sentence making a comparison.

Tell your Learning Guide how your sentence is an example of nonliteral language. How does it help your reader understand the subject of the sentence?
TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Over the
- wide, dry plain
- autumn shears
- the clouds
- like a flock
- of sheep.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It tells what autumn does to the clouds.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: I see the preposition over. It tells where this is happening.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: Do you see a preposition? What does it tell you?

Step 3

Possible response: It means to cut something off with scissors.

Your student should identify these chunks:

- the clouds
- of sheep.

Answer: “Like a flock” gives a clue because of the word like. I know this signals a comparison.

Answer: cuts off their fleece or wool
**Possible response:** They are both white and fluffy.

**Possible response:** that it makes the clouds less fluffy like shearing a sheep makes it less fluffy.

**Possible response:** It helps me picture what it looks like.

**Possible response:** I can look for what is being compared so I can understand what the author is saying.

### Step 4

Your student might write something like:

The heat hangs on the students like a hot, wet blanket.

If your student struggles to write the sentence, have your student picture the subject he or she picked. Ask questions to help him or her make comparisons. You might say: “Picture a tornado. What does a tornado look like? What other things does it remind you of?”

Then have your student write his or her sentence by introducing the subject (The tornado) and adding an action related to the comparison (spins over the farm). Have your student add like and complete the comparison (like a dizzy child).

Possible response: It is nonliteral because there is not really a blanket, and heat can’t hang on something. It helps the reader because it’s easy to picture a hot, wet blanket and understand that’s what the heat feels like.

### Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

> Over the wide, dry plain autumn shears the clouds like a flock of sheep.

Then say, “This sentence shows how an author can use nonliteral language for effect. Remember, nonliteral language has meaning that goes beyond the dictionary meanings of the words. When you come across nonliteral language, you sometimes need to stop and think about what the author means. You can get better at recognizing nonliteral language by using it in your own writing. This will make you a stronger reader and a stronger writer!”

Tell your student that he or she can use nonliteral language to write about any topic, not just the weather.

Ask your student to tell you a story about something that happened to him or her recently. As you listen, look for places to invite your student to make nonliteral comparisons. For example, if your student says something like, “My sister was so excited, she was jumping up and down,” you can ask, “What can you compare her to?” Your student might then say, “She looked like a kangaroo!” Continue through the rest of the story, stopping as appropriate to have these conversations. When the story is complete, ask your student to write a sentence with one of the comparisons.
Your student might write something like: My sister looked at the cake and started bouncing up and down like a kangaroo.

Talk to your student about how this is more vivid than just saying, “My sister was excited.” Discuss how nonliteral language makes writing more vivid and interesting.

Have your student tell you how he or she can use nonliteral language for effect.

Possible response: I can use it to help readers make a mental picture.

Last time, you read On the Same Day in March. You learned about weather in many places. But the weather in each place is different. This is true even though the author is writing about the same day. How can that be?

Try to find out. It is time to reread the text. Great readers reread texts to understand them better. They know that they can better see how things connect. Great readers also pay attention to different features of a text when they read it another time.

As you read, pay attention to the pictures. Think about the following question:

- How do the details in the pictures help you imagine what it is like to be in each place on that day?

When you are done reading, write your thoughts in your ELA Journal. Talk about them with your Learning Guide.

Okay, it is time to read On the Same Day in March again, found in the Text Collection Volume 2, Unit 3!

TEACHING NOTES

Model fluent reading of the first two sections, “In the Arctic” and “In Alberta, Canada.”

Point out the author’s use of rhyme and punctuation and discuss how those affect your flow and rate. Then, ask your student to read the pages aloud, demonstrating his or her fluent reading. Congratulate your student on successful pronunciation, pacing, and expression. Instruct your student to continue to reread the entire text.

To answer the question, your student may share examples such as these: on p. 44, we see Arctic snow and water, so the weather is cold; on p. 45, we see pine trees, a bear, deer, and a lot of grass with patches of snow, so the weather is warming; and on p. 54, we see dry plains, mountains, a horse, a person in a sweater, and blue skies, so the weather is turning drier and cooler.
On the Same Day in March tries to explain some concepts from science. Some readers have a hard time grasping such ideas. Authors look for ways to make the ideas easier to understand. How does this author reach that goal?

Think about the following questions. Write the answers in your ELA Journal. Say where in the text you found your evidence. Talk about your answers with your Learning Guide.

1. Why does the snow melt when a chinook blows in Alberta, Canada?
2. On pp. 44 and 55, the author writes about the "six month sun" in the Arctic and Antarctic. Where can you find more detail about this fact? What else do you learn?

Your student’s responses should be along these lines:

1. The chinook must be a warm wind that blows in spring because spring is coming to Alberta in March. The author compares the wind to a "dragon." Dragons are often shown as being able to breathe fire, which is hot. This comparison supports the idea that the chinook is a warm wind.
2. In “A Note from the Author,” the writer explains that the poles tip toward and away from the sun depending on where Earth is in its orbit around the sun. She also says that the pole pointing toward the sun gets six months of daylight. This fact explains why the Arctic and Antarctic get six months of sun at a time.

If your student has difficulty understanding the scientific reasons for how and why things occur in nature, have him or her reread and explain the information in his or her own words. Practice with the first paragraph of “A Note from the Author.” Ask your student to explain in his or her own words why Earth’s tilt toward and away from the sun causes the different seasons. Consider using a visual aid such as a globe and a flashlight to aid in the explanation.

Offer support if your student has difficulty with the figurative language in the text. For example, you may need to discuss the multiple meanings of words such as slice on p. 55. In this case, slice is used to describe how the sun is setting, appearing to slice into the ice on the horizon. Explain that this use of slice is very effective for visualizing what is happening in the text.

Do you want to see more about why Earth has seasons? Watch this video (04:45) of Bill Nye explaining the seasons.

Earlier, you thought like a weather scientist. You looked for cause-and-effect relationships. Scientists look for causes and effects to understand why things happen. Writers of science texts often write about such relationships between concepts. They may also link events as causes and effects.
Go to the pages in the text about Texas. What does the picture show? You see a bucket of water dumped over a truck, right? Why did this happen? What was the cause? Reread the text to find out.

As you read, a twister picked up the bucket of water. This event happened first, so that makes it the cause of the other event. The water being dumped on the truck is the result of the cause. It is the effect.

You can use a graphic organizer to spot causes and effects. Let’s complete one to see how. Use a blank Cause-and-Effect Chart.

Start with the top left box. Write this: A twister picked up a bucket of water. Then, in the top right box, write this: It turned the bucket over and dumped the water on a truck. Now, find two more examples from the text. Add them to the chart. Share your ideas with your Learning Guide.

Your student’s chart might look something like this, though he or she might mention other cause-and-effect relationships.

![Graphic Organizer: Cause-and-Effect Chart]

TEACHING NOTES

Your student’s chart might look something like this, though he or she might mention other cause-and-effect relationships.
PHONICS

SYLLABLE PATTERN CV/VC

Look at the Sound Spelling card. It is a picture of a piano. Say the word piano aloud. How many syllables do you hear?

There are three syllables in the word piano. Usually when you see two vowels together, they make one sound. Sometimes, though, you can hear each vowel. This happens with the CV/VC syllable pattern.

piano  pi/an/o

  cv/vc/v

Now look at the word ruin. Say ruin aloud. How many syllables do you hear? There are two syllables.

ruinru/in

  cv/vc

Look at the following words. Divide each word into syllables.

- fluid
- meow
- fuel
- museum
- pioneer
- poet

Look at the two Decodable Practice Readers 21A and 21B (online only). Pick the one you would like to read today. Read the words on the cover. Divide the CV/VC words into syllables. Read the story.

Now read the story again and look for words that have the CV/VC syllable pattern. Make a list of the words you find in your ELA Journal. Draw a line between the syllables in each word.

TEACHING NOTES

ANSWERS:

- flu/id
- me/ow
- fu/el
- mu/se/um
- pi/o/neer
- po/et
Before you write your own concluding statement, ask yourself the following questions:

- What is the most important idea about my topic?
- What topics or ideas do I want my readers to think about and remember the most?
- What do I find most interesting about it?

Let's see an example, using the text on p. 48. On this page, the author describes the twister. It is small and weak. However, it still can pick up water and dump it on a truck. What could be a concluding statement for this? Here is one:

"Small twisters can't do much damage. But they can do strange, f..."

Reread the last paragraph of “A Note from the Author.” What is the main idea here? Do you see a concluding statement? Share your ideas with your Learning Guide. Explain how you know.

Reread the first paragraph of “A Note from the Author.” What is the main idea? Do you see a concluding statement? How is it different from the concluding statement in the first paragraph? Discuss with your Learning Guide.

Good writers write conclusions, or endings. They conclude a text to wrap it up. They summarize what the text is about in an interesting way. They may state the main idea. They may add a final thought from the writer to the reader.

Some texts have concluding sections because they are long. Writers put conclusions in paragraphs, too. Paragraphs are short. Their conclusion can take the form of a sentence or two.

When you read On the Same Day in March, you saw that it had two main parts. The first was about the weather in different places. This part went from the north to the south. The second part is not about one place. It is about Earth as a whole. Why do you think the last page is different? Can readers tell the main text has ended?

Good writers write conclusions, or endings. They conclude a text to wrap it up. They summarize what the text is about in an interesting way. They may state the main idea. They may add a final thought from the writer to the reader.

Some texts have concluding sections because they are long. Writers put conclusions in paragraphs, too. Paragraphs are short. Their conclusion can take the form of a sentence or two.

Reread the first paragraph of “A Note from the Author.” What is the main idea? Do you see a concluding statement? Share your ideas with your Learning Guide. Explain how you know.
Reread the last paragraph of “A Note from the Author.” What is the main idea here? Do you see a concluding statement? How is it different from the concluding statement in the first paragraph? Discuss it with your Learning Guide.

**TEACHING NOTES**

This concluding statement, “On any given day . . .” states the main idea of the paragraph, that the Northern and Southern Hemispheres have opposite seasons. That is also the main idea of the text: On any given day in March, different kinds of weather happen in both hemispheres.

Now, it is time to use what you have learned. You will write a concluding statement for your news report.

Let’s see an example, using the text on p. 48. On this page, the author describes the twister. It is small and weak. However, it still can pick up water and dump it on a truck. What could be a concluding statement for this? Here is one: “Small twisters can’t do much damage. But they can do strange, funny things.” Do you see how that ties the text together?

Before you write your own concluding statement, ask yourself the following questions:

- What is the most important idea about my topic?
- What do I find most interesting about it?
- What do I want my readers to think about and remember the most?

If you can answer these questions, you are ready to write! Go back to your paragraph. Add a concluding statement. Try to end by giving the reader something to think about.

Suppose you had a news report about clouds. A conclusion might say two things, like this:

> Cloud formations give clues to the weather. In fact, someone who knows what these formations mean can predict the weather!

This is something a reader would find interesting and really think about!

**TEACHING NOTES**

Encourage your student to go back to his or her sources to find out how those authors wrote concluding sections and statements. Ask your student questions about the authors’ main ideas to find out what is most important to include in the summarizing concluding statement.
ANOTHER WAY

WRITING A CONCLUSION

Today you are going to work on writing a conclusion for your news report. Remember that a good conclusion leaves the reader feeling satisfied. It is your last chance to make an impression on your reader. A good conclusion has two parts:

- Part 1: Wraps up the writing by restating the main idea. Should be similar to the topic sentence but not exactly the same words.

- Part 2: An attention grabber. Leaves your reader with something to think about.

Just like you did for your introduction, you can use well-written conclusions as a model for writing your own conclusion. You also may want to try drafting multiple conclusions to decide which is the most effective.

TEACHING NOTES

Your student will be writing a conclusion for his or her news report. If your student is having a hard time writing a conclusion that both sums up the report and provides an attention grabber, show your student the Drafting Your Conclusion example worksheet and have your student use it as a model as he or she writes the conclusion. Encourage your student to try multiple conclusions and see which is the most effective.

If your student is still having trouble writing a conclusion after reading the examples, have your student use these Satisfying Conclusions Examples.

IRREGULAR VERBS

Once you have written something, it is always a good idea to read your writing again. That gives you a chance to look for errors. If you find them, you can fix them!

This time, look for mistakes with verbs. Many common English verbs are irregular. Regular verbs form the past tense by adding –d or –ed. For example, walk in the past is walked. Irregular verbs do not do this, though. They change their spelling in other ways. You hear these words spoken in conversation, but do you know how to write and spell them correctly?

Notice the verb in this sentence: Typhoon winds blow buildings apart. How should it be written in the past tense? Which of these is correct?

- Last night, the winds blew the roof off our house.
- Last night, the winds blowed the roof off our house.
The correct answer the second one, *blew*. *Blow* is an irregular verb because the past tense does not end in –*d* or –*ed*.

Try this one: “Temperatures in the Northern Hemisphere rise in spring.” Here are your choices:
- Temperatures in one area rised 20 degrees in an hour.
- Temperatures in one area rose 20 degrees in an hour.

The correct answer is the second one again. *Rise* is an irregular verb. *Rose* is the past tense.

Write the following verbs in your ELA Journal: *go, be, become, begin, break, catch, feel, grow, have, leave, see, sit, sleep, and take*. These are common irregular verbs. Write them in the past tense. Share your answers with your Learning Guide.

### TEACHING NOTES

Answers: *go: went; be: was; become: became; begin: began; break: broke; catch: caught; feel: felt; grow: grew; have: had; leave: left; see: saw; sit: sat; sleep: slept; take: took*

Read through your paragraph one more time. Fix any irregular verbs in the past tense that are wrong. Are you happy with your report? If so, it is time to publish it! Talk to your Learning Guide about how to publish it online.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

### TEACHING NOTES

Have your student use *TikaTok*, a digital publishing studio, or another publishing tool for his or her news report. *TikaTok* allows your student to write and illustrate his or her very own book online. The site has resources to guide your student to write in response to prompts, insert images, and illustrate books.

Take this opportunity to assess your student’s writing using this rubric. Use the rubric rows to offer feedback to your student. Notice the difference in language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.

Today, you worked on identifying causes and effects. You are really thinking like a scientist! You are also getting better at writing informational text.
So far, you have read two texts. “Weather” is about different kinds of weather. *On the Same Day in March* is about weather around the world. You have read them both to find their main ideas and think about cause and effect. Today, you will compare the two books.

Think about this question: How can you use what you learned in “Weather” to explain some of the weather in *On the Same Day in March*?

First, flip through “Weather” to remind yourself what it says. Next, reread *On the Same Day in March*, found in Text Collection Volume 2, Unit 3.

Think of two or three ideas that connect the two books. Write them in your ELA Journal. Talk about your notes with your Learning Guide.
Now you will practice reading from the book fluently. How do you think you did when reading the sentences? Take a look at the following sentences three times. After reading this page, talk with your Learning Guide about any words that move your fingers to the next group of words. Remember to change your tone when you see interesting or important words so that you are reading with expression. Read the following sentences three times. Some rules to follow when reading with phrasing are:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.

Now you will practice reading the following sentences. To read with phrasing, remember what the teacher did in the video. Put your fingers on either side of two to three words. Read those words then move your fingers to the next group of words. Remember to change your tone when you see interesting or important words so that you are reading with expression. Read the following sentences three times.

In the Arctic, the following sentences three times. Some rules to follow when reading with phrasing are:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.

Some rules to follow when reading with phrasing are:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.

Great readers read with phrasing. When readers read word-for-word, they sound like robots and it is not fluent reading. Fluent readers group words together into units to read together. This is called phrasing. Phrasing in fiction and nonfiction is the same.

Watch this video to listen to what reading with phrasing sounds like in a nonfiction text. Notice how the reader in the video pauses when she sees a comma. She also changes her tone when reading important words, making her reading sound expressive.

Watch the teacher in this video to see how to read with phrasing.

Your student can use:

- pp. 9–10 in “Weather” to explain the rising Arctic sun and setting Antarctic sun in On the Same Day in March.
- p. 10 in “Weather” to explain the chinook on p. 45 in On the Same Day in March.
- p. 18 in “Weather” about cumulus clouds and p. 54 in On the Same Day in March to explain the cloud formations.
- pp. 14–15 and pp. 25–26 in “Weather” for information on cold and warm fronts, hailstones, and precipitation, and pp. 47–50 in On the Same Day in March to explain the weather.
- p. 9 in “Weather” on equatorial weather on and p. 51 in On the Same Day in March to explain the weather in Thailand.

Please go online to view this video.
In the Arctic,

polar bears ride of floes of ice,

stalking seals,

wishing fish,

as the six-month sun begins to rise

slowly in the Arctic skies.

On the same day in March......

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you will practice reading from the book *On the Same Day in March*. Turn to p. 45. Practice reading the page one time through. After reading this page, talk with your Learning Guide about any words that were tricky for you while reading. Talk about things you looked for when reading with phrasing.

Your Learning Guide will record you reading the page three more times. When you are finished, listen to the recording of your reading and look at the Fluency Rubric with your Learning Guide.

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**TEACHING NOTES**

Before working with your student on phrasing, watch the videos on your own to learn the importance of phrasing in fluency and the link it has to reading comprehension.

With your student, discuss how reading with phrasing helps with reading fluency because it makes reading sound smooth.

Watch the first video to listen to reading with phrasing in a nonfiction text. Point out how the reader in the video pauses when she sees a comma. She also changes her tone when reading important words, making her reading sound expressive.

Have your student practice reading the following with good phrasing:

> In the Arctic,
>  
polar bears ride of floes of ice,
>  
stalking seals,
>  
wishing fish,
>  
as the six-month sun begins to rise
>  
slowly in the Arctic skies.
After reading one time through, discuss any mistakes your student makes. Praise your student if he or she self-corrected a mistake. Praise your student if he or she used phrasing and the strategy of putting his or her fingers around groups of words.

If your student is struggling, open up the book On the Same Day in March and turn to p. 44. Click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of phrasing.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Go to p. 45 in On the Same Day in March. Have your student read the page one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student if he or she reads with phrasing.

Discuss what your student looked for when phrasing, such as chunks of 2 or 3 words at a time, ending punctuation, and quotation marks. If your student did not read with phrasing, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of phrasing.

Now record your student reading the passage on p. 45 three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen to his or her reading. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Look over the Fluency Rubric and discuss how your student did with phrasing.

Reread the first page of “Weather.” Then, look carefully at the title and first page of On the Same Day in March. Read the title and text. Also look at the pictures.

Answer this question in your ELA Journal: What is different about how each writer gives the main idea at the beginning?

Discuss your answer with your Learning Guide. Be ready to show text evidence that supports your ideas.
As you know, different authors write about topics in different ways. Each writer chooses how to share main ideas and details with readers. They also choose which main ideas and details to share. As a result, each text about weather makes different points. And each one uses only details that support those points.

You have used a useful tool for comparing and contrasting information: the Venn diagram. Why is it useful? It makes it easy to show similarities and differences between two things.

Now, use a Venn Diagram to help you think about how the two weather texts are similar and different. Work through an example of how to use this chart. Reread p. 25 of "Weather" and p. 50 of On the Same Day in March.

What is the topic both authors are describing? It is hailstones! What are hailstones? They are something that falls on warm days. Write that in the center where both circles overlap because both texts talk about this idea.

Now think about how each author writes about hailstones differently. What details does the author of "Weather" have? Put those in the left circle. What details does the author of On the Same Day in March give? Put those in the right circle. Discuss your ideas with your Learning Guide.

What other weather topics can be found in both texts? Flip through both texts to find more topics they have in common. Choose one you want to explore more. Use your Venn Diagram and fill it in with your information!

TEACHING NOTES

Your student should recognize that the author of "Weather" states his main idea in the first paragraph—different weather is happening somewhere in the world all the time. The author of On the Same Day in March gives examples in the cover illustrations and the first page that support her main idea about weather being different around the world on the same day, but she does not clearly state a main idea. Encourage your student to reflect on each approach and how he or she responds to each as a reader.

As you know, different authors write about topics in different ways. Each writer chooses how to share main ideas and details with readers. They also choose which main ideas and details to share. As a result, each text about weather makes different points. And each one uses only details that support those points.

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What other weather topics can be found in both texts? Flip through both texts to find more topics they have in common. Choose one you want to explore more. Use your Venn Diagram and fill it in with your information!

TEACHING NOTES

Your student should identify that "Weather" includes factual information about how hailstones form, but On the Same Day in March includes information describing how hailstones look by using imaginative comparisons. Your student's final Venn diagram might look something like this:
Assist your student in searching for another topic of comparison in both texts, such as gloomy weather on pp. 18–21 in “Weather” and p. 47 in On the Same Day in March. Remind your student to look for details from the illustrations and photographs as well as the text. Note: The topic the student chooses can be used in the USE activity that closes the lesson.

If your student chooses to use the online source, you or your student will have to register for a free account. When the user is prompted to create a design, choose “Find templates.” In the search field, type “Venn diagram” to display the many design options.

**USE**

You just compared how two authors write about hail using a Venn diagram. Now you are going to look even closer at how both authors discuss another topic. You will use this as the basis of a paragraph that wraps up the lesson.

First, find a topic that both authors cover. You will compare how they cover it. To take notes on the two texts, you can use a Four-Column Chart.

Take notes on your topic. Filling out the chart will be like filling out the Venn diagram. In the Both column, write things found in both texts. In the columns with the book title, write things found only in that book. What things should you look at? The row headings guide you.

- **Illustrations:** Look at how each author uses pictures to help explain ideas.
- **Science words:** Science has many special words. How do the two authors use these special words? How clearly do they explain what the words mean?
- **Facts and details:** What facts do the two authors use? How is what they say about the topic similar? How is it different?
- **Text features and organization:** How do the authors differ in the way they give information?
Compare the two texts carefully. You may not be able to find evidence for every box for your topic. There is nothing wrong with that.

**TEACHING NOTES**

Assist your student as he or she completes the note-taking by asking questions. For example, you might ask, "What kinds of illustrations did the author of "Weather" use that helped you as a reader understand the topic? Does the author of *On the Same Day in March* write in the usual paragraph style of many informational texts, including "Weather"? What is different?"

When you are finished, look through your notes. What can you conclude about how the texts are similar? How are they different?

Write a paragraph stating what you found. Your paragraph should have three sections. The introduction should introduce the topic. It should also state your main idea. The body should have details that support your main idea. Be sure to include examples on all four points. And be sure to include examples from both texts! The conclusion should wrap up the paragraph. Restate what you found about the two books. Talk about what the differences mean.

When you are finished, read through your paragraph at least one more time. Use what you have learned in this lesson. See if you can connect ideas using linking words. Make your conclusion interesting. When you think you are done, share your paragraph with your Learning Guide. Then, type your paragraph into the box below.

Type or upload your response below.

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Upload files

Supported file formats: PDF, JPG, GIF, PNG

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USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Find a topic that both authors cover?
- Clearly state the topic and main idea in the introduction of your paragraph?
- Provide details from both texts that support the topic main idea?
- Use examples from all four points: illustrations, science words and definitions, facts and details, and text features and organization?
- Use linking words and phrases that connect your ideas?
- Provide a concluding statement?
- Use correct spelling and proper grammar?

Now you have read and more deeply understood two informational texts about weather. You have been thinking like a scientist as you used skills such as identifying cause-and-effect relationships. You also compared and contrasted two similar yet different texts. You then became an informational writer and worked hard to make sure your news report had main ideas, details, linking words, and a fantastic concluding section that really makes your writing memorable and interesting.

Congratulations on all your hard work and success in this lesson!
Surviving a Natural Disaster - Part 1

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<thead>
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<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
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| To use multiple skills to comprehend an informational text | *Living Through a Natural Disaster* by Eve Recht  
*Tornado Season* by Adrien Stoutenburg (poem)  
ELA Journal  
Computer  
Web A Graphic Organizer  
Dictionary | Read the poem “Tornado Season” by Adrien Stoutenburg.  
Read “Living Through a Natural Disaster” by Eve Recht.  
Take notes from a text.  
Complete a Web Graphic Organizer.  
Complete a Cause-and-Effect Chart Graphic Organizer.  
Complete a Three-Column Chart Graphic Organizer.  
Plan, write, revise, and publish an informational essay.  
Complete a set of verb exercises.  
Complete a set of homophone exercises. |

**LEARN**

**LEARN ABOUT...**

**WHAT IS A NATURAL DISASTER**

In this lesson, you are going to be reading about extreme weather and how people survive it. Before you read the poem “Tornado Season,” take a minute to read this article and learn about tornadoes and other types of extreme weather.

After reading, you should be able to answer the following questions.

1. What is meant by extreme (or dangerous) weather?
2. What is a tornado?
In this lesson, you are going to be reading about extreme weather and how people survive it. Before you read the poem “Tornado Season,” take a minute to read this article and learn about tornadoes and other types of extreme weather.

After reading, you should be able to answer the following questions.

1. What is meant by extreme (or dangerous) weather? (Extreme weather is strong weather that can cause damage and/or hurt people.)
2. What is a tornado? (A tornado is strong, violent wind that spins very fast.)

So far, you have read two texts about weather. You learned how scientific ideas are organized in a text and supported by illustrations.

Next, you will read about extreme weather. You will look for main ideas and how they are supported in text and illustrations.

Let's begin!

**VOCABULARY**

- organizations, p. 29
- traumatized, p. 30
- monitor, p. 31
- invaluable, p. 31
- predictable
- damage
- preparations
- evacuate

Today, you will read a poem about a weather event. Then, you will begin a new text about natural disasters. As you read, look for main ideas and study how the text is organized. Keep in mind how special features help you understand the text. When it is time to write, you will begin planning an informational essay.

As you read the poem “Tornado Season,” think about the following question:

- What do the poem’s details and its illustration have in common?

Now read “Tornado Season,” found in the *Text Collection* Volume 2, Unit 3 Poems. When you are finished, discuss the question with your Learning Guide. Share your thoughts about the poem.
TEACHING NOTES

Before reading, explain to your student that a tornado is a type of cyclone. A cyclone is a storm with fierce winds that rotate and spin. As in Lesson 1, select the appropriate reading option for your student given the complexity of the text. Options include reading aloud, using an audio recording, reading with your student, or having your student reading independently. You may wish to pause your student’s reading to check for comprehension. Ask questions and clarify concepts as needed.

Your student should understand that the poem's details describe things as topsy-turvy, upside down, and moving in unusual ways. The illustration represents these details and conveys the feeling that everything was muddled and tumbling about.

ANOTHER WAY

If the topic of natural disasters is new to you, take time to learn a little about each kind of disaster that will be in this lesson. Watch the following videos to deepen your understanding of each natural disaster. This will help you as you move forward in the lessons for this unit.

Tornados/Cyclones

Please go online to view this video ▶

Huang He Flood

Please go online to view this video ▶

Drought in Central America

Please go online to view this video ▶

TEACHING NOTES

If the topic of natural disasters is new to you or your student, take time to learn a little about each kind of disaster that will be in this lesson. You and your student can watch the following videos to deepen your understanding of each natural disaster. This will help as you move forward in the lessons for this unit.

Tornados/Cyclones

Huang He Flood

Drought in Central America
Next, glance through the text of “Living Through a Natural Disaster” by Eve Recht. Notice the different headings and the eye-catching photographs. These are ways the writer shares information in addition to words.

Discuss the following questions with your Learning Guide:

- What topic do you think the writer will explore?
- What are some main ideas she may talk about?
- Find the table of contents and the index. How do these features help readers?

Read the section “Extreme Weather” on pp. 4–5 in the text. Think about the following question as you read:

- What is the main idea of the text?

Remember that figuring out the main idea is very important when you read something for the first time.

Once you have finished reading, discuss the main idea of the section “Extreme Weather” with your Learning Guide. Point to details in the text that support your answer.

Help your student understand the main idea of the text: Extreme weather is unpredictable and can be very dangerous. Ask guiding questions to help your student pinpoint supporting details in the text.

Help your student create questions about the text. Provide your student with “I wonder” sentence starters that use what, where and who questions.

I wonder what are natural disasters?
I wonder where natural disasters occur?
I wonder who can live through a natural disaster?

Read “The Story of Cyclone Tracy” on pp. 6–12 of “Living Through a Natural Disaster.” Keep the following question in mind:

How did Cyclone Tracy change Darwin, Australia?

Once you have finished reading, explain to your Learning Guide how Cyclone Tracy changed Darwin. Point to details in the text that support your answer.

Your student should share details such as:

- The cyclone tore down power lines and ruined buildings.
- Winds blew down trees.
- People were killed.

Remind your student to use the illustrations as well as the text to understand the information.

Please note that this text chronicles people living through various natural disasters. This may be a sensitive subject with some students who have lived through similar hardships. Use your relationship with your student to be sensitive to any memories or personal connections this text might trigger.

Choose the most appropriate reading routine for your student given the textual demands as well as the subject matter.

Help your student understand the main idea of the text: Extreme weather is unpredictable and can be very dangerous. Ask guiding questions to help your student pinpoint supporting details in the text.

COMPREHENSION

QUESTIONS BEFORE YOU READ A TEXT

Good readers have questions about a text and topic. Good readers recognize that asking and answering questions is a way to understand a text. Look at the informational text Living Through a Natural Disaster. What kind of questions do you have before you start the text? Good readers ask questions before they start a text. Perhaps you may wonder what a natural disaster is? Perhaps you wonder how someone can live through a natural disaster? Make a list of all the questions you have before you read.

In the future ask questions before you read about a topic. Write your questions down and notice when the questions are answered and record these answers. Notice if any new questions emerge from the answered questions.
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Look again at p. 5 of the text. What do the top photo and first paragraph of text describe? How does that information relate to the text on pp. 6–12?
Now, look at the other photographs and reread the last two paragraphs on p. 5. Discuss the following questions with your Learning Guide:

- What is the main idea of each paragraph?
- What do you think the rest of “Living Through a Natural Disaster” will be about?
- How does the table of contents help you answer this question?

Now, in your ELA Journal, write down these headings: Extreme Weather, The Story of Cyclone Tracy, The Huang He Flood, and El Niño Brings Drought. Then, write a sentence that states the main idea for each section based on what you read today. Share your ideas and your reasons with your Learning Guide.

### TEACHING NOTES

Your student should understand that the top photo and first paragraph on p. 5 describe the cyclone that hit Darwin, Australia. This information introduces the more fully detailed story of the disaster on pp. 6–12.

Your student should identify the main ideas of the next two paragraphs as

1. the disastrous results produced when the Huang He river flooded in 1933.
2. the drought that brought disaster to several Central American countries in 1997 and 1998.

Help your student make the connection between these topics and the table of contents. Then, guide your student as he or she glances through the rest of the text to find each section listed in the table of contents. Be sure your student understands how the table of contents relate to the structure and organization of the text.

### FIGURATIVE LANGUAGE: IMAGERY

In Unit 2, you learned about idioms, which are a form of figurative language. Figurative language is writing—words or phrases—that means something different than the literal meaning of the words on the page. Another example of figurative language is imagery. Imagery is defined as language, or writing, that appeals to the five senses: sight, hearing, smell, taste and touch. Let’s look at an example from Tornado Season. Watch this video on imagery to learn more.

Look at the poem and read line 4: “Grass rose in swarms along with nails.” This is an example of imagery that appeals to the sense of sight. The author is painting a picture of what is going on. The author is using imagery to show the reader that it is very windy during the tornado. It is so windy that the grass is blowing everywhere. Instead of saying “it is very windy,” the author uses imagery to explain what is happening. This is very common in poetry.
Now find the examples of imagery below in Tornado Season. Use what you know about tornadoes, the pictures, and other sentence clues to guess the meaning of each example. Tell your guesses to your Learning Guide.

- people “falling out of it”
- a barn door “swinging without its hinges”
- “growing longer”

### TEACHING NOTES

Help your student read the poem and locate each example. Your student should use information from background knowledge, the pictures, and other sentences to produce meanings similar to those below. If your student is struggling, try asking these questions.

- What is happening in this poem?
- Have you ever experienced a tornado before?
- What do you know about tornadoes?
- What is the weather like outside during a tornado?
- Based on what you know about tornadoes, what do you think is happening?

<table>
<thead>
<tr>
<th>Imagery</th>
<th>Meaning</th>
<th>Context Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>people falling out of it</td>
<td>it was so windy people were falling over</td>
<td>“wind went by,” your student can also use the picture of things blowing around</td>
</tr>
<tr>
<td>a barn door swinging without its hinges</td>
<td>it is very windy out</td>
<td>“without its hinges”</td>
</tr>
<tr>
<td>growing longer</td>
<td>getting higher in the sky</td>
<td>“a crow flew upside down,” “legs reaching skyward”</td>
</tr>
</tbody>
</table>

### PREPARING TO WRITE

In the previous lesson, you wrote a news report. This helped you practice your informational writing skills. You added interesting details and illustrations. Did you know you also can add your own experiences and thoughts?

Informational writing uses information from books, online sources, images, or videos. It can also include interviews and a person’s eyewitness description of real events. Eyewitness reports help readers feel like they were there, too.
In “Living Through a Natural Disaster,” there are many details about extreme weather events. There are also some first-hand memories. These are set apart by quotation marks. The first memory is shared by Bob Collins, who lived through Cyclone Tracy.

Reread p. 7. As you read, think about the following question:

- How can Bob Collins’s personal experience add to the reader’s understanding of “A Night of Destruction?”

Did you notice that Bob Collins’s first-hand report describes sights, sounds, and feelings? These help you feel like you were there with him. Let’s look at those sights, sounds, and feelings. A Web graphic organizer can be used to record them.

Write the title of Bob Collins’s account in the center circle of the web. Now, on the lines, record words describing the sights, sounds, and feelings he experienced.

TEACHING NOTES

If necessary, walk your student through identifying one or two descriptive words or phrases from the text and recording them on the web. Then, encourage your student to find and record at least two more.

Reread the rest of Bob Collins’s account on p. 8. Then, add more details to your web that help you better understand his experience.

Discuss the following questions with your Learning Guide:

- How does Bob Collins’s experience compare to the experience of Rob Wesley-Smith found on p. 8?
- How does the graphic on this page deepen your understanding of the events the two men describe?

TEACHING NOTES

Your student should notice that Collins and Wesley-Smith both describe the suction and power of the wind. He or she should be able to explain that the graphic illustrates the lull in the storm that Bob Collins talks about in his story. Emphasize that the writer of the text effectively interweaves these personal experiences with information and graphics to deepen the readers’ understanding of the event.
MORE TO EXPLORE

Let's look at other ways of reporting an event. In this On This Day video, watch real film footage of Cyclone Tracy. Listen to a reporter describe his experience as a child during the event. After watching the video, discuss the following questions with your Learning Guide:

- What lessons did people learn about Cyclone Tracy?
- How did watching the video add to your understanding of the event?

Please go online to view this video ►

USING THE PAST TENSE

When you describe events from the past, you use a special form of verbs called the past tense. The past tense is used to describe actions or events that have happened before now and are finished.

For regular verbs, the past tense is formed by adding -ed or -ed to the end of it.

Here are some examples:

- Bob described the difficult trip to his office. The regular verb is describe. Adding -ed signals that the action happened in the past.
- Service people from the army, navy, and air force joined them on December 26. The regular verb is join. Adding -ed signals that the action already happened and is finished.
- Doctors and nurses arrived to treat people. What is the regular verb? How does adding -ed change the meaning?

Now find other examples of past tense verbs in "Living Through a Natural Disaster." Point them out to your Learning Guide.

Cyclone Tracy was an extreme weather event. But an event doesn't have to extreme to be remembered. Think about times when the weather has made a difference in your life. Maybe one year, it snowed where you live for the first and only time ever. Maybe an important soccer game was rained out by a storm. Maybe the wind one day made whirlwinds of dust or leaves swirl down the street.

Make a list of a few experiences you've had that are connected with weather. Use your ELA Journal.

When you have finished, reread your list. Which one would you like to share with your Learning Guide? Pick one. Tell your Learning Guide about it. Make sure to use the past tense.
Today, you read about an extreme weather disaster. You looked closely at how the text is organized. You determined main ideas and details from the first opening section. You also thought about ways weather has affected your own life. Next time, you will explore more about weather disasters using the text and its features. You will also learn to take notes from a source.

Rate your understanding:

Please go online to view and submit this assessment.
### Surviving a Natural Disaster - Part 2

**Objectives**
- To use multiple skills to comprehend an informational text
- To plan, produce, and publish an informative essay

**Books & Materials**
- *Living Through a Natural Disaster* by Eve Recht
- ELA Journal
- Computer
- Web Graphic Organizer
- Index cards
- Dictionary

**Assignments**
- Read the poem “Tornado Season” by Adrien Stoutenburg.
- Read “Living Through a Natural Disaster” by Eve Recht.
- Take notes from a text.
- Complete a Web Graphic Organizer.
- Complete a Cause-and-Effect Chart Graphic Organizer.
- Complete a Three-Column Chart Graphic Organizer.
- Plan, write, revise, and publish an informational essay.
- Complete a set of verb exercises.
- Complete a set of homophone exercises.

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### LEARN

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### GRAMMAR

**DETERMINING MEANING: KNOWN AFFIXES WITH KNOWN WORDS**

**Step 1**

You have been reading to understand details about a topic. Sometimes when you read, you come across a new word. You can pause and break down the word to look for word parts you already know. Understanding all the words in a sentence helps you understand details about the topic.

Read this sentence from *Living Through a Natural Disaster*.

> For most of us, the weather is more or less unsurprising—colder in winter and warmer in summer.

Now answer this question: What does this sentence mean?
Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Some new words are made of word parts you already know. Stopping and figuring out these words helps you understand the ideas in a sentence.

Your Learning Guide has divided this sentence into chunks. Pull out the chunk that says "more or less unsurprising—." This is a long word that might be new to you. If you don't know what the word unsurprising means, it is hard to understand what the author means.

You can break down some new words to figure out what they mean. You can look for word parts you already know. You can use those word parts to figure out the meaning of the new word.

Cover the word parts “–un” and “–ing.” The root word is left. What is the root word?

Tell your Learning Guide what surprise means. What are some things that can surprise someone?

Now uncover the suffix.

A suffix is a word part that you add to the end of a root word. A suffix changes the word meaning. The suffix “–ing” can change a word in different ways. To know how it changes a word, you need to think about the whole sentence for a moment. How does adding “–ing” change the meaning of the word surprise in this sentence?

Now uncover the prefix.

A prefix is a word part added to the beginning of a word. A prefix changes the word meaning. What does the prefix you see mean?

Uncover the word. Think about the meaning of the prefix, the root word, and the suffix. What does it mean for the weather to be unsurprising?

You can use a dictionary to check your answer. Were you right?

Read the sentence again. How does knowing the meaning of unsurprising help you understand the sentence?

Tell your Learning Guide what you can do when you see new words with familiar prefixes and roots.

When you read, it’s important to stop and figure out new words. You will sometimes see that new words are made of word parts you already know. Understanding all the words in a sentence helps you understand the author’s ideas.

Step 4
When you see a new word, you can stop to figure out its meaning. You can look for a prefix you know. You can look for a root word you know. If you see word parts you know, you can put their meanings together. This can help you figure out the new word.
You used what you know about the prefix “un–,” the word surprise, and the suffix “–ing” to figure of the meaning of unsurprising. Prefixes and suffixes are two kinds of affixes. Affixes change the meaning of a word.

You can use affixes in your own writing to make new words, too. You can build words with one or more affixes.

Use the word parts to build new words. Tell your Learning Guide what each word you make means.

Look at your words. Pick two words you made that have the same root. Explain to your Learning Guide how the words are different. How does this show why paying attention to prefixes and suffixes is important?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- For most of us,
- the weather is
- more or less unsurprising—
- colder in winter
- and warmer in summer.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

*Possible answer:* It means that the weather follows a pattern.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- *Colder* and *warmer* are comparative adjectives. They show comparisons to tell how the temperature changes in the seasons.
- The coordinating conjunction and connects phrases that talk about the weather.
Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a comparative adjective? What does it tell you?
- Do you see a coordinating conjunction? What does it do?

**Step 3**

Provide sentence strip pieces or index cards your student can use to cover the three parts of the word *unsurprising*.

**Answer: surprise**

*Possible response:* It means something you don’t expect; a surprise party

**Answer:** It makes it an adjective

**Answer:** “Not” or “opposite of”

*Possible response:* It means it is not surprising. It is expected.

*Possible response:* It helps me understand that most people are used to what the weather does.

*Possible response:* I can cover up the parts of the word and figure out the parts separately. Then I can put them together.

**Step 4**

Prepare these index cards or sentence strips:

- dis-
- un-
- -ful
- -y
- -ly
- -ing
- -less
- cloud
- trust
- care
- fair

Display these word parts along with the ones for “re” and “use” prepared earlier.

Your student might make these words:

- cloudy
- cloudless
As your student moves the word parts around, he or she can make and unmake words. Have him or her write down each new word before moving the pieces again.

As your student makes and defines words, have him or her use a dictionary to check their meanings.

Possible response: Cloudy and cloudless have the same root, but the affixes make them opposites. It shows it’s important because a small part of a word can really change the meaning.

Write the affixes “un–” and “–ing” on index cards. Review their meanings with your student and add them to your word wall.

**Extension**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

> For most of us, the weather is more or less unsurprising—colder in winter and warmer in summer.

Then say, “This sentence describes what the weather is like for most people. Look at the word *unsurprising*. This word is made from a root word and two affixes: a prefix (“un–”) and a suffix (“–ing”). You can break down words to figure out what they mean. When you break down a word, you can look for affixes. You can look for a root word you know. You can practice using affixes so you recognize them when you read.”

Display this sentence:

> I knew she was away, so the empty house was not a surprise to me.

Say, “Affixes can be helpful when you write. They can help you use fewer words to say the same thing. Can you rewrite the sentence to use the prefix and suffix from today’s sentence?”

Your student might write something like:

> I knew she was away, so the empty house was unsurprising.

Ask, “How can knowing affixes help you be a better writer?”

Possible response: They can help me write about ideas in fewer words.
**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers *read at the correct pace*. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch this video to see how to practice reading at the right pace. Notice how the girl in the video got better each time she read the story.

Please go online to view this video ▶

Now practice reading some sentences. To read at the correct pace, you will practice reading the following sentences five times through. Your goal is to read the sentences in about forty seconds. This is a selection from the book *Living Through Natural Disasters* that you have been reading.

> Weather, predictable or not, is always with us. For most of us, the weather is more or less unsurprising—colder in winter and warmer in summer. There are rainy days or clear skies, and the occasional thunderstorm or early snowfall. Sometimes, though, weather can be much harsher than normal. Some places in the world may experience gale-force winds, whereas other places might have heavy rain for weeks. Still other places might have no rain for long periods of time.

Take a look at the Fluency Rubric to see how a good reader reads with fluency.

Now you will practice reading from *Living Through Natural Disasters*. Turn to p. 5. Practice reading page one time through. Discuss any words that tripped you up or that you need help with.

Your Learning Guide will time you reading the page four more times. See how much of the page you can read in one minute. As you read the text in your lesson today, practice reading at a pace that helps you make meaning of the text.

**TEACHING NOTES**

Watch this video by yourself as a Learning Guide to learn about reading fluency in grade 3.

With your student, discuss all four things great readers do to read with fluency.
Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Watch this video to show your student how to practice reading at the right pace. Point out how the girl in the video got better each time she read the story. Observe how the teacher praises the student in the video and discusses any errors she made when reading.

Have your student practice reading the following sentences five times, with the correct pace.

Weather, predictable or not, is always with us. For most of us, the weather is more or less unsurprising—colder in winter and warmer in summer. There are rainy days or clear skies, and the occasional thunderstorm or early snowfall. Sometimes, though, weather can be much harsher than normal. Some places in the world may experience gale-force winds, whereas other places might have heavy rain for weeks. Still other places might have no rain for long periods of time.

Use your phone or a stopwatch, or a free timer app, to time how long it takes your reader to read the sentences. Discuss any words your student made a mistake on and praise your student if he or she self-corrected, read with expression and/or read with phrasing.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now open Living Through Natural Disasters and turn to p. 5. First, have your student read p. 5 once through to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression and reading in phrases. You might need to click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will help your student with tricky words!

Time your student reading p. 5 for one minute. Give your student one minute for each read-through, just like the teacher in the video. Your student should get faster each time he or she reads the selection. Your student should be reading at a reasonable pace to make meaning of the text.

After reading the passage two times, look at the Fluency Rubric and discuss how your student did with pacing. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric a second time. Discuss how your student did. If your student is struggling with this, have your student practice reading along with the hippo in “read aloud” mode.
Last time, you began reading “Living Through a Natural Disaster.”

The author shared the idea that extreme weather is very dangerous. She also explains that it is possible to survive and learn from natural disasters. Think about the cyclone she described that hit Darwin, in Australia. What do you recall about that cyclone? Share this with your Learning Guide.

Now look at the table of contents for “Living Through a Natural Disaster.” What is the next heading? its page numbers? Tell your Learning Guide.

As you read, look closely at the illustrations. Think about the following question:

- What details in the illustrations help you make sense of information in the text?


**TEACHING NOTES**

Use the approach to reading most appropriate for your student. Be prepared to offer assistance with unfamiliar vocabulary words, such as *meanders* (p. 13), *nourishes* (p. 14), *erosion* (p. 20), and *irrigation* (p. 20).

After you finish reading, discuss the following question with your Learning Guide:

- How does the map on p. 13 help you understand the text?

**TEACHING NOTES**

The section concerns the Huang He flood. Your student should understand that the map illustrates how long the Huang He is and how the river “meanders eastward across the vast North China Plain.” The map also supports descriptions in the text such as “the mountainous region in the heart of China.”
Now discuss the following questions with your Learning Guide. Highlight or point to evidence in the text that supports your answers.

1. Look again at p. 13. When and where was the photograph on this page taken? How do you know?
2. Look again at the heading and first paragraph on p. 14 and the photograph on pp. 14–15. What is the main idea of the paragraph? How does the photograph support the main idea of the paragraph?
3. What are two reasons the Huang He overflows its banks?

Your student should understand that:

1. The name Huang He is in the heading, in the first paragraph, and on the map. It was taken in 1933 somewhere along the Huang He on the North China Plain.
2. The Huang He is called the “yellow river” because of the rich, yellow-colored silt that collects and is carried to the land during floods. The photo shows the yellow color of the silt that gives the river its name.
3. The river overflows because of the buildup of silt on the riverbed followed by heavy rains.

If your student is struggling with comprehension, remind him or her of the basic 5W questions to ask about an informative text: who, what, when, where, and why. Invite your student to ask and answer these questions about information in the photographs, captions, and diagrams in this section.

All through this unit, you have practiced looking for main ideas and details. You now know that a Web graphic organizer is a good tool for understanding how details support main ideas.

Let’s practice using a web. Look again at pp. 16–17 of the text. Why did the Huang He flood happen?

In the middle oval of your organizer, write: Reasons the Huang He flooded. Now use the web to record details that answer the question.

Remember that in an informational text, details can be found in text, illustrations, photos, and maps. For example, you can see a diagram on p. 16 that shows how the Huang He became high enough to flood. There is also a paragraph you can read. Work with your Learning Guide to understand and record details on your web organizer.
Now discuss the following questions with your Learning Guide. Highlight or point to evidence in the text that supports your answers.

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The correct choice is C. This photo shows damaged buildings cause by flooding. For further enrichment, use the following independent research activity.

Now go a bit further. Choose a topic and main idea sentence from the text that interests you. With the help of your Learning Guide, use online resources to find new illustrations or videos that offer new information on the topic and main idea.
You have written a news report about a weather topic. As you researched your topic, did you take notes? Knowing how to take good notes is an important skill.

Notes are usually brief. They are statements of facts from research. Sometimes, they are comments about what you have read. Today, you are going to practice taking notes from “Living Through a Natural Disaster.”

Sometimes, it makes sense to use the exact words from the source. It is important to use exact words, or quotes, correctly. To quote directly from a text or other source, a writer must place the exact words inside quotation marks (“ “). The writer must also provide information about the source. This includes the title of the source and the author’s name.

Look at pp. 18–19 of the text. How would you take notes to answer the following question?

- What happened when the Huang He overflowed?

Your note-taking will probably start with the text. For the first paragraph, your notes might look like this:

- 1,000 + breaks in dikes
- “The entire river emptied onto the plains.”

Notice how the second note is in quotation marks. It is a sentence copied exactly from the text. The other note is a short phrase, not a complete sentence.

You can take notes on information in illustrations and captions. Your notes might look like this:

- 4,500 square miles flooded
- houses underwater
- people escaped in sampans

Work with your Learning Guide to take notes from the next three paragraphs. Keep in mind the focus question: What happened when the Huang He overflowed?

Your student’s notes may include:

- thousands drowned
- survivors in trees, on rooftops (hunger, thirst, rain)
- fleeing by boat
- digging out material from mud
- homelessness, starvation, destroyed crops, famine

Point out to your student that if he or she needed to write a paragraph to answer the focus question, he or she could use these notes. Demonstrate how phrases can be turned into sentences and connected in ways that make sense.
Now try using notes to write a paragraph about the Huang He flood. You will start by rereading pp. 15 and 20. As you read, take notes to answer the following questions:

- How have people tried to control the Huang He?
- What problems does the Huang He have today?

Starting your research with a question is important. It helps you focus on the details you need as you take notes.

TEACHING NOTES

You may wish to provide your student with a chart or graphic organizer with the focus questions and a space to jot down facts, details, and definitions that will answer the questions.

ANOTHER WAY

CREATING AN OUTLINE

You have been asked to create an outline with information regarding the Huang He flood discussed on pages pp. 15 and 20. As you read, you want to look for information that answers the following two questions:

- How have people tried to control the Huang He?
- What problems does the Huang He have today?

Creating an organized outline of notes is an essential step in writing a well-written response. Use this Notetaking organizer to keep track of the facts and details that answer the questions. Share your notes with your Learning Guide.

TEACHING NOTES

Your student has been asked to take notes from the reading that answer the two questions about the Huang He Flood. If your student is struggling to gather information and facts in an organized manner, provide your student with two copies of the organizer, one for each question.

If your student is still struggling to find relevant facts, prompt your student by asking probing questions. For example: Can you find an important detail? Does that detail answer the question, "How have people tried to control the Huang He?" or "What problems does the Huang He have today?" Help your student list the facts on the corresponding sheet.
Now use your notes to write two short paragraphs that answer the questions. Share your notes and paragraphs with your Learning Guide.

**TEACHING NOTES**

Review your student's work, and clarify concepts as needed. Discuss how taking notes helped him or her write the paragraph.

As you reread part of “Living Through a Natural Disaster,” you took notes on the text and answered questions based on those notes. Keep thinking about your own experience with a weather event. How might you write about this event? What details do you remember? What would be most interesting to share with a reader?
Last time, you read about the Huang He flood in “Living Through a Natural Disaster.” You looked at the illustrations for details that supported the main ideas. Today, you will read the next section and look for causes and effects of another natural disaster. Cause-and-effect connections help explain how and why things happen.

Think about the following questions while you read the next section and study the illustrations:

What is the main idea? How do I know?

Now, read pp. 21–28 of “Living Through a Natural Disaster.”

In these pages, the author describes the causes and effects of a severe drought. A drought is a long period of extremely dry weather.
In these pages, the author describes the causes and effects of a severe drought. A drought is a long period of extremely dry weather.

Review with your student the words that signal cause-and-effect relationships: as a result of, since, for this reason, and because of. Point out the word affect on p. 21: El Niño is a pattern of winds and ocean currents that affects Earth’s weather. Explain that the word affect is a verb that means “to cause change.” The word effect, with an e, is a noun that means “the change that has been caused.”

Be prepared to explain unfamiliar words such as diverse (p. 22), habitats (p. 22), consequences (p. 24), and international (p. 27).

After reading, discuss the following questions with your Learning Guide:

1. What is El Niño, and how does El Niño cause change to normal weather patterns in Central America? Create a main idea statement for this section, and write it in your ELA Journal.
2. You now know that El Niño causes drought. What are the effects of drought? Reread the second paragraph on p. 21 to answer this question. Explain it to your Learning Guide.
3. How do the diagrams on p. 23 help explain why El Niño causes damage? Remember that illustrations such as diagrams can provide more information. Discuss your ideas with your Learning Guide.
4. What is the main idea of p. 24? Which do scientists seem to understand better: the cause or the effect of the El Niño pattern?

Your student’s answers may include:

1. El Niño is a pattern of wind and ocean currents that brings drought to Central America. It can also bring heavy rains and hurricanes. The main idea is that one way the El Niño wind and ocean current pattern has changed Earth’s weather is by causing a severe drought in Central America.
2. The effects of drought are death of crops and animals, forest fires, and shortages of food and water.
3. The diagrams on p. 23 show El Niño takes place in the Pacific Ocean and illustrate the changes in wind direction that signal an El Niño.
4. Scientists cannot always predict an El Niño, but they can accurately predict the effects.

Help your student make cause-and-effect connections with additional questions. For example, ask: What happened when the wind patterns changed? (The weather patterns changed, too.) What happened when the weather patterns changed? (Drought and extreme heat occurred.)
You know that readers and writers often use a graphic organizer to organize their thoughts. You have been reading about causes and their effects related to the El Niño weather pattern. A **Cause-and-Effect Chart Graphic Organizer** will help you record these ideas.

You will be rereading p. 22. This page shows a cause-and-effect chain of events. In a chain of events, a cause has an effect that becomes the cause of something else. For example, you leave a cup of juice on the floor. Someone else kicks it over. The juice spills. Someone else slips on the juice. One event has an effect that causes something else to happen.

Now reread p. 22. Look for causes and effects. Don’t forget about the photos and captions! As you read, fill in the **Cause-and-Effect Chart Graphic Organizer**.

The causes and effects will form a cause-and-effect chain of events. The chain will show why the environment of Central American countries is unstable.

Complete the chart. Use any notes that you took. Show your completed chart to your Learning Guide.

### Answers include:
- **(row 1) Cause:** clearing land for farming; **Effect:** the rainforest is cut down or burnt.
- **(row 2) Cause:** the rainforest is cut down or burnt; **Effect:** habitats are destroyed and the ability of soil to support plants and trees is weakened.
- **(row 3) Cause:** weaker soil cannot support plants and trees; **Effect:** flooding.

#### PHONICS

**HOMOPHONES**

Words can be tricky! Homophones are words that sound the same but are spelled differently and have different meanings. Read the following words.

- son – sun

They are homophones.

Watch this video with your Learning Guide. After watching the video, go back to the beginning of the video and look at the list of homophones again.

Pick six homophone pairs and write them in your ELA Journal. Next to each word, draw a picture that illustrates the meaning of the word.
TEACHING NOTES

Homophones are words that sound the same but have different meanings and spellings.

Watch the video with your student. In the video, the teacher discusses many homophones and reads aloud the book Dear Deer: A Book of Homophones.

Assist your student in illustrating six homophone pairs as needed. Each picture he or she draws should show the meaning of the word.

In Sleuth, read “Be Prepared!” Then, complete the following steps in your ELA Journal.

1. Gather Evidence: Find details from the text that explain the purpose of an emergency kit.
2. Ask Questions: Write three questions you might ask about the supplies in your emergency kit.
3. Make Your Case: What basic needs did the writer keep in mind when making the emergency list?

Discuss your answers with your Learning Guide.

TEACHING NOTES

Your student should

1. Identify information in the second paragraph that explains that the purpose of an emergency kit is to supply needs for those who are without electricity or water for a couple of days.
2. Respond with thoughtful questions relevant to the topic.
3. Understand that the writer kept in mind the need for water, food, ways to communicate, and medical help.

In your Cause-and-Effect Chart, you wrote that because people cleared land for farming, the rainforest was burnt. Burnt is an example of an irregular past-tense verb. The verb burn can become either burnt or burned in the past tense form. Look over your list of past tense verbs in your ELA Journal. Add burnt if it’s not there. Circle it as irregular.

Let’s practice identifying regular and irregular verbs in the past tense. Remember, regular verbs add -d or -ed for the past tense. Irregular verbs have changed spelling.

For each sentence below, write down the past tense verb. Then, write the base form of the verb. Lastly, write regular or irregular to describe the past-tense form. Hint: There may be more than one past tense verb in a sentence.
1. Many people who worked gathering and selling forest products lost their jobs.
3. As harvests failed, people began to starve.

### TEACHING NOTES

Assist your student in identifying the first past tense verb in sentence 1. Model writing the word *worked*, its base form *work*, and the label *regular*. Answers: (1) lost, lose, irregular; (2) brought, bring, irregular; (3) failed, fail, regular; began, begin, irregular

If your student has difficulty with this concept, review the ideas of verb forms, tenses, and regular/irregular verbs. Have your student practice identifying verbs and their forms in a less challenging text.

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Last time, you practiced taking notes to answer a research question. Good writers knows how to choose the best details to support their main ideas. A writer also knows that the writing must be original, unless an exact quote is being used. A writer cannot just copy another writer’s words.

A good writer also knows how to organize information into groups. Each group expresses a main idea.

In an earlier lesson, you practiced organizing information for a weather report. You used a web graphic organizer to help you sort out facts and details.

What if you have more than one topic to write about? What if you need to compare and contrast two topics? This requires a different organizer: a Three-Column Chart.

Look at the chart. First, label the columns. Label the first column *Categories*. Label the second and third columns *Floods* and *Drought*. These are the topics of this organizer.

In the *Categories* column, label each row using these labels: *Definitions, Geography, Causes, Effects on Environment, Effects on People, and Preparation and Safety*.

These labels tell you that each row gives a different kind of information. Read each category aloud to your Learning Guide. Notice how each category answers a specific question about each topic, such as:

- What is it? (Notes in this category tell the definition.)
- Where does it happen? (Notes in this category tell about the geography.)
- Why does it happen? (Notes in this category tell causes of, or why, the disaster happens.)

Now it’s your turn to complete the organizer. Your Learning Guide will help you complete a row of information about the first category. Use the text and reread parts that are helpful. Remember to look at other text features for useful details.
Assist your student as necessary in filling in the title and headings and in locating the information in the text. Use questions to guide your student, such as these: What effects do droughts have on the environment? How did people suffer in each disaster? How are people trying to prevent such problems in the future?

Use this partially completed chart to assist your student in filling it in.

### Living Through a Natural Disaster

<table>
<thead>
<tr>
<th>Categories</th>
<th>Floods</th>
<th>Drought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions</td>
<td>an overflowing of water in an area that is normally dry</td>
<td>long periods with little or no rain</td>
</tr>
<tr>
<td>Geography</td>
<td>northern China, Peru, Nicaragua</td>
<td>Central America, northern China</td>
</tr>
<tr>
<td>Causes</td>
<td>heavy rainfall breaks in dikes</td>
<td>deforestation erosion El Niño</td>
</tr>
<tr>
<td>Effects on environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects on people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation and safety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then, in your ELA Journal, write sentences using the information in the boxes. Share them with your Learning Guide.

Today, you learned about another weather disaster, severe drought. You also learned that sometimes causes and their effects are part of a bigger cause-and-effect chain. You also practiced note-taking and using notes to create sentences. All of these skills will help you become a better reader and writer of informational texts.

Please go online to view and submit this assessment.
Surviving a Natural Disaster - Part 4

Objectives
- To use multiple skills to comprehend an informational text
- To plan, produce, and publish an informative essay

Books & Materials
- *Living Through a Natural Disaster* by Eve Recht
- Decodable Practice Readers 22A and 22B
- ELA Journal
- Computer
- Dictionary
- Index cards

Assignments
- Read the poem “Tornado Season” by Adrien Stoutenburg.
- Read “Living Through a Natural Disaster” by Eve Recht.
- Take notes from a text.
- Complete a Web Graphic Organizer.
- Complete a Cause-and-Effect Chart Graphic Organizer.
- Complete a Three-Column Chart Graphic Organizer.
- Plan, write, revise, and publish an informational essay.
- Complete a set of verb exercises.
- Complete a set of homophone exercises.

LEARN

GRAMMAR

IRREGULAR VERBS

Step 1

You have been reading to understand details about a topic. You can break down a sentence to take a closer look at individual words. Knowing how all the words in a sentence work together helps you understand the ideas in the sentence.

Read this sentence from *Living Through a Natural Disaster*.

> They brought basic supplies, such as food, blankets, and tents that would provide temporary shelter for those who had been left homeless.

Now answer this question: What does this sentence mean?
Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. Look at the first chunk. It tells an action. What is the verb?

This verb is in the past tense. It tells something that already happened. What is the present tense of this verb?

Most verbs you read are regular verbs. This means you form the past tense by adding “–ed” to the verb.

If you followed this rule with bring, the past tense would be bringed. But you know this isn’t right. Bring is an irregular verb. This means you do not follow the regular rule to make it past tense.

There isn’t any set rule for forming the past tense of an irregular verb. For some, you change the vowel. For others, you delete or add letters. The only way to really learn the forms of irregular verbs is to practice reading and writing them.

Seeing irregular verbs in a book might be confusing at first. The more you practice looking for them, the less confusing they’ll be!

What if you didn’t know about irregular verbs? What would this mean when you read?

Why is it a good idea to stop and think about an irregular verb when you see one in a book?

Step 4

You can practice writing with irregular verbs, too.

Look at these verbs in this list. They all have different spellings. They are all irregular verbs. These irregular verbs have something in common. Their past tenses are made just like the past tense of bring.

Can you make the past tense of each verb?

- think
- fight
- buy

Even though these verbs don’t start out the same way, it can be helpful to group them together as irregular verbs. This can help you remember how you form the past tense of each of these verbs.

If you get stuck writing the past tense of an irregular verb, try saying the present tense and then the past tense out loud. Then write down what you said. Sometimes you’ll find you knew the past tense all along! You can then use a dictionary to check your spelling.

Can you write sentences using the past tense of two of these irregular verbs?
TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- They brought
- basic supplies,
- such as food, blankets, and tents
- that would provide
- temporary shelter
- for those
- who had been
- left homeless.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means that people helped take care of victims of the disaster.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the suffix “–less.” It means the people didn’t have homes.
- I see the coordinating conjunction and. It joins words in a list.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a suffix? What does it mean?
- Do you see a conjunction? What does it do?

Step 3

Answer: brought
Answer: bring

Possible response: I would probably get confused because all the irregular verbs would look strange to me.

Possible response: It helps me get practice knowing what they are. I learn to recognize them. This will help me understand more of what I read.

Step 4

Answers:
- thought
- fought
- bought

Your student might write something like:

I thought about being at the beach all day.

- I bought a hot dog with my allowance.

If your student struggles to write the sentences, ask a prompting question using the present tense of one of the verbs. Have your student first answer orally using the past tense. For example, you might ask, “What is something you thought about this morning?” Your student might then say, “I thought about how much I like my dog.” Have your student write the answer he or she gave as a complete sentence.

Ask your student to look at the verb brought in today’s sentence. Point out that this is an irregular verb. Ask what it means for a verb to be irregular (it doesn’t follow the usual rules for making past tense verbs). Write brought on an index card and add it to your word wall.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

They brought basic supplies, such as food, blankets, and tents that would provide temporary shelter for those who had been left homeless.

Then say, “This sentence has an irregular verb in it. The verb brought is the past tense of bring. It is irregular because it doesn’t follow the usual rule for putting a verb in the past tense. The best way to get used to seeing and using irregular verbs is practice. One way to practice is by using irregular verbs in your own writing.”

Ask your student to write a sentence using the present tense of the verb bring.

Your student might write something like:

- Aunt Sally brings candy whenever she visits.
Then have your student rewrite the sentence using the past tense of the verb.

Your student might write something like:

- Aunt Sally brought candy when she came in December.

Have your student explain how paying close attention to past tenses of irregular verbs will help him or her be a stronger reader and writer.

Possible response: The only way to learn them is practicing. The more words I know, the better I can read. Knowing about irregular verbs gives me more actions I can write about.

You have read three sections of “Living Through a Natural Disaster.” You have thought about main ideas and how text features use details to support main ideas in a text. Look at the table of contents to review what you’ve read. What will you read next?

You are practicing being a good reader. You know good readers always ask themselves: *What is the main idea of this text?* “Living Through a Natural Disaster” is full of scientific information and connections. So, you were able to find information about the causes and effects of natural disasters. You learned that sometimes these causes lead to chains of events.

Today, you will read the section “Handling Natural Disasters.” As you read, think about the following question:

- Which sentence states the main idea?

Read the first paragraph of “Handling Natural Disasters.”

After reading, discuss your answer with your Learning Guide.

**TEACHING NOTES**

After reading, your student should identify the first sentence as containing the main idea: “Cyclone Tracy, the Huang He flood, and the drought in Central America all caused major changes in population centers.” Point out to your student how the next sentences gives details about each of the three disasters.

Next, read the rest of the section. As you read, keep the following questions in mind:

- What is the main idea of this section? How do I know?
After reading, discuss the following questions with your Learning Guide:

1. Why is studying weather important for the future?
2. Look again at the photos, and read the captions on p. 29. Where do you find details about the cause of each disaster?
3. In the first paragraph on p. 29, the author describes several causes and effects. What effect do they all have in common?

**TEACHING NOTES**

Your student should understand that:

1. Studying the weather will help scientists predict natural disasters more accurately, which in turn will help people better prepare for a disaster.
2. Details are in the captions.
3. Many people had to move out of the disaster area.

Be prepared to help your student with unfamiliar vocabulary, such as organizations (p. 29), traumatized (p. 30), monitor (p. 31), and invaluable (p. 31).

**FLUENCY**

**PUTTING IT ALL TOGETHER**

Great readers read fluently. When you read fluently you read accurately, with expression, with phrasing and at the correct pace.

Fluent readers will:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

To do all of these things you must think about the text, practice reading it, and then reread it again and again! The more you read, the better you get! Not only will your fluency improve, but you also get a better understanding of what you read.

Watch this video to listen how your fluency will improve when you reread over and over.

[Please go online to view this video](#)
The girl in the video read the same paragraph many different times. Each time she read the paragraph, she became more accurate, more expressive, read with better phrasing, and read at a better pace.

Now you will practice reading the following sentences from *Living Through Natural Disaster*. To read at the correct pace, you will practice reading the sentences five times through. Your goal is to reread to get better every time!

Cyclone Tracy, the Huang He flood, and the drought in Central America all caused major changes in population centers. Cyclone Tracy caused the evacuation of three-quarters of Darwin’s population.

After you read, take a look at the Fluency Rubric to see how a good reader reads with fluency.

You will practice reading from *Living Through Natural Disaster*. Turn to p. 30. Practice reading p. 30 once through to warm up. Your Learning Guide will see how many words on the page you can read in one minute. Each time you should get better at reading the page. Happy reading!

Discuss all four things great readers do to read with fluency in both fiction and nonfiction texts.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Watch this video to listen how fluency will improve when a person rereads.

Have your student practice reading the following sentences five times, with the correct pace.

Cyclone Tracy, the Huang He flood, and the drought in Central America all caused major changes in population centers. Cyclone Tracy caused the evacuation of three-quarters of Darwin's population.

Discuss any words your student made a mistake on and praise your student if he or she self-corrected, read with expression and/or read with phrasing.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to *Living Through Natural Disaster* and turn to p. 30. First, have your student read p. 30 one time through to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression and reading in phrases.
Next, time your student reading the page for one minute. Your student should get faster each time he or she reads the page. Your student should be reading at a reasonable pace to make meaning of the text, and be able to read more words in a minute each time.

After reading the passage two times, look at the Fluency Rubric and discuss how your student did. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric again. If your student is struggling, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. Have your student read along. After reading with the audio, have your student practice reading independently.

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered correctly, choose another main idea that interests you. With the help of your Learning Guide, use an online source to learn more about the topic that supports the main idea. What other text or illustration detail would have made this section of the book even better?

If you need more practice recognizing main ideas and details, try this:

The following sentences are both details. Choose the detail that best supports this main idea:

*Understanding our planet can help predict and prevent natural disasters.*

1. Scientists examine data and photographs to search for patterns in weather.
2. When fossil fuels are burned, carbon dioxide is released into the air.

Discuss your choice with your Learning Guide.

Choice A is correct. This detail explains that scientists gain understanding of weather patterns by studying data. Weather patterns are related to natural disasters. Understanding patterns can help scientists predict a disaster.
Choice B simply states a scientific fact and is incorrect. It does not indicate how the information is related to weather or natural disasters.

Discuss these concepts with your student and clarify misunderstandings.

You will be looking more closely at verb tenses in this activity. Let’s start by reading some sentences. Notice the underlined verbs.

- The cyclone struck Darwin just after midnight. Because of Cyclone Tracy, people now have a better idea of what to do before a cyclone strikes.

Verbs in each sentence are underlined to show different tenses. The first sentence is in the past tense, and the second sentence is in the present tense. The first sentence talks about something that happened in the past and is finished. The second sentence talks about something that is happening now. Sometimes we add -ed to a verb to show past tense. These verbs are irregular, so you have to memorize them.

Look at the sentences below. Which one is written in the past tense? Which one is written in the present tense? Think about the ending -ed and irregular verbs. Tell your Learning Guide. Explain how you know.

- Many people who live beside rivers worry about extreme rainfall.
- People who lived along the Huang He worried when heavy rains fell.

Point out the verbs tenses used in these sentences to your Learning Guide. Explain if the sentence is about something in the past or present.

- The dikes along many of China’s rivers are stronger than before.
- Under increasing pressure, many of the dikes collapsed without warning.

Assist your student in identifying the verbs in each sentence and analyzing whether the action has already happened or is happening now. Clarify concepts as needed. Challenge your student to say or rewrite one or two sentences, changing the tense to either past or present. Discuss how this changes the meaning of each sentence. For more practice, have your student use p. 295 of his or her ELA Journal.
HOMOPHONES

Homophones are words that sound the same but have different spellings and different meanings. When you hear a homophone, you can tell its meaning by the context of the sentence.

Read this sentence out loud.

The knot is not untied.

Which words are homophones? What does each word mean?

Look at the two Decodable Practice Readers 22A and 22B (online only). Pick the one you would like to read today. Read the words on the cover. Which words are homophones? Read the story.

Now read the story again and look for the homophones. Make a list of the homophones you find in your ELA Journal. Write a sentence for each homophone.

Answer: Knot and not are homophones. A knot is rope that is tied together. Not shows a negative meaning.

Your student should pick one Decodable Practice Reader (online only) to practice reading homophones. If more practice is needed, have your student read the other Decodable Practice Reader at another time.

“Living Through a Natural Disaster” is about extreme weather. However, you have learned about all kinds of weather. You have also thought about a time when weather affected or changed your life. You wrote a list of experiences in your ELA Journal.

Now you will begin the process of writing an informational essay about a time weather affected you.

Good writing begins with a plan. Sometimes, writers use an outline to focus their writing. An outline is a written plan for a piece of writing. By creating an outline, a writer organizes his or her main ideas and details before starting to write.

You’ve seen an example of an outline in this lesson. Think about the table of contents at the beginning of the text. The table of contents is a brief outline for readers. It shows how the information in the text is organized.
A writing outline lists main ideas. The ideas are listed as main points. Below each point, important details are listed that support the point.

On pp. 4–5 of the text, the author writes about extreme weather. This is the topic of her writing. The main idea is that extreme weather is unpredictable and dangerous. She supports her main idea with three examples: cyclones, rainfall, and drought. She presents these with text and illustrations.

An outline of these two pages would look like this:

- Extreme Weather
  - tropical cyclones
  - extreme rainfall
  - droughts

After introducing the topic of extreme weather, the author then writes sections about a particular cyclone, rainfall, or drought event.

Glance through the section about Cyclone Tracy (pp. 6–12). Notice the subheadings. These describe one small part of the whole story of Cyclone Tracy. Cyclone Tracy is the main topic. The author has broken the whole story into parts. Each subheading represents one of those parts.

Here is an outline shows how the subheadings are ordered. Notice how they follow a timeline, beginning with the disaster.

- The Story of Cyclone Tracy
  - A Night of Destruction
  - A Morning of Devastation
  - Coping With the Chaos
  - Darwin Today

This kind of outline can help you plan your writing. As you create an outline, you can begin with your topic or main idea and then list key details. Or you may find it useful to split your topic into parts and create subheadings. As the writer, the choice is yours!

Earlier in the lesson, you were asked to brainstorm weather events that affected your life. You created a web organizer listing descriptive details about this weather event.

You are going to plan and write an essay describing this event. To plan, create an outline of your main ideas and details. Look over your web, and think about the following questions:

- How will you introduce the event to your reader? What facts and details will grab a reader’s attention?
- Can you think of ways to group or categorize your details about that weather event? You will need at least two main categories. Remember that these can include ideas such as definitions, causes, effects on people, or effects on the environment.
• How would you conclude your piece? What is your main idea, and what final thought do you want your readers to remember?

You may use your ELA Journal or a graphic organizer to record your outline. You need to plan for an introductory paragraph, two body paragraphs, and a concluding paragraph. Make sure you have all these parts. As you plan, think about sights, sounds, smells, tastes, and feelings you can describe. These details will help your reader share your experience.

Work with your Learning Guide to create or fill in an outline in your ELA Journal, on a computer, or on a tablet.

**TEACHING NOTES**

Your student may benefit from watching this BrainPOP movie: Outline (03:55) on the fundamentals of making an outline.

Now you have practiced skills for finding main ideas, details, and cause-and-effect relationships. You have begun planning your weather essay by crafting an outline of your ideas. Next, you will reread parts of the text and continue practicing your informational reading and writing skills.
Surviving a Natural Disaster - Part 5

Objectives
- To use multiple skills to comprehend an informational text
- To plan, produce, and publish an informative essay

Books & Materials
- Living Through a Natural Disaster by Eve Recht
- ELA Journal
- Computer
- Web Graphic Organizer
- Sticky notes

Assignments
- Read the poem “Tornado Season” by Adrien Stoutenburg.
- Read “Living Through a Natural Disaster” by Eve Recht.
- Take notes from a text.
- Complete a Web Graphic Organizer.
- Complete a Cause-and-Effect Chart Graphic Organizer.
- Complete a Three-Column Chart Graphic Organizer.
- Plan, write, revise, and publish an informational essay.
- Complete a set of verb exercises.
- Complete a set of homophone exercises.

LEARN

You have read the entire text of “Living Through a Natural Disaster.” Today, you will use the information and skills you studied in the other lessons. You will become an informational writer as you use your skills to draft your essay.

To start, glance through “The Story of Cyclone Tracy.” Search for answers to the following question:

- What are some scientific causes of cyclones?

TEACHING NOTES

Your student should find information on p. 7: *moist air moves into low-pressure areas; thunderclouds build up; strong winds begin to rotate around the center of the storm.* Point out that these are causes of cyclones, not effects.

You have found causes for cyclones. How can you record and organize this information? A Web Graphic Organizer can be useful to record scientific ideas such as the causes of cyclones, floods, and droughts. In a previous activity, you used this kind of web to record what caused the Huang He flood.
Look at this completed web for causes of Cyclone Tracy.

![Scientific Ideas Web](image)

Notice that the question, *What caused Cyclone Tracy?*, is written in the middle oval. Causes are in the outside ovals.

Now create a web organizer to answer this question:

- What caused droughts in Central America?

### TEACHING NOTES

Guide your student as necessary in filling out the Web Graphic Organizer. Encourage him or her to work independently. Clarify misconceptions as needed. Web information should include El Niño winds, rainforest destruction, less rain, and high heat.

Now discuss the following questions with your Learning Guide:

1. How did Costa Rica respond to the disaster?
2. What can scientists and governments do with this knowledge?

### TEACHING NOTES

Answers should include:

1. Costa Rican officials limited the disaster’s effects by controlling water and teaching people about fire prevention.
2. They can create plans to make sure the people have enough food and water to survive a drought.
As an extension of this activity, have your student create a cause-and-effect chain in his or her ELA Journal using information from the text about climate change from the text box on p. 31. Use sticky notes, and have your student practice reordering the events in the correct cause-and-effect chain.

Last time, you began planning your essay. You wrote an outline describing how a weather event affected your life.

Now you are going to write sentences for each of your outline ideas. This is only a rough draft of your essay. You will have time to revise it later.

Write a question as an introduction to catch the reader’s attention. The next two sentences clearly state what the essay will be about.

The next two paragraphs should fill in the details of the weather. Describe to the reader what happened, and include facts and details. Then, write a final paragraph that concludes your essay, and give a final thought about the weather.

If you need to revise your outline while you are writing, that is okay. Good writers revise their ideas to make them clear. Review your outline with your Learning Guide. Now get to writing!

**TEACHING NOTES**

Be sure your student understands the purpose and paragraph structure of the essay. Review and discuss your student’s outline. Ask guiding questions to help your student refine the topic, main ideas, or details. Ask what sensory details your student will add to make the experience more real for the reader.

When you are ready, draft your essay in your ELA Journal or on your computer. Remember that a first draft is a time for building your ideas and making changes. You may begin with one focus for your topic and then realize as you write that you want to change it.

**TEACHING NOTES**

Allow sufficient time for your student to draft the weather essay. Assist him or her with drafting as needed. Use guiding questions to help your student focus on and develop main ideas. Encourage him or her to include sensory details. Reassure your student that the writing is not expected to be perfect; drafting is merely the next step of the process.
Remember: Writing is a process! Keep thinking about how to add more details to your essay. Next time, you will revise and edit your work. You will also use your knowledge of text features to add a text feature of your own to your essay.

✔️ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
## Surviving a Natural Disaster - Part 6

### Objectives
- To use multiple skills to comprehend an informational text
- To plan, produce, and publish an informative essay

### Books & Materials
- *Living Through a Natural Disaster* by Eve Recht
- *How Big? How Strong? Hurricanes and Earthquakes* by Nia Stein
- Computer

### Assignments
- Read the poem “Tornado Season” by Adrien Stoutenburg.
- Read “Living Through a Natural Disaster” by Eve Recht.
- Take notes from a text.
- Complete a [Web Graphic Organizer](#).
- Complete a [Cause-and-Effect Chart Graphic Organizer](#).
- Complete a [Three-Column Chart Graphic Organizer](#).
- Plan, write, revise, and publish an informational essay.
- Complete a set of verb exercises.
- Complete a set of homophone exercises.

### LEARN

Today, you will revise and publish your weather event essay. But first, you will practice reading aloud with your Learning Guide. Then, you will learn about words that sound the same but have different meanings. You will also be using text features to answer questions about a new text. Finally, you will polish and publish your essay.

Listen as your Learning Guide reads the page about “International Aid Organizations” from “Living Through a Natural Disaster.” Pay attention to the speed and smoothness of the reading. Note places where your Learning Guide pauses for punctuation marks.

Now, it's your turn to read aloud for your Learning Guide.

Reread “International Aid Organizations.” Remember to say words clearly and with correct pronunciation. Keep your reading smooth and at a pace that isn't too slow or too fast. Use your voice to read with expression. Pause for punctuation.

When you're finished, discuss how well you read with your Learning Guide.
LEARN

Today, you will revise and publish your weather event essay. But first, you will practice reading aloud with your Learning Guide. Then, you will learn about words that sound the same but have different meanings. You will also be using text features to answer questions about a new text. Finally, you will polish and publish your essay.

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When you’re finished, discuss how well you read with your Learning Guide.

On this page, you read some words that belong to a special group called *homophones*. Homophones are words that sound alike but have different spellings and meanings.

You know the word *not*. *Not* is used to form a negative phrase. But what about *knot*? *Not* and *knot* sound the same but have different meanings and spellings. A *knot* is a way of tying things together. It is also a way to measure speed when traveling on water.

Here are more homophone examples: *write/right, one/won, two/to/too, I/eye*. Discuss the meaning of these words with your Learning Guide. Point to different homophone sets, and use the words in sentences.

In “International Aid Organizations,” you read the word *roles*. Do you know another word that sounds like *roles* but is spelled differently and means something different? How about bread *rolls* you can eat?

There are more homophones in this text and in other unit texts.

- *plains* (p. 13): *Plains* are flat stretches of land. The word sounds like *planes*, which means “more than one plane.”
- *week* (p. 17): *Week* is a period of seven days. The word sounds like *weak*, which means “without strength.”
- *maize* (p. 22): This word for corn sounds like another word, spelled *maze*. A *maze* is a confusing arrangement of paths. Have you ever worked on a maze puzzle?
- *weather*: Do you know the word *whether*? Think about this sentence: I don’t know *whether* to wear a sweater or a coat. How is the word *weather* different from the word *whether*?

What are the different meanings of these homophone pairs? *Tail/tale, pole/poll, bare/bear*. Tell your Learning Guide.
Assist your student with determining the different meanings of homophone pairs as needed. Some additional pairs to discuss include flair/flare, deer/dear, see/sea, dew/due, vary/very, residence/residents, our/hour, passed/past, lessen/lesson, steal/steel, and their/there.

PUTTING IT ALL TOGETHER

Great readers read fluently. When you read fluently you read accurately, with expression, with phrasing and at the correct pace.

Fluent readers will:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

To do all of these things you must think about the text, practice reading it, and then reread it again and again! The more you read, the better you get! Not only will your fluency improve, but you also get a better understanding of what you read.

Watch this video to listen how your fluency will improve when you reread over and over. The girl in the video read the same paragraph many different times. Each time she read the paragraph, she became more accurate, more expressive, read with better phrasing, and read at a better pace.

Please go online to view this video ▶

Now you will practice reading the sentences in the video below. You will practice reading accurately, with expression, with phrasing, and at the correct pace. You will practice rereading to improve your fluency.

Please go online to view this video ▶

Take a look at the Fluency Rubric to see how a good reader reads with fluency.

Now you will practice reading from Living Through Natural Disaster. Turn to p. 31. Practice reading p. 31 to warm up. Now your Learning Guide will see how many words on the page you can read in one minute. Each time you reread, you should have better fluency with the page. Happy reading!
Discuss all four things great readers do to read with fluency in both fiction and nonfiction texts.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Watch the first video to listen how fluency will improve when a person rereads.

Have your student practice fluency by reading along with the second video from 1:44 to 3:17.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to Living Through Natural Disaster and turn to p. 31. First, have your student read p. 31 once through as a warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases.

Now time your student reading the page for one minute. Your student should get faster each time he or she reads the page. Your student should be reading at a reasonable pace to make meaning of the text. Your student should be able to read more words each time.

After reading the passage two times, look at the Fluency Rubric and discuss how your student did. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric again. If your student is struggling, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. Have your student read along. After reading with the audio, have your student practice reading independently.

You have studied several texts that explain scientific ideas through text and text features. Now you are going to read an article and use your skills to explain how text features help readers.

Read “How Big? How Strong? Hurricanes and Earthquakes,” and answer the following questions.
USE FOR MASTERY

Use the words to fill in the blanks. Not all answer choices will be used.

Based on text features in the text, hurricanes hit Florida in [ ] and [ ] in 2004. They came from the [ ] and the [ ]

How does the chart help the reader better understand what happened in California in 1994 and Alaska in 1964?

- The earthquakes in California and Alaska measured between 6 and 6.5 on the scale. This means that they were strong and probably caused big damage.
- The earthquakes in California and Alaska measured higher on the scale. This means that they were really strong and probably caused major damage.
- The earthquakes in California and Alaska measured between 4 and 5 on the scale. This means that they were somewhat strong and probably caused some damage.
- The earthquakes in California and Alaska measured lower on the scale. This means that they were really weak and probably caused no damage.
Now, it's time to revise your rough draft of your essay about a weather event.

Add an illustration with a text box that has a fact, definition, or detail about the kind of weather you experienced. You may create the illustration by hand, find one online, or create a computer-generated illustration. Talk with your Learning Guide about which way will work best.

Remind your student that the illustration needs to include both a picture, which can be a photograph, drawing, or map, and a text box with written details. Discuss with your student what kind of illustration might best support his or her weather event.

Next, reread your draft and think about the following revision questions:

- Do I include details using my senses?
- Do I use linking words to connect ideas?
- Are my sentences all the same structure, or do I have a variety of sentence types?
- Do I have extra details or information that I should remove because they don't help a reader understand the event and how it affected me?

Make any changes and discuss them with your Learning Guide.
Once you are happy with your essay, edit your work.

- Look at your verbs. Did you write your essay in past tense? Do you have irregular verbs that are spelled correctly?
- Are spelling, capitalization, grammar, and punctuation correct?

With the help of your Learning Guide, use the spell check and grammar tools to help you edit your writing. Share your finished essay with your Learning Guide.

MORE TO EXPLORE

Look at a video (03:06) that explains how weather is forecasted. Some of the information should be familiar to you by now. Look for new facts, definitions, or details that support the big idea that forecasting the weather is complex and important. After watching, think about a topic in the video you would like to learn more about. Discuss this with your Learning Guide.

Please go online to view this video ▶

Congratulations! You have finished the unit. You improved your informational reading and writing skills. You understand difficult scientific ideas and relationships. You took notes and wrote several informational pieces. The skills you practiced will help you read and write informational texts in the future with more success and confidence.

TEACHING NOTES

If you have a preferred reading assessment platform, such as www.raz-kids.com, assess your student’s reading ability at this time. You may choose to take one or more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
Unit Quiz: Evidence Matters!

Please go online to view and submit this assessment.
Unit 5 - Learning from the Stories of Our Elders
LEARN

LEARN ABOUT...

WHAT IS STORYTELLING?

Throughout this unit, you are going to be reading stories that show the power of storytelling. What is meant by storytelling, and why is it important in history? Before you read the first story, Knots on a Counting Rope, take a minute to learn about the genre of storytelling by reading this article titled “History of Storytelling.” As you read, think about what examples of storytelling you have in your family.

After reading, you should be able to answer these questions. Discuss your responses with your Learning Guide.

1. What does oral tradition mean?
2. Why are stories important?

TEACHING NOTES

Your student has been assigned an article about storytelling because throughout this unit your student is going to be reading fictional stories that are related to oral tradition and the genre of storytelling. As your student reads the article, discuss with your student examples of oral traditions he or she is familiar with.
After reading the article, your student should be able to answer the following questions.

1. What does oral tradition mean? (Oral tradition means that stories that have been passed down by being heard and retold.)
2. Why are stories important? (Stories can teach us lessons, history, and values and can also entertain us.)

You are going to begin reading a story called *Knots on a Counting Rope*.

As you read, think about the following questions:

- Who are the characters in the story?
- How do the characters share stories?

In the *Text Collection, Volume 2, Unit 3*, read pp. 5–11 of *Knots on a Counting Rope*.

### TEACHING NOTES

Make sure your student understands the concept of metaphor. The counting rope stands for passing time and the Boy's growing confidence. The story should not be taken as an authentic representation of Native American culture.

Guide your student in reading pp. 6–11 of *Knots on a Counting Rope*. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Explain that the rate at which people read refers to how fast or slowly they read. Remind your student that reading at the proper rate helps keep the listener interested. Have your student follow along with you as you read aloud pp. 6–7 in *Knots on a Counting Rope*. Model reading at an appropriate rate. Have your student read the same passage aloud, stressing appropriate rate. Monitor progress and provide feedback.

If your student struggles to read at an appropriate rate, have him or her listen to a recorded book as a model and then practice reading along with the tape. If your student reads too quickly, encourage him or her to read to a partner who stops him or her when he or she starts reading too quickly. Have your student practice several times.
After reading the story, discuss it with your Learning Guide. Describe the characters and how they share knowledge. Then, write answers to the following questions in your ELA Journal:

- Who are the main characters?
- What knowledge do you think the Grandfather is sharing with the Boy?
- Why was the Grandfather "heart-pounding afraid" when he rode to get the Boy's grandmother?

**TEACHING NOTES**

Your student should identify the characters as the Grandfather and the Boy. The Grandfather shares his knowledge with the Boy by telling him the story of his birth, and the Boy responds by telling the parts of the story he knows and by asking questions. One possible response to the final question is that the Grandfather was afraid that he would not make it back with the grandmother before the Boy was born.

**VOCABULARY**

**WORD SOLVING STRATEGY: MOOD AS CONTEXT CLUES**

You have learned that authors use many different types of context clues to help readers figure out the meaning of new words. You have also learned and practiced many different strategies for solving the meaning of new words as you read. Today, you will learn about another kind of context clue and word solving strategy. This strategy is called "Mood as Context Clues." Mood is the way a text feels or makes the reader feel. Watch this video to understand more about mood.

Here is an example from Knots on a Counting Rope. Look at p. 7 and find the word strange. Now look at the mood of that sentence. The mood is slightly scary and dark. You can tell this because of the words dark and night. This clues the reader in that the word has a negative feeling. You can use that mood and other words in the sentence to guess that strange means out of place or not normal. Then, if you check your definition with the sentence by replacing the word strange with not normal, the sentence still makes sense.

Now reread pp. 6-9 of Knots in a Counting Rope and practice using this strategy to figure out the meaning of these words. Complete the Mood as Context Clues Chart in your ELA Journal and show your work to your Learning Guide.

- heart-pounding (p. 8)
- howling (p. 9)
- frail (p. 9)
Mood as Context Clues Chart

<table>
<thead>
<tr>
<th>Word</th>
<th>Mood of the Paragraph</th>
<th>Sentence Level Connections</th>
<th>Did you use the picture?</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>heart-pounding</td>
<td>tense, scared</td>
<td>“Were you afraid?” “Yes, I was afraid”</td>
<td>No</td>
<td>to be so scared or nervous that your chest hurts and your heart rate is higher than normal.</td>
</tr>
<tr>
<td>howling</td>
<td>calm</td>
<td>“wind stopped howling,” “storm was over,” “night became as quiet as soft falling snow.”</td>
<td>No</td>
<td>screaming</td>
</tr>
<tr>
<td>frail</td>
<td>sad, scared</td>
<td>“you were not strong,” “sick and frail,” “we thought you would die.”</td>
<td>Yes</td>
<td>weak from being sick or small</td>
</tr>
</tbody>
</table>

When you are done, add these new words to your word wall and add “Mood as Context Clues” to your Word Solving Strategies Chart from Unit 1.

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**TEACHING NOTES**

Help your student locate each word and read the sentence. Then your student should look at the pictures, determine the mood, use the following sentence-level connections, and produce a chart similar to the one below. The mood often changes from paragraph to paragraph, so be sure to direct your student’s attention to the paragraph containing the new vocabulary word.
When your student is done, ask him or her to add new words to the word wall and add this strategy to his or her Word Solving Strategies Chart from Unit 1. Encourage your student to use words from the word wall when writing or speaking.

EXPLORE POETRY

Like stories, poems have characters and a central message. Poems use rhythmic language and are broken up into sections called stanzas.

Read the poem "Where Would You Be?" on p. 60 in the Text Collection, Volume 2, Unit 3, Poems. Look for clues about the central message as you read. Think about how each stanza supports the poem's central message. Discuss the poem with your Learning Guide.

As your student reads the poem, encourage him or her to think about the central message. Tell your student that he or she might need to read the poem more than once.

After your student has read the poem, ask him or her to identify the central message. Your student might say that the central message is asking the reader to consider whether he or she prefers to be safe and comfortable or adventurous like the speaker.

FUNCTION OF NOUNS

Nouns are words that name a person, place, or thing. The subject of a sentence is usually the person, place, or thing that the sentence is about.

To find the noun in a sentence, look for the verb and think about what or who is performing the action described.

Look at the following sentences:

- The turtle crawled slowly out of the pond.
- The turtle ate some grass.

In these sentences, turtle is the subject. This noun tells what the sentences are about. Pond and grass are the other nouns that describe things in these sentences.
Read these sentences and find the nouns.

- The cat is black.
- My backpack is on the table.
- Mr. Robins lives in the house next door.

TEACHING NOTES

Describe nouns for your student as words that describe a person, place, or thing. List a few nouns for your student—bear, pencil, Montana, and doctor.

Point out to your student that in a sentence, the noun usually acts as the subject. Remind your student that the subject of a sentence is what the sentence is about. Say a simple sentence to your student, and ask him or her to think about the subject of the sentence.

Have your student write two sentences and underline the nouns in each.

OPINION WRITING

An opinion is a belief, judgment, or point of view. Opinions should be supported by reasons. In the story you read earlier, the Grandfather was offering his opinion on what took place. When you write about your opinions, you should include the following things:

- a clear statement of topic and opinion.
- reasons for your opinion supported by details and facts.
- a structure that groups information in a way that makes sense.
- words and phrases that show reasons for your opinion.
- a concluding statement linked to the opinion.

TEACHING NOTES

Explain to your student that a person's opinion about something can also be called his or her point of view. Explain to your student that different people can have different points of view about the same issue or topic.

You are going to select your favorite text from those you have read this year and write an opinion of it. You might need to skim these texts again to help you choose. These are the texts you have to select from:

- Case of the Gurgling Garbage
- Treasure in the Trees
A fact is something that can be shown to be true. When you write your opinion, your goal should be to support your opinions with reasons. Reasons that support an opinion help convince your readers to agree with your opinion. Even though an opinion cannot be shown to be true, it should be supported with reasons. Reasons that support an opinion help convince your readers to agree with your opinions or that your opinions are valid.

Now, you are ready to write! Write a paragraph about your favorite text from this year. Be sure to use the elements you learned earlier in this lesson when you write your opinion paragraph. When you finish, have your Learning Guide read your opinion paragraph and discuss it with you.

### TEACHING NOTES

After your student has completed his or her paragraph, read the paragraph to yourself. Discuss the paragraph with your student. Look for the following elements in the paragraph:

- a clear statement of topic and opinion
- reasons for the opinion supported by details, facts, and quotations
- an organizational structure that groups information in a way that makes sense
- words and phrases that link reasons to the opinion
- a concluding statement related to the opinion

Go over each of these elements with your student, and have your student show you each of these elements in his or her writing. If any of the elements are missing, help your student revise the paragraph to include them.

### ANOTHER WAY

**WRITE AN OPINION PIECE**

You are going to be writing an opinion piece stating which text you read this year is your favorite and why. The purpose of an opinion piece is to clearly state your opinion (or belief) and support it with facts and details. Your goal is to provide strong enough facts and reasons to convince your reader to agree with you.
Begin by identifying which of the texts is your favorite and then brainstorm the reasons you feel that way. Be as specific as possible and use text evidence to support your opinion. For example, if you chose *The Case of The Gulping Garbage* as your favorite text, one reason you might give is the story was suspenseful and kept readers guessing what’s in the garbage.

You can use a web to gather your reasons. Once you know your opinion and have gathered your facts and reasons, you can write your paragraph. Share your completed paragraph with your Learning Guide.

**TEACHING NOTES**

Your student has been asked to write an opinion paragraph explaining which of the texts read this year is his or her favorite and why. Your student should first decide which text he or she identifies as his or her favorite. After identifying the text, your student can brainstorm reasons he or she likes this text. If your student is struggling to identify specific clear reasons, help your student go back into the text and identify reasons. Direct your student to avoid words like *good* and *enjoyable* and instead use words like *suspenseful* and *engaging*, and to provide specific sections that illustrate their reasons.

After identifying the reasons, your student is ready to write his or her paragraph. If your student is having trouble writing the paragraph based on his or her web, provide your student with a Web B Graphic Organizer. Help your student complete the organizer.

**PHONICS**

**PRACTICE: VOWEL PATTERN AND SYLLABLE PATTERNS**

Play “Pack Up the Skills” to review phonics and practice vowel patterns and syllable patterns! You can play these games anytime throughout this unit.

To play, look carefully at each box. Click or tap on each picture to hear the word that goes with that picture. Drag each box under the tube that makes the most sense. Click or tap “ready” to send the boxes on their way.

**TEACHING NOTES**

Play the game “Pack Up the Skills” with your student to review vowel patterns and syllable patterns. This activity can be broken up and completed over a period of days.

Syllable and vowel patterns can be difficult concepts for children. Your student can repeat and play a zone again depending on your student’s needs. Note any difficulty your student has while completing the task and review as needed.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.

FLUENCY

READING WITH PHRASING

Great readers read with phrasing. When readers read word-for-word, they sound like robots. That is not fluent reading. Fluent readers group words together into units to read together. This is called phrasing. Phrasing is especially important when reading poetry.

Watch this video to listen to a girl reciting a Shel Silverstein poem. Notice how she recites the poem in phrases.

Rules to follow when reading with phrasing:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.
4. In poetry, phrases stop at the end of a line.

Now you will practice reading a Shel Silverstein poem. To read with phrasing, put your fingers on either side of two to three words. Read those words, then move your fingers to the next group of words. Don't forget to change your tone when you see interesting or important words so that you are reading with expression. Always stop the phrase at the end of each line in the poem.

Read the following poem, "Magical Eraser," three times.

"Magical Eraser"
She wouldn't believe
This pencil has
A magical eraser.
She said I was a silly moo,
She said I was a liar too,
She dared me prove that it was true,
And so what could I do—
I erased her!

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you will practice reading the poem “Where Would You Be?”

Practice reading the poem one time through. Notice how your phrases should end at each line, as well as following the other phrasing rules. After reading the poem, talk with your Learning Guide about any words that were tricky for you while reading. Talk about things you looked for when reading with phrasing.

Your Learning Guide will record you reading the poem three more times. When you are finished, listen to the recording of your reading and look at the Fluency Rubric with your Learning Guide.

Discuss with your student how reading with phrasing helps with reading fluency, because it makes reading sound smooth.

Watch this video to listen to a girl reciting a Shel Silverstein poem using phrasing. Discuss the phrasing she used.

Have your student practice reading the Shel Silverstein poem “Magical Eraser.” After reading one time through, discuss any words your student made a mistake on. Praise your student if he or she self-corrected a mistake. Praise your student if he or she used phrasing and the strategy of putting his or her fingers around groups of words to help. If your student is having a hard time with phrasing, have your student watch this video and follow along with the boy as he reads the poem. This will give your student an example of phrasing.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Now go to the poem “Where Would You Be?” Have your student read the poem one time through and discuss mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student if he or she reads with phrasing. Discuss what your student looked for when phrasing (grouping two or three words, ending punctuation, quotation marks, looking for the end of a line).

If your student did not read with phrasing, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of phrasing.
Now you will record your student reading the poem three more times. To do this, you can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, listen to the recording together. Discuss how each time your student reread the poem, it sounded smoother and smoother. Look over the rubric and discuss how your student did.
# Reading About Characters’ Perspectives - Part 2

**Objectives**
- To describe characters and how their actions communicate experience
- To write an opinion essay

**Books & Materials**
- *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault, in the Text Collection
- ELA Journal
- Computer
- Three-Column Chart
- High Frequency Word Cards
- Index Cards
- Dictionary

**Assignments**
- Read *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault.
- Read the poem “Where Would You Be?”
- Complete a Word Meanings Chart about word meanings.
- Create a Character Web.
- Write an opinion.
- Think about how the central message, or lesson, in a story is shown through key details in the text.

## LEARN

### GRAMMAR

**LITERAL AND NONLITERAL MEANINGS OF WORDS**

**Step 1**

You have been reading to understand details about a topic. You can break down sentences to think about what effect words and phrases have on the meaning of a sentence. You can think about the way an author uses nonliteral language to make a story more vivid.

Read this sentence from *Knots on a Counting Rope*.

> Yes, Boy, it was whipping up sand as sharp as claws, and crying like a bobcat, “Boy-eeeeeee! Boy-eeeeeee!”

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

This sentence is about what the wind was doing on the night the boy was born. This sentence can be confusing at first. Why do you think it could be confusing?
Your Learning Guide has divided this sentence into chunks. Which chunks seem to be about animals instead of the wind? Pull those chunks out of the sentence.

Authors choose words and phrases for effect. Sometimes an author wants you to get a vivid picture in your mind when you read. One way to do this is to use nonliteral language. When words are nonliteral, their meaning goes beyond the dictionary meaning. Many times, nonliteral language makes a comparison between two things.

Look at the first chunk you pulled out. Read it aloud. What two things are the authors comparing? Why is this an example of nonliteral language?

What do you picture when you read this chunk? How does the comparison help you understand what it was like outside the night the boy was born?

Look at the other two chunks. Here the authors are making a different comparison. What two things are the authors comparing? Why is this an example of nonliteral language?

What kind of sound do you think the wind was making? Can you make that sound? How does the comparison help you understand what the night was like?

Put the chunks back in the sentence. Read the sentence again. What kind of night are the authors describing? How does the nonliteral language in this sentence help you understand how the boy’s family felt the night he was born?

You can see that the authors use nonliteral language for effect. Nonliteral language appeals to your five senses. Nonliteral language can help you create strong pictures in your mind when you read. In this sentence, you can picture what the sand feels like. You can picture what the wind sounds like.

Nonliteral language can sometimes be confusing at first. What can you do when you read a phrase that seems to be nonliteral language? How will this help you understand what you read?

**Step 4**

Look again at today’s sentence. The nonliteral language makes it more vivid.

The authors could have written something like this:

> Yes, Boy, it was whipping up sharp sand and making loud sounds.

This doesn’t help you picture the night, though. The authors used nonliteral language to wake up your senses and help you really picture the night.

You can use nonliteral language when you write. Nonliteral language can help you create strong descriptions.

Look at this sentence:

> The snow fell gently under a large moon.
How can you add nonliteral language to make this sentence stronger? Rewrite the sentence using nonliteral language to describe the snow and the moon. Your nonliteral language should make comparisons.

Then, tell your Learning Guide how the nonliteral language you added makes the sentence more vivid. How does your sentence help a reader really picture the scene?

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Yes, Boy,
- it was whipping up
- sand as sharp as claws,
- and crying
- like a bobcat,
- “Boy-eeeeeeeee!
- Boy-eeeeeeeee!”

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means the wind was loud and scary the night the boy was born.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see a comma and quotation marks. This shows me where Grandfather is saying what the wind sounds like. The words the wind is saying are like dialogue.
- I see the word “and.” It is a coordinating conjunction. It connects words in a sentence. It is connecting the things the wind was doing.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions:

- What kind of punctuation do you see?
- Do you see a conjunction? What kind? What does it do?

**Step 3**

_Possible response:_ Because it looks like the grandfather is describing animals instead of the wind

Your student should pull out these chunks:

- sand as sharp as claws,
- and crying
- like a bobcat,

Answer: sand, claws; the sand doesn't really have claws

_Possible response:_ I picture the sand cutting someone when they try to walk outside. This helps me understand how scary it was outside because we don't think of sand being sharp but if the wind is moving it fast it can hurt people.

Answer: the wind, a bobcat; wind can't actually cry

_Possible response:_ I think it was making a loud scary sound like an animal. This helps me understand what the night was like because I think the sound was scary. Bobcats are dangerous, and the wind sounded like a dangerous animal.

_Possible response:_ They are describing a dangerous night. The nonliteral language makes scary images, so this helps me understand they were worried and scared.

_Possible response:_ I can slow down and think about what comparison I see. I can think about why the author chose that comparison. This will help me form a picture in my mind and understand what I am reading.

**Step 4**

Your student might write something like: The snow fell like white confetti under a moon as round as cream pie.

If your student struggles to write the sentence, have your student brainstorm each comparison separately. You can ask questions like, “What do you think snow looks like when it falls gently?” Help your student record some ideas. Repeat this for the moon. Then have your student rewrite the sentence by incorporating the two comparisons.

_Possible response:_ It makes it more vivid because I am making strong pictures for the reader. The comparisons help the reader understand what the snow and the moon look like.

**Extension**

You might extend the above activity with your student by doing the following:
Read this sentence to your student:

Yes, Boy, it was whipping up sand as sharp as claws, and crying like a bobcat, "Boy-eeeeee! Boy-eeeeee!"

Then say, “This sentence shows how you can use nonliteral language for effect. Instead of just saying that the sand was sharp and the wind was loud, the authors use nonliteral language to make comparisons. The comparisons appeal to the reader’s senses of sight and hearing. The comparisons help the reader really picture how scary the night was. Nonliteral language helps make sentences more interesting and meaningful.”

Say, “Today you revised a sentence to add nonliteral language. This made the sentence more vivid and interesting. You can do this with your writing, too.”

Have your student look back to writing he or she has done for one of the units in this course. Have your student select a sentence to which he or she can add nonliteral language making comparisons.

Have your student close his or her eyes. Read your student’s sentence aloud and ask your student to picture the scene in his or her mind. Ask your student to really try to see what the sentence is about.

Then have your student use what he or she pictured and point out where he or she can add one or two instances of nonliteral language. Have your student then use this to brainstorm comparisons he or she can make. Then have your student select the strongest comparisons and revise the sentence to add them.

Have your student read the new sentence aloud and compare it to the old one. Ask, “How did adding nonliteral language make your writing stronger?”

Possible response: It says exactly what I want a reader to picture. It is more interesting to read.

Have your student tell you when he or she can revise his or her writing to add nonliteral language. Possible response: I can do it when I want to use comparisons to help the reader picture something I see in my mind.

Last time, you read the beginning of Knots on a Counting Rope. You learned that a boy is listening to his grandfather tell the story of the boy’s birth.

Today, you will think about how the central message, or lesson, in a story is shown through key details in the text.

Think about what you learned about the Boy in your reading last time. He was sick, but he would
have strength. As you read these pages, think about the following questions:

- What details explain how the Boy experiences the world?
- What do these details tell you about the Boy?

In the Text Collection, Volume 2, Unit 3, read pp. 12–16 of Knots on a Counting Rope.

ANSWERS

- He feels the light of morning, he hears the sunrise in birds’ songs, he feels the touch of the sky (all on p. 14), and he could feel the happiness of the rainbow (p. 16).
- The Boy is blind—he cannot see any of these things because there is a “dark curtain” in front of his eyes (p. 13).

After reading the story, discuss it with your Learning Guide. Describe the key details in the text. Think about the central message. Talk about how the key details support the central message. Then, write answers to the following questions in your ELA Journal:

- What do you think the Boy means when he says that he has already crossed some of the dark mountains? Why does the Grandfather tell him that dark mountains are all around us?
- What do you think is the central message, or lesson, of the text?
- How do the key details support the central message?

Discuss the answers to these questions with your Learning Guide. Show your Learning Guide the details in the text that support the answers to your questions.

POSSIBLE ANSWERS

- The Boy has already crossed some of the dark mountains because he has lived through the danger of nearly dying when he was born (p. 10) and has had to deal with being blind.
- The central message is that even someone who cannot see can overcome trials and live a full life.
- Details supporting this message are the fact that the Boy has grown stronger (p. 12) and felt happiness, as he does in the morning (p. 14) and did when he felt the rainbow when his horse was born (p. 16).
INFERRING THE CENTRAL MESSAGE (THEME)

Good readers infer to understand the central message in a story. The central message of a story is also called the theme, moral or lesson. Good readers understand that the central message in a story is inferred from important key details in the text. The important details that help a reader infer a story's theme include the characters' traits and how the problems in the story were solved.

As you infer the central message from Knots on a Counting Rope, think about the Boy and his character traits. How would you describe the boy based on his actions and dialogue from the text? Remember, good readers infer when they combine what they already know with evidence from the text.

You will use the Theme Worksheet to help you think about the theme in the story and organize your thoughts. List a few character traits of the Boy on the worksheet. List some of the problems he had to overcome. Think about the theme that relates to those traits and challenges.

Would you describe the Boy as happy? Strong? Why? Now think about the problem in the story. What was the problem the Boy faced? How did he handle this problem? Was he afraid or strong? What evidence in the text makes you think the Boy was strong and courageous? The text tells us he learned to overcome his blindness.

In the future as you infer the central message in a story, think about character traits and how characters solve problems. Remember that themes are universal: many stories have common themes of courage, hope, perseverance, honesty, and friendship.

Help your student recognize that the Boy remains happy and strong as he overcomes his biggest challenge, blindness. Help your student use the Theme Worksheet to think about the theme in Knots on a Counting Rope and organize his or her thoughts. Help your student identify these key character traits and challenges in the plot so that your student can infer that courage is the central message of the story.

If filling identifying the central message of this text is challenging, answer the following guiding questions to uncover the key details of the text. These details will help you discover the central message.

- Who are the characters?
Some words have meanings other than the meaning found in the dictionary. The dictionary meaning of the word is its literal meaning. The meaning other than the dictionary definition is the nonliteral meaning. To understand a story, you need to be able to understand the nonliteral meanings of words.

In a moment, you will fill out a Three-Column Chart showing the literal and nonliteral meanings of words and phrases you find in the text.

But first, you and your Learning Guide will talk about how to fill in your chart.

Help your student fill in the graphic organizer. Have your student look at the phrase dark mountains on p. 13 of Knots on a Counting Rope. Write dark mountains in the first column. Next, explain that you know that mountains are large landforms and that dark means "without light." Write that in the middle column.
Ask your student what he or she thinks the phrase means in the context of the story. Guide your student to the response that in the story, dark mountains refer to difficult hurdles in one’s life. Write this in the third column.

Included is an example of what the chart looks like with one line filled in.

<table>
<thead>
<tr>
<th>Word Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word or Phrase</strong></td>
</tr>
<tr>
<td>“…you rode like the wind.”</td>
</tr>
</tbody>
</table>

Help your student look through the text to find other examples of words or phrases that have nonliteral meanings. Have your student fill out the chart.

**OPINION WRITING**

Opinion writing can have several purposes. Opinions can be written on almost any topic.

Let’s look at different examples of opinion writing:

- To persuade people to do something such as recycle or help clean up a community park
- To persuade people to stop doing something such as building a mall in a nearby forested area
- To express a point of view about a topic such as whether or people should walk their dogs on a leash
- To express an opinion about a book or a movie

When you write an opinion based on a text, you will first read the text closely to understand the key ideas. You can form an opinion based on your understanding of the text. The reasons that support your opinion should be linked to the text. You should include specific events and details from the text.

Before you begin writing your opinion, you should develop a plan for your writing. Think about the following questions before you write:

- What is my opinion about the text?
- How can I express my opinion clearly to my audience?
- What reasons might I give to support my opinion?
- What details from the text can I use to support my opinion?
Write a short opinion paragraph about Knots on a Counting Rope. In your essay, be sure to state an opinion about the book, state an opinion about one or both of the characters, and give reasons and examples from the text to support your opinions. Write your essay in your ELA Journal. Share your paragraph with your Learning Guide when you are finished.

TEACHING NOTES

Ask your student to show you where he or she states the opinion and the examples from the text that support the opinion. Share your own opinion about the text with your student. If your student has had trouble finding support for the opinion, guide your student through the text to look for support.

PHONICS

HIGH FREQUENCY WORDS

High frequency words are words that you read by sight, simply by remembering the spelling of the word. High frequency words often cannot be decoded because they do not follow typical phonics rules.

Learning to read high frequency words by sight will help you be a faster reader. Check out the High Frequency Words for this unit listed below. You will see these words in your reading throughout this unit.

- water
- their
- watched
- laughed
- live
- women
- we're
- two
- today
- were
Explain to your student that before beginning to write an opinion about a text, he or she has to decide on an opinion. Help your student form an opinion about the relationship between the Boy and the Grandfather in Knots on a Counting Rope based on what you read.

Write a short opinion paragraph about Knots on a Counting Rope. In your essay, be sure to state an opinion about the book, state an opinion about one or both of the characters, and give reasons and examples from the text to support your opinions. Write your essay in your ELA Journal. Share your paragraph with your Learning Guide when you are finished.

Ask your student to show you where he or she states the opinion and the examples from the text that support the opinion. Share your own opinion about the text with your student. If your student has had trouble finding support for the opinion, guide your student through the text to look for support.

Look at each High Frequency Word, spell the word, and read the word out loud. What words can you read quickly? What words are trickier? The tricky ones are the words that you need to focus on.

There are some fun activities you can do to increase your knowledge of high frequency words. Pick one to do today and do the other activities another day.

1. Pick eight words and make a word search. Can your Learning Guide solve your puzzle? Your Learning Guide can make a puzzle for you, too!

2. Use index cards or small pieces of paper to make flash cards. Write each word on a card and practice reading the words.

3. Write "Mega Sentences!" Write a sentence that includes three or more of your high frequency words. Be sure your sentence makes sense!

4. Play the game "Roll a High Frequency Word." You need a die to play. Roll the die.
   - Roll a 1: Write the word in rainbow letters, with each letter written in a different color.
   - Roll a 2: Write the definition of the word.
   - Roll a 3: Write the word in a sentence.
   - Roll a 4: Write the word three times in your best handwriting.
   - Roll a 5: Write an antonym (opposite meaning) or synonym (same meaning).
   - Roll a 6: Free Choice!

Your student should complete these activities during this unit to increase his or her fluency. Learning to read high frequency words quickly will enable your student to read longer passages and stories with greater comprehension. Reading slowly, word-by-word makes it difficult for children to understand what they are reading.

Look at each High Frequency Word and determine which ones need extra work. Assist your student in completing the activities as needed. Your student should complete all of the activities throughout the unit and might complete the activities more than once for review and mastery. Do not do all these activities in the same day, but instead spread them throughout the unit.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.

ANOTHER WAY

If filling in the character web or describing the characters is challenging, remember: great readers pay attention to character actions and dialogue to deeply understand them. Go back to the text and look at the actions and dialogue of the boy and grandpa. Ask yourself:

- What do the characters do?
- What do the characters say?
- What kind of a person would do or say those things?

If English is not your home language, you can describe your characters in your home language first. Then use a dictionary to learn how to say your idea in English, too.

TEACHING NOTES

If your student is struggling to fill in the character web or describe the characters, remind him or her that great readers pay attention to character actions and dialogue to deeply understand them. Have your student go back to the text and look at the actions and dialogue of the boy and grandpa. Have your student ask himself or herself:

- What do the characters do?
- What do the characters say?
- What kind of a person would do or say those things?

If your home language is not English, your student can describe the characters in your home language first. Then use a dictionary to learn how to say the idea in English, too.
Reading About Characters’ Perspectives - Part 3

Objectives
- To describe characters and how their actions communicate experience
- To write an opinion essay

Books & Materials
- Knots on a Counting Rope by Bill Martin Jr. and John Archambault, in the Text Collection
- We Need New TornadoWarnings, in Sleuth
- "Freckles" by Barbara Vance (poem)
- "Storm" (poem)
- ELA Journal
- Computer
- Recording device
- Graphic Organizer

Assignments
- Read Knots on a Counting Rope by Bill Martin Jr. and John Archambault.
- Read the poem “Where Would You Be?”
- Complete a Word Meanings Chart about word meanings.
- Create a Character Web.
- Write an opinion.
- Think about how the central message, or lesson, in a story is shown through key details in the text.

LEARN

Last time, you learned that key details can help you determine the central message or lesson in a text. You also learned that opinion writing supports a point of view with reasons.

Today, you will read the next part—pp. 17–21—of Knots on a Counting Rope. As you read:

- Notice who is telling the story.
- How do you know who is telling the story?

Now, read p. 17–21 of Knots on a Counting Rope, in the Text Collection, Volume 2, Unit 3.

TEACHING NOTES

Read pp. 17–21 of Knots on a Counting Rope with your student. As your student reads, encourage him or her to think about the point of view of each character and to distinguish between the characters’ points of view.

Consider the following questions:

- From whose point of view is this story told?
- How can you tell the difference between the points of view of the characters?

Write your answers in your ELA Journal. Then, discuss them with your Learning Guide.
**FLUENCY**

**READING WITH EXPRESSION**

Great readers *read with expression*. Expression means making your voice sound like the meaning of the words. If you sound like a robot, you are not reading with expression. When reading fiction, you learned that your tone should change with what is happening in the story. You learned how to sound like a storyteller by using your storytelling voice. You have to think about the same things when reading a poem.

Watch this video and listen to the teacher read the poem. She changes her tone when she reads a word she thinks is interesting or important to the poem.

You might sound more like a robot the first time you read a poem, but the more times you read the poem, the better you will get. You will know which words in the poem are interesting and important. Your reading will become expressive.

To read poetry with expression:

1. Pay attention to interesting or important words.
2. Pay attention to ending punctuation (raise your voice at the end of a question, sound excited when reading an exclamatory sentence).
3. Pay attention to any words in **bold**, *italics*, written larger or smaller.

Now you will practice reading the poem “Freckles.” Pay attention to any words in the poem that are in bold, italics, written larger, or written smaller. These are words that the author of the poem wants you to emphasize while you are reading. Practice reading this poem four times.

Look at the **Fluency Rubric**. Reading with expression is the second thing that great readers do to read fluently. How do you think you did when reading the poem? Did you get more expressive each time you read?

Now you will practice reading the poem “Storm” in the *Text Collection*, Volume 2, Unit 3, Poems, page 61 one time through.

After reading the poem, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your expression on the page.

- Did you change your tone when you read interesting or important words?
- Did you change your voice at the end of a question?
- Did you change your tone when you saw words in bold, italics, in larger font, or in smaller font?

Your Learning Guide will record you reading the poem three more times. When you are finished, listen to your recording and look at the **Fluency Rubric** with your Learning Guide.
Did you change your tone when you saw words in bold, italics, in larger font, or in smaller font?

Your Learning Guide will record you reading the poem three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

Discuss with your student how reading with expression helps with reading fluency, because it helps readers make meaning of the text.

Watch this video and listen to the teacher read the poem. Discuss with your student how the woman changed her tone for interesting and important words.

Have your student practice reading the poem “Freckles.” After reading one time through, discuss any words your student made a mistake on. Praise your student if he or she self-corrected a mistake. Have your student ask the questions to determine if he or she is reading with expression.

Now have your student reread the poem three more times. If your student is continuing to make mistakes on words or with expression, model reading the poem with expression for your student line by line and have your student echo it back to you. Refer to this video for guidance.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now go to the poem “Storm” and have your student read the poem one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression when reading interesting/important words or when reading a question.

Record your student reading the poem three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time he or she reread the poem, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. You can look at the sections on reading accurately and reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the poem with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

The story is told from two points of view, those of the Grandfather and the Boy, through their conversation. Explain to your student that the reader can tell the difference between the points of view of the characters by paying attention to which character is speaking.
Quick Check

Please go online to view and submit this assessment.

More to Explore

Authors write dialogue in first-person point of view for each speaker. As you read, you should look for the differences between the points of view of the characters. A reader will make predictions and draw conclusions as he or she reads. It is important to make sure that your predictions and conclusions are supported by the details in the text.

Watch the video *Point of View* (01:43) to see explanations of first-, second-, and third-person points of view.

Please go online to view this video

Teaching Notes

Review your student’s answers in his or her ELA Journal. Your student should have recognized that the Grandfather told the Boy to “Trust your darkness!” because he wants him to have faith in his ability to ride the horse even though he cannot see. Ask your student to show you the evidence in the text that supports his or her answer. Guide your student to the correct place in the text to find the answers if he or she struggles with these questions.

Sleuth

You have been practicing looking at details in texts. Now you are going to sharpen your skills on a new text.

Read “*We Need New Tornado Warnings!*” on pp. 28–29 of *Sleuth*. Answer the questions at the end of the selection. Give examples of both facts and opinions from the text.

Teaching Notes

If your student struggles with this, point out a fact and then ask him or her to find another. Do the same with an opinion.
OPINION WRITING

In this lesson, you have been giving your opinions on texts. Writers can write opinion essays about almost any topic. Some ideas from an opinion essay may come from an idea in a text. Here are some examples of details that might be included in an opinion piece about an idea that you found in Knots on a Counting Rope:

- Relationships between generations
- Life lessons that can be learned or shared with family or others
- The best way to teach wisdom, knowledge, or culture to others

Writers tell what they think or how they feel about a topic and use reasons to show why they think or feel this way. In the last part, you wrote an opinion essay about Knots on a Counting Rope. While writing about your opinions, you were responding to the text. Another way of responding to a text is to write about an idea that comes from the text.

TEACHING NOTES

Explain to your student that before he or she begins writing his or her opinion, your student should develop a plan for writing. Help your student brainstorm by discussing ideas he or she has about the relationship between the Grandfather and the Boy.

Write an opinion essay about the Grandfather and grandson in Knots on a Counting Rope. Be sure to support your opinion with reasons and details from the text. Write your opinion in your ELA Journal. Share and discuss your opinion with your Learning Guide.

TEACHING NOTES

Ask your student to show you where he or she states the opinion and the examples from the text that support that opinion. Share your own opinion about the text with your student. If your student has had trouble finding support for his or her opinion, guide your student through the text to look for support.
OPINION WRITING IN RESPONSE TO LITERATURE

Earlier in this unit you wrote an opinion piece explaining your favorite text. Today you are going to write another opinion piece in response to Knots on a Counting Rope. You are going to write about the relationship between the grandfather and grandson. After forming your opinion, locate specific text examples that you can use as reasons and evidence to support your opinion. You can use this Opinion Graphic Organizer to help you organize your thoughts. Once you complete the organizer, write your paragraph. Share your completed paragraph with your Learning Guide.

TEACHING NOTES

Your student has been asked to write an opinion paragraph in response to the story, Knots on a Counting Rope. If your student is having trouble organizing the reasons and evidence to support his or her opinion, provide your student with the organizer. Help your student write a clear opinion sentence. Guide your student to provide specific text evidence and help your student connect the text evidence back to the opinion sentence by asking questions like, “How does that event prove your opinion?”

If your student is having trouble turning the organizer into a clear and organized paragraph, provide your student with the following Opinion Writing Sentence Starters/Frames. Help your student identify which sentence beginnings to use.
IRREGULAR PLURAL NOUNS: NOUNS THAT DO NOT CHANGE

Step 1
You have been reading to understand what happens in a story. You can break down sentences to understand details in a story.

Read this sentence from Knots on a Counting Rope.

She takes me to the sheep, wherever they are, and when I am ready, she finds the way home.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. Look at the chunks. Can you find a chunk with a plural noun?

The plural noun sheep is an irregular plural noun. This means it does not follow the usual rule for making a noun plural. With this noun, the spelling is the same for the singular and plural forms: sheep.
It can be confusing when you read a noun that does not change spelling between its singular and plural forms. Think about looking for a plural noun in this sentence. You needed to use clues in the sentence to know that sheep a plural noun. What words in the sentence helped you understand sheep is plural? How?

You know that pronouns and their antecedents need to agree in number. An antecedent is the noun a pronoun refers to or replaces. So, the plural pronoun they is a good clue that sheep is plural.

You know that subjects and verbs need to agree in number, too. So the verb are is a good clue that sheep is plural.

Irregular plural nouns do not follow the usual rules for making nouns plural. When you read an irregular plural noun, it might confuse you at first. What can you do when this happens?

**Step 4**

Irregular plural nouns do not follow normal rules. Reading helps you practice recognizing this kind of noun. You can also practice using irregular plural nouns in your own writing.

Some irregular plural nouns, like sheep, have the same spelling as their singular form.

Which words in this list are the same when they are singular or plural?

- deer
- shrimp
- dog
- aircraft
- plane
- fish
- wolf

You can use a dictionary to check your answers.

Choose one of the nouns that does not change spelling. Write two sentences. Use the noun as a singular noun in one sentence. Use it as a plural noun in the other sentence. Make sure your sentences give clues about how the noun is being used. You can use pronoun-antecedent agreement as a clue. You can also use subject-verb agreement as a clue.

After your write your sentences, show your Learning Guide the clues that you used.

What do you need to think about when you use irregular plurals like these in your writing?

---

**TEACHING NOTES**

**Step 1**
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- The pronoun she finds
- and when I am ready,
- wherever they are,
- She takes me
- I see the pronouns
- Do you see a conjunction? What kind? What does it do?
- What pronouns do you see? What do they refer to?
- I refer to the boy, because he is speaking.
- It is a coordinating conjunction. It connects parts of the sentence.
- and.
- They refers to the sheep.
- I know this is a plural pronoun and I can tell it refers to are
- She refers to Rainbow.
- They all refer to different things.
- So the noun must be plural. The verb is plural.
- is a good clue that sheep is plural.
• She takes me
to the sheep,
wherever they are,
and when I am ready,
she finds
the way home.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It tells the ways Rainbow the horse helps the boy.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

• I see the pronouns she, they, and I. They all refer to different things. She refers to Rainbow. They refers to the sheep. I refers to the boy, because he is speaking.
• I see the conjunction and. It is a coordinating conjunction. It connects parts of the sentence.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

• What pronouns do you see? What do they refer to?
• Do you see a conjunction? What kind? What does it do?

**Step 3**

Your student should identify this chunk:

• to the sheep,

*Possible response*: The pronoun they helps. I know this is a plural pronoun and I can tell it refers to sheep. So the noun must be plural. The verb are helps because it is a plural verb. The subject of the verb is sheep. This tells me it’s plural.

*Possible response*: I can look in the sentence for clues to help me figure out if the noun is singular or plural.
**Step 4**

**Answer:**
- deer
- shrimp
- aircraft
- fish

Your student might write sentences like these:
- The deer ran with their babies in the woods.
- Do you see the deer standing next to its baby?

Your student might then explain:
- In the first sentence, *ran* and *their* give clues. *Ran* is a plural verb. *Their* is a plural pronoun that replaces deer. The clues show that deer is plural.
- In the second sentence, the pronoun *its* gives a clue. It’s a singular pronoun and it refers back to deer. This shows that deer is singular in this sentence.

If your student struggles to write the sentences, ask him or her prompting questions for each one.

**Possible response:** I need to think about what clues I can give to show there is more than one of something. The spelling doesn’t tell you.

**Extension**

Read this sentence to your student:

> She takes me to the sheep, wherever they are, and when I am ready, she finds the way home.

Then say, “This sentence tells about the ways Rainbow the horse helps the boy. Which word in the sentence is an irregular plural noun? How do you know?”

Your student should identify the word *sheep*. Your student should identify the plural pronoun *they* and the verb *are* as clues.

Say, “When you see a noun that has the same spelling in its singular and plural forms, you can look for clues about how it is being used.”

Display these sentences:
- The aircraft is ready for takeoff.
- We washed the aircraft until they were shiny.
- The shrimp is in the tank.
- I like to eat shrimp for dinner because they’re delicious.
Have your student identify the sentences in which the nouns are plural. Ask for the clues that helped him or her for each one.

Answers:

- We washed the aircraft until they were shiny. (Clues: they, were)
- I like to eat shrimp for dinner because they are delicious. (Clue: they’re)

Ask your student how he or she can use the words around a noun to figure out if the noun is singular or plural. Possible response: I can look for pronouns and verbs. I can use what I know about agreement to figure it out.

Today, you will reread the end of Knots on a Counting Rope. As you reread the text, think about how to describe the characters. As you read, think about these questions:

- How does each character teach knowledge, morals, and experience to the other character?
- How does the reader gain from these lessons?

Now, reread pp. 17–21 of Knots on a Counting Rope, in the Text Collection, Volume 2, Unit 3.

**TEACHING NOTES**

As your student rereads pp. 17–21 of Knots on a Counting Rope, encourage him or her to think about the characters in the story. Tell your student to consider how the characters’ actions and words teach knowledge and experience. Talk about how readers learn by seeing the characters help one another learn.

After reading, answer the following questions in your ELA Journal:

- Write two sentences that describe each character.
- How do the characters share their knowledge and experience with each other?
- Why does the Boy want to hear the story so many times?

Discuss your answers with your Learning Guide.

**TEACHING NOTES**

Your student might describe the Grandfather as patient, loving, and wise. The Boy might be described as curious and brave. Your student should understand that the characters share their knowledge and experience through talking and that the Grandfather uses the counting rope to help his grandson learn the stories.
CHARACTER WEB

Authors describe characters through their traits, motivations, and feelings. Look back at pp. 16–18. Read these pages again, and use the details that include descriptions of the Boy to complete a Character Web graphic organizer.

Write the character’s name in the center circle. In the outer circles, write descriptions of the character found in the text.

Ask your student to explain why he or she added each description and show you the details in the text that support each one. Your student may choose words such as brave, curious, strong, and smart to describe the Boy.

COMPREHENSION

INFERRING CHARACTER TRAITS

Good readers infer a character’s traits. Good readers use key details in the text as clues to help describe a character. These key details are a character’s actions and dialogue.

Look at some of the actions the Boy made in Knots on a Counting Rope. Thinking about what you already know about people in your own life, how would you describe someone that does these things?

Now look at some of the dialogue the Boy says. Using what you already know about people, how would you describe someone that says these things?

Fill out the Character Trait worksheet with your Learning Guide.

Good readers understand that when identifying a character’s traits, they notice key details in the text to help think of a word that describes the character’s personality. There are many different words to describe characters. Characters can be friendly, mean, selfish, helpful, brave, courageous, or many other things. Based on the evidence in the text, what do you think the Boy’s primary character trait is? Why?

In the future when you are trying to infer a character’s traits, look closely at the character’s actions and dialogue. A character’s actions and dialogue will help you think of words to describe the character and make inferences based on evidence from the text.
In *Knots on a Counting Rope*, a grandfather tells his grandson stories about the grandson's life. The grandson wants to memorize the stories, too. Have a conversation with a family member or friend that you have known for a long time. Ask this person to tell you a story about yourself. Take notes as he or she talks. Write a paragraph retelling the story your friend or family member told you.

**TEACHING NOTES**

Discuss the conversation your student had with a friend or family member in which this person told your student a story about him- or herself. Ask your student to retell the story in his or her own words aloud. Ask your student to compare the experience of talking to a friend or family member to the experiences of the characters in *Knots on a Counting Rope*.

**IRREGULAR PLURAL NOUNS**

Some words do not change at all in plural form. Look at the word sheep on p. 17 of *Knots on a Counting Rope*. The word sheep is the same as a singular noun and a plural noun. There is one sheep. There are three sheep.

- *deer*
- *moose*
- *trout*
- *salmon*
- *aircraft*

Select two of these words. Write one sentence with the singular noun and one sentence with the plural noun for each word. Show your sentences to your Learning Guide.

**TEACHING NOTES**

Review your student’s sentences with him or her. Next, ask your student to think of other words that do not change form from singular to plural. Have your student tell you a sentence using two of the words he or she thinks of.
WRITE AN INTRODUCTION ABOUT A TOPIC

Remember that the first step to writing an opinion essay is to introduce the topic you will write about. You will be writing about Knots on a Counting Rope. Think about the following questions before you write.

- What is the central message of Knots on a Counting Rope?
- What did the Boy learn from the Grandfather?
- How will I grab the reader's attention?
- What details will I include that support my opinion?

The purpose of a topic sentence in an opinion piece is to tell the reader what topic or text the opinion piece will be about and to get the reader's attention so that he or she wants to continue reading. You can include an unusual fact, a question, or a humorous statement in your topic sentence to get the reader's attention.

Think about details from the text that are related to the central message and what the Boy learned from the Grandfather. You can use these details to help make your topic sentence more interesting.

TEACHING NOTES

Remind your student that writers must justify their opinions when writing. Tell your student to think about examples from real-world conversations and details from the reading to support his or her opinion. Tell your student to think about how to capture the reader's interest by including an unusual or interesting fact, question, or humor.

Write a few sentences introducing your topic, which is the central message of Knots on a Counting Rope. Write your introduction sentences in your ELA Journal. Share your writing with your Learning Guide.
ANOTHER WAY

WRITING AN INTRODUCTION

Today you are going to write an introductory paragraph for a piece of writing that explains the central message of *Knots on a Counting Rope*. Recall that introductions should do two things:

1. Catch your reader’s attention
2. Introduce your topic

You can use this Effective Introductions organizer to plan and write your introduction. Begin by identifying the central message of *Knots on a Counting Rope*. Once you have identified the central message, write a brief summary of the story and then decide how you are going to hook your reader. Recall some of the ways authors “hook” their readers:

- Ask a question
- Surprising fact or detail
- Interesting story or connection

Once you have planned your introduction, write your introduction in your ELA journal. Share your writing with your Learning Guide.

TEACHING NOTES

Your student has been asked to write an introduction for his or her piece of writing explaining the central message of *Knots on a Counting Rope*. If your student is having trouble writing his or her introduction, provide your student with the following organizer. Your student should clearly state the central message of *Knots on a Counting Rope* and provide a brief summary of the story (a sentence or two explaining what the story is about).

The last piece of an effective introduction is to provide a sentence or two that hooks the reader. If your student is having trouble writing a hook, provide your student with these Effective Introduction Examples. Have your student identify how each writer catches the reader’s attention. Your student can then model his or her hook on one of the examples.
Once your student has completed the organizer, he or she can write the introduction. Note that the sentences in an introduction should follow this order: hook, summary, opinion statement (central message).

Try to read one or two books a week just for fun. Write the titles in your Reading Log.

As you read, you will like some books better than others. Think about why those books are better and write the reasons in your Reading Log.

**USE**

Now you will think about character traits of the Grandfather and the Boy. Answer the following questions.

**USE FOR MASTERY**

Using the terms in the text box below, complete the chart by showing ways the boy and the grandfather are the same and ways they are different.

- old
- afraid
- young
- brave
- still learning
- wise

<table>
<thead>
<tr>
<th>Character Traits That Are Different for the Boy</th>
<th>Character Traits That Are the Same for Both</th>
<th>Character Traits That Are Different for the Grandfather</th>
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</table>
What are TWO pieces of evidence from the text that show that the grandfather is like a teacher to the boy, while the boy is like a student to the grandfather?

☐ I learned from Rainbow when to turn by the pull of her neck and by counting her gallops.

☐ But we know they are there, Grandfather, when we suddenly feel afraid.

☐ But we know they are there, Grandfather, when we suddenly feel afraid.

☐ I will tie another knot in the counting rope. When the rope is filled with knots, you will know the story by heart and can tell it to yourself.

☐ Yes, Boy, you are learning to see through your darkness because you have the strength of blue horses.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit

In this lesson, you learned about characters that hear lessons taught by older family members. You learned about how characters’ actions show their knowledge and experience to other characters. And you wrote an opinion paragraph.
**Stories Passed Down Through Generations - Part 1**

### Objectives
- To determine how key details in a text convey the central message
- To analyze point of view and illustrations in a text
- To write an opinion piece with an opinion statement and supporting evidence

### Books & Materials
- *Storm in the Night* by Mary Stolz and Pat Cummings
- “The Storm” by Adrien Stoutenburg, in the *Text Collection*, Volume 2, Unit 3, Poems
- “The Wind” by James Reeves, in the *Text Collection*, Volume 2, Unit 3, Poems
- Decodable Practice Readers 16A and 16B
- ELA Journal
- Computer

### Assignments
- Read *Storm in the Night*.
- Read “Storm” and “The Wind.”
- Find details to determine central message of *Storm in the Night*.
- Fill in a two-column chart.
- Draw a picture of the setting in *Storm in the Night*.
- Draft an opinion piece using prewriting strategies.

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### LEARN

**LEARN ABOUT...**

**WHAT IS A POWER OUTAGE?**

In this lesson, you are going to be reading a story, Storm in the Night, where a grandfather tells his grandson a story from his childhood. In this story, the boy and his grandfather are in the midst of a power outage because of a storm. Before you read this story, take a minute to learn about power outages by reading "Blackouts."

After reading the article, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What is a power outage?
2. What are some causes of a power outage?

---

**TEACHING NOTES**

Your student has been assigned an article about power outages because later in this lesson your student will be reading a fictional story about a boy and his grandfather and how they entertain themselves during a blackout.
After reading the article, your student should be able to answer the following questions.

1. What is a power outage? (A power outage is a loss of electricity to an area.)
2. What are some causes of a power outage? (Severe storms like blizzards, hurricanes, and high winds can damage power lines and other equipment. Conserving energy and other types of maintenance can cause a loss of power.)

**FLUENCY**

**READING WITH ACCURACY**

Great readers *read accurately*. When readers read make too many mistakes on words, their reading does not sound fluent. For reading to be fluent, it has to sound smooth.

You will practice making your reading sound smooth by reading accurately. To do this you will reread a page from "Storm in the Night." Rereading will help you get better at reading. You might make some mistakes the first time you read the page, but the more times you read the page the better you will get. Your reading will become smooth.

Watch this video to learn how to monitor your reading to read accurately.

[Please go online to view this video](#)

Now watch this video for more information about how to read accurately.

[Please go online to view this video](#)

There are a few things you learned from the videos about reading accurately.

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Reread to clarify and to make your reading sound smooth.

Now you will play a game. You will practice reading the phrases on this video accurately, before the phrases are read to you.

[Please go online to view this video](#)

Take a look at the **Fluency Rubric**. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the phrases on the video?
Now you will practice reading from the book *Storm in the Night*. Turn to p. 5. Read this page one time through. After reading the page, talk with your Learning Guide about any words that were tricky for you while reading.

Your Learning Guide will record you reading the page three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. As you read during your lesson today, practice reading accurately to make meaning of the text.

---

**TEACHING NOTES**

Discuss with your student how reading accurately helps with reading fluency because fluent reading allows readers to make meaning of the text.

Have your student practice reading the phrases on the *Fry's Phrases* video accurately, before the phrases are read to him or her.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Open *Storm in the Night* and turn to p. 5. Have your student read this page one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake.

You will record your student reading the page three more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading two or three times, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of reading accurately. Have your student practice reading along with the audio and then practice reading without the audio guidance a second time.

---

Every family has stories that are passed down from older family members to younger ones. Sometimes, people remember the same events differently. It can be interesting to hear the same story from different people. Each person has a point of view. This can change the way the story is told.

A *point of view* is the way that a person sees the things happening around him or her. Each character in a story has a point of view. The characters go through the same events, but they have different feelings. It is important to understand the points of view of the different characters. The details in the text help you understand the characters’ points of view.
Your point of view is also important! You have thoughts and feelings about the characters and events in the story. These make up your point of view.

Today, you are going to read the beginning of *Storm in the Night*. As you read, think about the following questions:

- Who are the characters in the story?
- What details show the point of view of each character?
- How are the points of view of the characters similar? How are they different?

Read pp. 4–13 of *Storm in the Night*.

---

**TEACHING NOTES**

Point out that dialogue is the most obvious way to distinguish the points of view of the characters. Direct your student to the conversation when the grandfather offers to tell a story from his own boyhood and Thomas cannot believe that his grandfather was ever a boy. Guide your student to find details in this exchange that show Thomas’s point of view. Explain that descriptions of the characters’ thoughts and feelings also offer clues about points of view.

Guide your student in reading pp. 4–13 of *Storm in the Night*. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Explain that reading with expression means that people change their voice as they read. They can read faster or slower, louder or softer. They can use their voice to show feelings such as excitement or fear. Have your student follow along as you model reading aloud from *Storm in the Night*, first reading without expression and then reading with expression. Explain that reading with expression makes a story more exciting. It also helps the listener understand what is happening.
After reading the story, discuss it with your Learning Guide. Describe the characters and what is happening at the beginning of the story. Then, write answers to the following questions in your ELA Journal:

- Why can Thomas not imagine his grandfather as a young man any more than he could imagine his cat as a kangaroo?
- Why do you think Thomas is able to hear and smell things more clearly when the electricity is out?
- Do you think Thomas enjoys his grandfather’s stories?

Discuss your answers with your Learning Guide. Show your Learning Guide the details in the text that helped you answer these questions.

**TEACHING NOTES**

Your student should identify that a boy named Thomas and his grandfather are the characters in the story. There is a storm, and the electricity is out. Thomas and his grandfather are in the dark.

Your student might respond to the first question by saying that Thomas cannot imagine his grandfather as a boy because he has only known him as an old man. Ask your student if he or she could imagine a parent or grandparent as a young child.

Your student might respond to the second question by saying that Thomas is able to hear and smell better in the dark because, without light to see by, he has to use his other senses to feel the world around him. Your student might agree that it is because Thomas is not trying to see and hear at the same time. Ask your student if this has ever happened to him or her.

Your student should understand that Thomas does enjoy hearing his grandfather’s stories. Your student might point to details that show that Thomas has not heard all of his grandfather’s stories yet because he keeps asking his grandfather to repeat the ones he already knows. This shows that he enjoys hearing the stories.

Make sure your student understands these words and phrases in context:

- **babbling in the downspouts**, p. 5. Tell your student that a downspout is a pipe that carries rainwater from the roof to the ground. The rainwater makes noise, or babbles, in the downspout as it travels down.

- **penny whistle**, p. 9. Explain to your student that a **penny whistle** is a small musical instrument made of tin. You might find a picture of a penny whistle on the Internet.

- **mantel**, p. 12. Tell your student that a **mantel** is a shelf, usually set over a fireplace.
PHONICS

IRREGULAR PLURALS

You know that there are singular nouns and plural nouns. *Plural* means “more than one.”

Look at the word *shelf*. *Shelf* has an irregular plural form. *Shelf* ends with a letter *f*. To make the plural of *shelf*, change the *f* to a *v* and add the letters *es*. The plural form of *shelf* is *shelves*.

Other plurals do not follow any rules and we need to learn them. For example, *men* is the plural form of *man*. *Children* is the plural form of *child*.

Look at the following words. What is the plural form of each word?

- goose
- scarf
- mouse
- tooth
- woman
- foot
- hoof

Look at the two Decodable Practice Readers, **16A** and **16B** (online only). Pick the one you would like to read. Read the words on the cover. Which words are plurals? Read the story.

Now read the story again and look for words that are plurals. Make a list of the words you find in your ELA Journal. Write the singular form of each plural.

TEACHING NOTES

Assist your student in completing the tasks.

<table>
<thead>
<tr>
<th>goose</th>
<th>geese</th>
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<td>scarf</td>
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<td>mouse</td>
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<td>tooth</td>
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<td>woman</td>
<td>women</td>
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<td>foot</td>
<td>feet</td>
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<tr>
<td>hoof</td>
<td>hooves</td>
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</table>

Your student should pick one Decodable Practice Reader from **16A** or **16B** (online only) to practice reading plurals and high frequency words. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.
FIGURATIVE LANGUAGE: SIMILES

So far this year, you have learned about two types of figurative language: idioms in Unit 2 and imagery in Unit 4. Do you remember what each one means? Do you remember an example of each one? Tell your definitions and examples to your Learning Guide. Then add idiom and imagery to your word wall.

Today, you will learn about another type of figurative language called a simile. A simile is a comparison using like or as. Watch this video to learn more about similes.

Now look at this example of a simile from A Storm in the Night, p. 5.

“thunder like mountains blowing up”

This phrase is not literal. It does not mean that the mountains are actually blowing up. This phrase is figurative (nonliteral), and it means that the thunder is very loud. It is so loud that it sounds like an explosion.

Now reread p. 9 of Storm in the Night and find each of the similes below. Then complete the Simile Chart in your ELA Journal. When you are done, add simile to your word wall.

- chin as smooth as a peach
- voice like a tuba
- voice was like a pennywhistle

Simile Chart

<table>
<thead>
<tr>
<th>Simile</th>
<th>Figurative (nonliteral) Meaning</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
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VOCABULARY

Your student should tell you that an idiom is a commonly used phrase that has a completely different meaning than the words in the sentence. One example of an idiom, from Unit 2, is “bitten off more than we could chew,” which means to take on too many things.
Your student should tell you that imagery is writing that appeals to one of the senses: touch, taste, smell, sight, hearing. One example of imagery, from Unit 4, is the way the tornado was described in the poem “Tornado Season.” If your student is struggling with either word, encourage him or her to look back at the unit where these concepts were first taught.

Help your student locate each simile and read the sentence. Your student should use information from the sentence containing the word and other nearby sentences to produce a chart similar to the one below. When your student is done, ask him or her to add simile to the word wall.

<table>
<thead>
<tr>
<th>Simile</th>
<th>Figurative (nonliteral) Meaning</th>
<th>Possible Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>chin as smooth</td>
<td>the child has no hair on his chin</td>
<td>a baby or young boy with no beard, a peach, something very smooth.</td>
</tr>
<tr>
<td>as a peach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voice like a tuba</td>
<td>a deep voice</td>
<td>someone talking very deeply, a tuba making a deep noise</td>
</tr>
<tr>
<td>voice was like a</td>
<td>a high voice</td>
<td>a small child talking with a high, squeaky voice.</td>
</tr>
<tr>
<td>pennywhistle</td>
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</table>

EXPLORE POETRY

Listen to your Learning Guide read the poems “Storm” and “The Wind” aloud, found in the Text Collection, Volume 2, Unit 3, Poems. Pay attention to your Learning Guide’s use of expression. Does hearing the poem read with expression help you understand the poem?

Read the poems out loud to your Learning Guide.

TEACHING NOTES

Read the poems “Storm” by Adrien Stoutenburg and “The Wind” by James Reeves aloud. Before reading, explain to your student that expression makes it easier to pay attention to the meaning of the words. Then, ask your student to read each poem with expression.
OPINION WRITING

In this lesson, you are reading and discussing the book *Storm in the Night*. Sometimes, when you write about something you have read, you retell the main idea or events in a text. In opinion writing, you write about your opinion about the main idea or events.

Now you are going to write your opinion of another book. First, let's look at opinion writing using *Storm in the Night* as an example.

When writing an opinion, you will need to introduce your topic. A sentence that explains your opinion is called an opinion statement. Here are the things that make a good opinion statement:

- A clear opinion that can be supported by reasons and evidence;
- Your most important point about the topic; and
- A sentence that focuses on your main idea about the topic.

Here are a few examples of opinion statements based on opinion writing about *Storm in the Night*:

- The best part of *Storm in the Night* is when Grandfather tells about when he was a boy.
- I liked Grandfather, but I do not think he describes himself as a boy very well.

In each of these sentences, the writer gives an opinion about the text. Good writers make their opinions clear. Which parts of these statements show you the author’s clear opinion? You do not want your audience to have to guess at what you want them to know.

TEACHING NOTES

Point out to your student that in the first sentence, the writer is stating an opinion that identifies his or her favorite part of the book. In the second sentence, the writer is stating an opinion about a specific part of the book.

Explain that unlike other types of writing in which a writer is recounting the main ideas of a story or events in a history book, opinion writing focuses on what the writer thinks or feels about a main idea or event. After introducing the topic, the writer needs to state an opinion about the topic. Point out that the opinion statement clearly expresses what the writer thinks about the topic.

Remind your student that when he or she states an opinion, it shares how he or she feels about a topic or text. Point out that it is possible to have more than one opinion about the same topic or text. Explain that when preparing to write an opinion piece, he or she should first brainstorm to come up with a list of opinions. To help your student prepare for the next writing assignment, explain to your student that the word *generation* refers to groups of people who were born around the same time in history. Explain that grandparents, parents, and children are parts of different generations.
Now you are ready to write opinion statements!

You have read a story about a grandfather telling his grandson stories in *Knots on a Counting Rope*. Today, you began reading another story about a grandfather and a grandson. Think about the relationships between the characters in these stories.

Your topic is how relationships between people in different generations, such as children and parents or children and grandparents, can affect a person's life. In your ELA Journal, write four opinion statements by completing the following sentences about relationships between people in different generations:

1. I like _____.
2. I do not like _____.
3. My favorite _____ is _____.
4. I like _____ better than _____.

Share your opinion statements with your Learning Guide.

### TEACHING NOTES

Read through your student’s opinion statements. The opinion statements should be related to the topic of how relationships between people in different generations can affect a person’s life. Point out that you can tell that these sentences are opinion statements because they include the words *like*, *favorite*, and *better*. Ask your student whether he or she can come up with any other words that signal opinions.

Today, you read in *Storm in the Night* about how Thomas and his grandfather are together at night during a storm. Next time, you will continue reading *Storm in the Night*, looking closely at the illustrations, or pictures, in the text. The pictures provide more information about the details in the text.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Stories Passed Down Through Generations - Part 2

Objectives
- To determine how key details in a text convey the central message
- To analyze point of view and illustrations in a text
- To write an opinion piece with an opinion statement and supporting evidence

Books & Materials
- Storm in the Night by Mary Stolz and Pat Cummings
- ELA Journal
- Computer
- Dictionary
- Two-Column Chart
- Sound Spelling cards

Assignments
- Read Storm in the Night.
- Read “Storm” and “The Wind.”
- Find details to determine central message of Storm in the Night.
- Fill in a two-column chart.
- Draw a picture of the setting in Storm in the Night.
- Draft an opinion piece using prewriting strategies.

LEARN

GRAMMAR

FORMING AND USING POSSESSIVES

Step 1
You have been reading to understand what happens in a story. You can break down sentences to think about how authors show relationships between things. One kind of relationship is ownership.

Read this sentence from Storm in the Night.

Ringo scratched on his post, then on Grandfather’s chair.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. There are two chunks that show ownership in different ways. Can you find them? Pull those chunks out of the sentence.

How do these two chunks show ownership in different ways?
An author can choose different ways to show ownership. An author can use a possessive noun. An author can use a possessive pronoun. These possessives are formed differently.

Look at the word Grandfather’s. You can see that the possessive noun has an apostrophe. Grandfather is a singular noun. For singular nouns, you add an apostrophe and an -s to show possession.

Look at the possessive pronoun his. The possessive pronoun does not have an apostrophe. Possessive pronouns never have apostrophes. This is an important rule.

Read the sentence again. How does knowing about possessive nouns and possessive pronouns help you understand this sentence?

Step 4

You can use possessive nouns and possessive pronouns to show ownership. When you write to show ownership, you need to make sure you follow the right rules.

Tell your Learning Guide the rule for making a singular noun possessive.

Think about possessive nouns and possessive pronouns. Which one always has an apostrophe? Which one never does?

Use what you know about possessive nouns and possessive pronouns to fix the sentences that are incorrect.

- I think that bag is her’s.
- The boys grandfather tells him a story.
- Give me a dollar and the candy is your’s.
- The window’s shook in the thunderstorm.
- The house’s walls were painted gold.

Write two sentences showing ownership. The sentences can be about any topic. Use a possessive singular noun in one sentence. Use a possessive pronoun in your other sentence.

Show your Learning Guide your sentences. Tell your Learning Guide how you showed ownership and what rules you followed.

How does knowing how to show ownership with nouns and pronouns make you a better writer?

TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Ringo scratched
- on his post,
- then
- on Grandfather's chair.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It tells the places the cat Ringo scratched.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: I see the pronoun “his.” It is a possessive pronoun. It refers to Ringo.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: Do you see a pronoun? What kind? What does it replace?

**Step 3**

Your student should pull out these chunks:

- on his post,
- on Grandfather’s chair.

Answer: One has a possessive pronoun (his). The other has a possessive noun (Grandfather’s).

Possible response: It helps me understand what belongs to the cat and what belongs to Grandfather.

**Step 4**

Answer: You add ‘s to the end. Possessive nouns always have apostrophes. Possessive pronouns never have apostrophes.

Answers:

- I think that bag is hers.
- The boy’s grandfather tells him a story.
- Give me a dollar and the candy is yours.
- The windows shook in the thunderstorm.
- The house’s walls were painted gold. (no change)
Your student might write sentences like these:

- My dog’s bowl is full of food.
- His favorite thing to eat is treats.

If your student struggles to write the sentence, have your student fill in the blanks with a possessive singular noun and a possessive pronoun.

- The _________ scratching post is new. (Prompt: possessive form of “cat”; answer: cat’s)
- _________ claws have gotten very sharp. (Prompt: possessive pronoun for a male; answer: his)

Your student should point to the possessive noun in his or her sentence and explain that he or she made it by adding ’s. Your student should identify the possessive pronoun and recognize that it does not have an apostrophe because possessive pronouns do not have apostrophes.

Your student might say, “It helps me show ownership the right way. I can use different ways to show ownership and know how to do both.

**Extension**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Ringo scratched on his post, then on Grandfather’s chair.

Then say, “This sentence has two ways to show ownership. It has a possessive pronoun, his. It has a possessive singular noun, Grandfather’s. It’s important to follow the right rules when you show ownership. Sometimes this can be confusing when you’re using pronouns.”

Show your student these words:

- its
- it’s

Say, “Do you know the difference between these words?”

Answer: Its is possessive. It’s is a contraction that means it is.

Say, “It’s easy to get confused about when to use these words. Just remember this rule: Possessive pronouns never have an apostrophe. When you see an apostrophe in a pronoun, it’s always a contraction.” If necessary, remind your student that a contraction is a shortened form of two words.

Have your student complete these sentences:

- I think _____ going to rain today. (Answer: it’s)
- My raincoat is missing _____ buttons. (Answer: its)
Ask your student why he or she chose its or it’s for the blanks. Your student should recognize that its, with no apostrophe, shows possession. Your student should recognize that it’s, with the apostrophe, is a contraction.

Ask your student what rule he or she should remember when writing with pronouns to show possession. Answer: Possessive pronouns never have an apostrophe.

Ask, “Why is it important to spell possessive pronouns and contractions correctly?” Possible response: They show two different things so I need to know the right spelling to use. Write its and it’s on index cards and add them to your word wall.

Last time, you read the beginning of Storm in the Night. Thomas is asking his grandfather about when he was a boy, but Thomas is having a hard time picturing it. You learned that a story can have different points of view. Thomas's point of view is not the same as his grandfather's point of view.

Today, you will continue reading Storm in the Night. As you read, look closely at the illustrations, or pictures, in the text. Think about how the pictures provide more information about the details in the text.

Read pp. 14–27 of Storm in the Night. Pay attention to

- how the illustrations show what is happening in the story.
- what details you can find in the illustrations that are not in the text.
- how details in the illustrations give clues to the characters' points of view.

TEACHING NOTES

Before your student begins reading, look at the illustrations in the previous reading assignment with him or her. Explain to your student that illustrations can provide details about the setting, characters, events, and central message of a text. Ask your student to point out details in the illustrations that show details that were in the text of the story.

Remind your student to think about what the text is mainly about as he or she reads.

Write the answers to the following questions in your ELA Journal. Then, discuss your answers with your Learning Guide.

- Why do you think Thomas holds his cat close as he says he is not afraid of anything?
- What can you tell about the characters based on the illustrations?
- What can you tell about the setting based on the illustrations?
- How do the illustrations help you understand the details in the text?
Authors use illustrations to help readers understand a story. Illustrations show details about the setting, characters, and plot of a story.

You are going to fill out a **Two Column Chart** to help you compare what you read in the text to what you see in the illustrations. Your Learning Guide will explain how to fill in the chart.

Look at the illustration on p. 18. What does the illustration show? Write this in the first column and title it **Illustrations**. Find the detail in the text that describes what is happening in the illustration. Write this in the second column and title it **Text**.

Next, look at the illustration on p. 22. Fill in the second row of the chart using this illustration.

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**TEACHING NOTES**

Discuss your student’s answers to the questions. For the first question, your student might say that Thomas holds his cat close for comfort and that he says he is not afraid of anything to make himself feel brave. Your student might also say that Thomas says he is not afraid so that his grandfather will think he is brave. Your student may point out that the illustrations show the setting to be similar to the descriptions in the text. The illustrations show a dark, stormy night. They show the main characters—Thomas, his grandfather, and his cat. Your student might note that the illustrations show that there is no electric light and that Thomas and his grandfather have moved from inside to the porch. Your student might note that he or she is better able to picture Thomas and his grandfather, the cat, and the house because of the illustrations.

Provide your student with the **Two Column Chart**. Explain to your student that in the column titled **Text**, he or she will write a detail from the text. In the column titled **Illustrations**, he or she will write a description of the illustration. When the chart is complete, together you will compare and contrast the details in each row.

See the chart below to show how your student should have filled in the two-column chart. If your student has trouble find the text that is shown by the illustration, ask him or her to reread pp. 18 and 21.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat is about to leap onto the bench where Thomas is sitting with his grandfather.</td>
<td>“Ringo leaped into Thomas’s lap.”</td>
</tr>
<tr>
<td>A boy is hiding under a bed.</td>
<td>“So there we were, the two of us, hiding under the beds whenever a storm came.”</td>
</tr>
</tbody>
</table>
You have probably realized that brandishing is made up of the word parts brandish and -ing. Look up brandish in a dictionary or online. If there is more than one definition, think about the story. Which definition makes the most sense in the story?

You want to remember the meanings of new words. One way is to write down the definition. Another way is to use the word in a sentence. Try writing a sentence using brandishing. Think of words that have a similar meaning.
Let's practice finding the meaning of new words. You have gone through the process with the word *brandishing*. Now, try some other words from *Storm in the Night*:

- *commanded* (p. 21)
- *interrupting* (p. 23)
- *ashamed* (p. 23)

**TEACHING NOTES**

Guide your student through the process of determining the meaning of these unfamiliar words. You might find that your student is more familiar with one or more of the suggested strategies for determining the meaning of new words. Encourage him or her to try new strategies.

**R-CONTROLLED VOWELS**

Good readers can read a text out loud to share a favorite story with a friend. Sometimes, reading out loud can help you understand details better. Knowing how to say all the words in a text is important.

When a vowel is followed by the letter *r*, it often makes a special sound. Think about the word *park*. Say the word out loud. Do you hear the sound that the *a* and *r* make together? Your Learning Guide will go over other examples of words with *r*-controlled vowels with you.

**TEACHING NOTES**

Explain to your student that vowels often make a special sound when followed by the letter *r*. Find the sentence on p. 17 that contains the word *dark*. Read this sentence aloud to your student. Write the word *dark* on a piece of paper and circle the *ar*. Ask your student to say the word out loud. Ask your student if he or she hears the effect of the *r* on the sound the *a* makes.

Write the words *turned* and *story* from *Storm in the Night*. Explain to your student how the letters *ur* in *turned* make an /er/ sound and the letters *or* in *story* sound like *oar*.

Look at p. 17 of *Storm in the Night*. Write a list of five words with *r*-controlled vowels from this page. Share the list with your Learning Guide. Read the sentence with each word out loud to your Learning Guide.
You have already learned that you should use an opinion statement at the beginning of an opinion piece. This introduces your opinion to your readers. The next part provides reasons that support your opinion.

A good opinion essay will

- answer the question Why do you think that?
- include at least two reasons to support the opinion.
- include examples that support the opinion.

There are many types of reasons you can give for an opinion. You can give facts that explain the reason you have your opinion. You can also give reasons from your own experiences. When writing about a book, use descriptions and quotes from the book. This is called using text evidence.

You have already written four opinion statements about relationships between people in different generations. Now you will write reasons to support those opinions. You should use details from the text in Storm in the Night to support your opinions. You can also use examples from your own life. Write your reasons after your opinion statements in your ELA Journal or your notebook. Be sure to include two reasons for every opinion statement.

Go over your student's reasons to support each opinion statement. Your student should have rewritten the opinion statement followed by two reasons. Your student should have included evidence found in the text Storm in the Night as well as his or her own life experiences to support the opinion statements.

For the first opinion statement, "I like _______,” your student might have written, "I like stormy nights." In this exercise, your student might have included the following reasons: "I like stormy nights. It is fun to play games with my brother when the power goes out. The whole house is quiet, and I can hear lots of sounds I don’t usually hear.”
For the second opinion statement, "My favorite . . .," your student might have written, "My favorite part of *Storm in the Night* is when Thomas’s grandfather tells him about when he was a boy." In this exercise, your student may have written something such as, "My favorite part of *Storm in the Night* is when Thomas’s grandfather tells him about when he was a boy. I like how Thomas’s grandfather describes how he felt during storms. It shows that he cares about Thomas because he wants Thomas to know that he was afraid of storms when he was young, too."

Your student should provide two reasons for each opinion statement.

Today, you learned about how illustrations can help a reader understand the details in a text. Next time, you are going to look at the key details. These key details will help you find the central message of the text.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
GRAMMAR

COORDINATING CONJUNCTIONS AND COMPOUND PREDICATES

Step 1
You have been reading to understand what happens in a story. You can break down sentences to understand ideas in a story.

Read this sentence from Storm in the Night:

That man was seven feet tall and had a face like a crack in the ice.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks.
One of the chunks has the word *and* on it. Do you remember what kind of word this is?

Coordinating conjunctions connect sentence parts. The coordinating conjunction *and* connects sentence parts that are alike or go together.

One way an author can use a coordinating conjunction is to connect two predicates. When you combine two predicates, it’s called a compound predicate.

Look at the way your Learning Guide divides the sentence chunks. The author could have written these two sentences to describe the man. There’s nothing wrong with these sentences. Each one has a subject and predicate. What is the subject of each sentence? What is the predicate of each sentence?

Look at the two sentences. Each one expresses a complete thought. This isn’t an example of great writing, though. Why?

Since the sentences have the same subject, you can use a coordinating conjunction to join the predicates. Put the word *and* in the place of the second subject. This makes one sentence that flows better than two choppy sentences.

Read the sentence again. Do you see how the coordinating conjunction connects the two predicates? Notice that there’s no comma when you use a coordinating conjunction to make a compound predicate.

Think about what you know about these coordinating conjunctions: and, or, and but. Why did the author choose the coordinating conjunction *and* to make the compound predicate?

When you are reading, you can stop and think about how a coordinating conjunction is used in a sentence. Why would you do this?

**Step 4**

Coordinating conjunctions help authors make their ideas flow. They also help authors show how ideas in a sentence are connected.

You can use coordinating conjunctions to connect ideas in your own writing. Think about these coordinating conjunctions: and, but, or. What connection does each of those make? Tell your Learning Guide.

Can you use coordinating conjunctions to make compound predicates? Think about which coordinating conjunction makes the best connection for these sentences and then combine each pair.

- When it rained, the boy sat on the porch. When it rained, the boy stayed inside.
- The boy listened to his grandfather. The boy liked the stories.
- Ringo liked sitting in the dark. Ringo didn’t like the thunder.

Look at the compound predicates you made. To make them, you combined two predicates into one with a coordinating conjunction. Tell your Learning Guide why you picked each coordinating conjunction.

Tell your Learning Guide why coordinating conjunctions are a good tool for when you write.
Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- That man
- was seven feet tall
- and
- had a face
- like a crack
- in the ice.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means the man was big and scary looking.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see a comparison that is nonliteral language. The man's face is compared to a crack in the ice. I can picture a scary looking face.
- The preposition in tells where the ice is.
- I see the coordinating conjunction “and.” It joins parts of a sentence. “And” shows addition or connects ideas that are alike.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see nonliteral language? What is being compared? What is the effect?
- Do you see a preposition? What does it tell you?
- Do you see a coordinating conjunction? What does it do?

Step 3

Answer: coordinating conjunction
Prepare a duplicate of the sentence chunk that says “That man”.

Take out the chunk that says “and” and put the new chunk in its place so you have two separate sentences:

Sentence 1:
- That man
- was seven feet tall

Sentence 2:
- That man
- had a face
- like a crack
- in the ice.

Answer:
- Sentence 1: man; was
- Sentence 2: man; had

Possible response: It is choppy. I don’t think the author should repeat “That man”.

Possible response: Because the ideas go together. The word and shows addition.

Possible response: To figure out how ideas are connected.

**Step 4**

Answers:
- And connects words, phrases, or sentences that go together or that are alike.
- But makes connections that show a difference.
- Or makes connections that show a choice.

Answers:
- When it rained, the boy sat on the porch or stayed inside.
- The boy listened to his grandfather and liked the stories.
- Ringo liked sitting in the dark but didn't like the thunder.

If your student used a comma in any of the sentences, remind him or her that no comma is used in a compound predicate.

Possible responses for each sentence:
- Or shows a choice. The boy can't do both at once.
- And shows addition. The boy does both of those things at the same time.
- But shows a difference. There's one thing Ringo likes and one thing Ringo doesn't like.
Possible response: They give me a way to show how ideas go together in a sentence. I can show different relationships.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

That man was seven feet tall and had a face like a crack in the ice.

Then say, “This sentence shows how an author can use a coordinating conjunction to make a compound predicate. Do you see the two predicates in the sentence? What are the verbs in the two predicates? (was, had). A compound predicate has two predicates that go with the same subject.”

Have your student list the coordinating conjunctions he or she used today (and, but, or).

Have your student select one of the conjunctions and use it to write a sentence with a compound predicate. Say, “You read about what characters did during a storm. Write a sentence with a compound predicate about things you do during a storm.”

Your student might write something like: When there is a storm, I read a book or play games with Mom.

Have your student identify the two verbs in the compound predicate. Have your student explain why he or she chose the coordinating conjunction. Possible response: The two verbs are read and play. I picked or because I don't do those things at the same time.

If your student struggles to write the sentence, follow these steps:

- Have him or her write two sentences each with a single subject and single predicate. You might offer this sentence starter: When there is a storm, I ...
- Your student might write something like: When there is a storm, I draw pictures. I listen to the rain.
- Have your student select a coordinating conjunction that makes sense for his or her sentences. Have your student write the new sentence by duplicating the beginning with the subject and then using the coordinating conjunction to make the compound predicate.

Ask your student to tell why coordinating conjunctions are good tools for his or her writing. Possible response: They give me ways to connect ideas.

Last time, you learned about how illustrations can help a reader understand the details in a text. Today, you are going to look at the key details. These key details will help you find the central message of the text.

Read pp. 28–32 of *Storm in the Night*. As you read, look for the key details. These are details in the story that help you know what the story is about.
Think about the following questions:

- What happens at the end of Thomas’s grandfather’s story?
- Why do you think Thomas is able to admit that he would be a little bit afraid?
- Do you think Thomas will be as afraid the next time the lights go out?

Write your answers in your ELA Journal. Then, discuss them with your Learning Guide.

At the end of Thomas’s grandfather’s story, Thomas is able to focus on the safety of his dog, Melvin, and he stops being afraid of storms. Your student might say that Thomas is able to admit that he would be a little bit afraid, too, because his grandfather admitted that he was afraid. Another possible response is that Thomas feels comfortable with his grandfather and can share things with him. Your student might reply that Thomas might not be as afraid the next time the lights go out. He or she might say that Thomas feels braver after hearing about how his grandfather overcame his fear of dark, stormy nights.

The central message is also called theme in a fiction text.

Watch the BrainPOP movie: Theme (05:43) for more information on how to find the central message, or theme, in a story. Understanding how to find the central message is an important skill for good readers.
To answer this question, your student needs to be able to determine the central message of part of *Storm in the Night*. To help your student determine the central message, ask the following questions:

- What did Thomas's grandfather learn?
- What lesson does Thomas's grandfather want to teach him?
- How does Thomas change from the beginning to the end of the story?

**CLOSE READ**

As you read pp. 28–32 of *Storm in the Night*, you were looking for clues about the central message. Clues about the central message are found in the key details. Understanding the central message of a story can give you a new way of looking at the world. Let's answer some questions about details that can help you find the central message:

- Why does Thomas say that the man should have thought about his grandfather on p. 28?
- How can you tell from the details and the illustrations that it's getting late at the end of the story?
- Why do you think Grandfather chose to tell Thomas the story about the storm?

Write the answers to these questions in your ELA Journal. Then, share your answers with your Learning Guide.

**TEACHING NOTES**

Remind your student that the central message is the lesson that an author wants to share with readers. Explain that the author will usually not state the central message directly, but instead will express the central message through the key details in the text.

Your student might have responded that the man should have thought about his grandfather on p. 28 because Grandfather was alone and scared. Your student might also note that Grandfather did not mean to lose his puppy, and the man should have understood that.

Your student should be able to find the details in the text and the illustration that indicate that it is getting late. Your student might point out that the text says that Grandfather yawned after telling his story. The illustration shows this, as well. The illustration also shows that Thomas is resting his head on his grandfather, something a child might do when tired.

Your student might respond that Grandfather chose to tell Thomas the story about the storm because he wanted Thomas to know that everyone is afraid sometimes and it is okay to be afraid. Your student should understand that Grandfather wants to teach Thomas that fears can be overcome.
Ask your student to describe the central message of the story. Your student's response should be related to the theme of fear or overcoming fear. Your student might say that the central message is related to the relationship between Thomas and his grandfather. If your student struggles to identify the central message, guide your student with questions such as these:

- What does Thomas's grandfather want him to know?
- How does the way Thomas feels at the beginning of the story compare to the way he feels at the end of the story?
- What did the characters learn in this story? What did you learn in this story?

**FUNCTION OF ADJECTIVES**

You know that nouns name people, animals, places, and things. Adjectives are words that describe people, animals, places, and things.

Good writers use adjectives to add details to their writing. You can use adjectives when writing opinions. For example, “I like this story” is an opinion. You might like a story because it is interesting. *Interesting* is an adjective that can be used to describe a story.

Adjectives can describe:

- what a person, animal, place or thing, looks like.
- what a person, animal, place, or thing sounds, smells, or feels like.
- how a person feels.

**TEACHING NOTES**

Remind your student that nouns name people, animals, places, and things. Explain that adjectives are words that describe nouns. Tell your student that writers use adjectives in their writing to help their readers picture the things they are describing. Give your student a few examples of sentences that use adjectives:

- *The boy in the blue jacket bounced the red ball down the sidewalk.* Point out that *blue* describes the way the jacket looks.
- *The ball made a loud noise each time it bounced.* Tell your student that *loud* describes the way the ball sounds.
- *The happy boy pointed at the ball as it rolled away.* Explain to your student that *happy* describes the way the boy feels.
Turn to the beginning of *Storm in the Night*. Look at the illustrations. Write a list of adjectives to describe what you see in the illustrations in your ELA Journal. Share your list of adjectives with your Learning Guide.

**TEACHING NOTES**

Go over your student’s list of adjectives. Ask your student to choose three of the adjectives and write a sentence for each. The sentences do not have to be related to the story.

**SUPPORT AN OPINION WITH REASONS**

Last time, you learned that reasons should support an opinion statement. The facts and details that make up the writer’s reasons are called *evidence*. You know that reasons explain why a writer has an opinion. They also show why the reader should agree with the writer’s opinion. Now, you are going to learn how to give strong reasons in an opinion essay.

Strong reasons, or evidence, will:

- answer the question: *Why do you think that?*
- include at least several reasons that support the opinion.
- include details from a text or from real-world experience.
- include facts and details that explain the reasons.
- explain why the examples and facts support the opinion.

**TEACHING NOTES**

Remind your student that there are different types of reasons a writer can provide to support an opinion. If the writer’s opinion is based on his or her own experiences, then the writer should include examples from his or her own life and experiences. Point out that if the opinion is related to a text, the writers should include quotes and examples from the text. Explain to your student that writers also explain why the facts and examples support their opinion.

Next, you are going to write reasons to support an opinion.

Think about the following questions before you write:

- What evidence best supports my opinion?
• What examples from my life support my opinion?
• What details from the text support my opinion?
• Why do my examples support my opinion?

Read this opinion statement:

Storm in the Night is/is not a good book for young children.

Is Storm in the Night a good book for young children? Write at least two reasons for your opinion. Include details from the text. You might also include examples from your life. Be sure to use adjectives to help describe your reasons. Write your reasons in your ELA Journal. Then, share your reasons with your Learning Guide.

Read your student’s reasons for the opinion he or she chose to write about. Your student should have included at least two reasons. At least one of the reasons should be related to the text. Your student might have also included an example from his or her life. For example, your student might have written, “I think Storm in the Night is a good book for young children. Thomas learns an important lesson about being afraid from his grandfather. I think this is a good lesson for young children. My grandfather has taught me many lessons. Young children should listen to the stories older people have to tell them.”

Have your student show you the adjectives he or she used as well as the nouns the adjectives describe.

Today, you focused on key details and the central message of the story. Next time, you will think about the character’s actions and feelings.
In the last part, you focused on key details and the central message of the story. You learned that key details can help you figure out the central message of the text.

Today, you will think about the character's actions and feelings. How do these details help you figure out the central message? Think about how Thomas felt at the beginning of the story. Think about how he feels at the end. Think about how Thomas's grandfather feels at the beginning of the story he tells. Think about how he feels at the end.

Now reread pp. 28–32 of *Storm in the Night*.

Early in the story, Thomas says, “I’m not afraid of anything.” At the end, Thomas says that if he were home alone when a storm came and the lights went out, “I think maybe then I would be a little bit afraid.” From the grandfather's experience, told in the story, Thomas has learned that it is okay to admit and face one's fears.
Write the answers to the following questions in your ELA Journal:

- How does Thomas change during the story?
- How does Thomas’s grandfather change during the story he tells Thomas?
- How do the changes the characters go through help you understand the central message?

Discuss your answers with your Learning Guide.

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**TEACHING NOTES**

Your student has now read the end of *Storm in the Night* twice and should be able to describe the changes each character undergoes in the course of the story. Your student should recognize that at the beginning of the story, Thomas felt afraid in the dark. However, he was unwilling to admit that he felt afraid. This is why his grandfather tells him a story. In the story, his grandfather is a boy and is also afraid during a storm. At the end of his story, the grandfather was able to overcome his fear. At the end of *Storm in the Night*, Thomas was able to admit that he would have been afraid if he were in the situation his grandfather was in, too. He seemed less afraid at the end of the story than at the beginning.

In a previous session, your student should have identified the central message. Discuss with your student how his or her answers to these questions support the central idea he or she identified. Ask if your student has changed his or her mind about the central message based on the answers to these questions.

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**INTERACTIVE ACTIVITY**

Play [Monster Word Mania](#) to check your understanding of the words you have read so far in this unit.

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**USE**

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**USE FOR MASTERY**

Today, you learned that the key details show the central message of a text. You read the end of *Storm in the Night*. You learned that Thomas's grandfather learned an important lesson about fear when he was young. You also learned that Thomas was able to admit that he would have been afraid, too, after he heard his grandfather’s story.
Now you are going to write a paragraph about the central message of Storm in the Night. Answer the following questions in your paragraph:

- What is the central message in Storm in the Night?
- What are two examples from the text that show the central message?
- Do you think this is a good lesson for a person your age to learn?
- What are two reasons why you think/do not think this is a good lesson to learn?

Type or upload your response below.

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Answer each of the four questions above within the body of your paragraph?
- Provide a clear introduction that states the main idea or central message?
- Provide two details from the text that support the central message?
- Use linking words and phrases to connect the central message to the details you provided?
- Provide a concluding statement?
- Use proper grammar and spelling?

In this lesson, you learned how key details in a text convey the central message. You looked at point of view in the text and in the illustrations. You wrote an opinion piece about the story Storm in the Night. Next, you will compare and contrast the central message in two texts.
If answering the reading questions or explaining character change is challenging, remember that events in the story happen because of the characters. It is the actions of the characters that move the story along. Reread pages 28–32 and pay attention to the following details:

- how the character felt at the beginning
- the problem that the character faces
- how the character felt at the end

If your student is struggling to answer the reading questions or explain character change, remind him or her that events in the story happen because of the characters. It is the actions of the characters that move the story along. Have your student reread pages 28–32 and pay attention to the following details:

- How the character felt at the beginning (possible answer: At the beginning, Thomas felt scared of the dark.)
- The problem that the character faces (possible answer: Thomas does not want to admit that he is scared.)
- How the character felt at the end (possible answer: Thomas feels better after learning that his grandfather feels scared of the dark, too, sometimes.)
In the last lesson, you learned about the central message, or lesson, of a text while reading *Storm in the Night*. Today, you are going to learn how to analyze characters. When you analyze characters, you think about how their actions show something about their experiences.

As you read, pay attention to the actions of the characters.

Reread *Storm in the Night*.

**TEACHING NOTES**

Explain to your student that the actions of characters transmit their experiences. Remind your student to look for the details in the text that reveal the characters’ experiences as he or she reads.

Guide your student in rereading *Storm in the Night*. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
• Have your student read the story aloud with another student or with you, either chorally or by reading alternating sections.
• Have your student read the story independently.

While your student is reading, assess his or her fluency. Explain that punctuation helps us understand a text. A comma means a slight pause. A period means a stop at the end of a sentence. Turn to p. 21 in *Storm in the Night*. Point to sentences that end with a question mark or an exclamation mark, and ask your student how he or she should read these sentences. Have your student follow along as you read the sentences. Then, have your student read the same sentences aloud, observing the punctuation.

If your student asks about the ellipses at the bottom of the page, explain that three dots in a row is like saying, “To be continued.”

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**TEACHING NOTES**

To answer the first question, your student might write that the boy smiled when his grandfather said he would tell a story because he likes to hear his grandfather’s stories. He or she might respond that the boy finds the idea of his grandfather as a boy funny. He or she might also say that the boy cannot imagine his grandfather as a boy.

Your student might respond that Grandfather thought the man was seven feet tall because he was scared. The man made him feel more afraid, and this made him imagine that the man was bigger than he actually was.

Your student should recognize that Thomas thinks his grandfather is not telling a true story because his description of the man in his story seems far-fetched to Thomas.

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**READING ANALYSIS**

Characters’ actions move the events in a story forward. Characters often have a problem. The actions the characters take to solve the problem lead to the story’s events.
You are going to fill out a **Characters and Events Chart**. This will help you see how the events in the story connect to the characters’ actions.

### TEACHING NOTES

Explain to your student that he or she will fill out the chart by writing a cause in the first column and an effect in the second. Model filling out the first row of the chart for your student. Tell your student that you know that a storm caused the power to go out. Without this event, the grandfather might not have gotten to spend time talking. Have your student write this cause and effect into the chart in his or her own words.

Have your student fill out the remaining columns. If your student struggles, help by guiding him or her to events in the story and asking why they happened. For example, Thomas’s grandfather tells him a story. Why did he tell him a story? Because he was afraid. The cause is that Thomas is afraid. The effect is that Thomas’s grandfather tells him a story.

![Characters and Events Chart](chart.png)

### ANOTHER WAY

If analyzing characters seems challenging, take time to think about what analyze means. Analyze means you are thinking deeply about something so that you understand it better. You have already practiced analyzing characters and texts by comparing and contrasting, finding central messages, looking at characters changing, identifying main ideas and key details, and many other ways! Today you will continue practicing to think deeply about a text by thinking about the cause and effect of events in the story.

Remember: The effect is what happened, and the cause is why it happened.
If your student is struggling to analyze characters, take time to have him or her think about what analyze means. Analyze means you are thinking deeply about something so that you understand it better. Remind your student that he or she has already practiced analyzing characters and texts by comparing and contrasting, finding central messages, looking at characters changing, identifying main ideas and key details, and many other ways! Today he or she will continue practicing to think deeply about a text by thinking about the cause and effect of events in the story.

Remind your student that the effect is what happened, and the cause is why it happened.

**R-CONTROLLED VOWELS**

Reading out loud is an important skill for all good readers. Good readers know how to decode unfamiliar words. Today, you will get more practice pronouncing words with r-controlled vowels. Look at the following words from *Storm in the Night*:

- *porch*
- *fur*
- *arms*

Remember that a vowel makes a special sound when it comes before the letter *r*. Say these words out loud. Pay attention to the sound the vowel makes. You are going to fill out a chart to help you look at other words with the /er/ sound. Your Learning Guide will explain how to fill in the chart.

Display Sound-Spelling Cards 62, 67, 72, and 92 to discuss the spellings of the /er/ sound. Provide your student with a Four-Column Chart. Your student will place the words from these cards into the heading and then think of other words with the /er/ sound. Help your student sort the words he or she thinks of into the correct column.
In your **Four-Column Chart**, write the words *pearl, fern, girl,* and *worm* in the first row. Think of other words with the /er/ sound. Look at the spelling of the words in your list. Decide which column each word goes in.

Let’s take a look at some other words with *r*-controlled vowels. Look at these words from *Storm in the Night*.

- *forth*
- *scared*

Say the words out loud. Listen to the sound the vowel makes in each word. Here are a few more words with *r*-controlled vowels:

- *skirt*
- *bird*
- *board*
- *march*
- *serve*
- *bear*
- *purple*
- *thorn*

Read these words to your Learning Guide. Choose three of the words. Write a sentence with each of these words in your ELA Journal.

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### TEACHING NOTES

Go over the words in the list with your student. Have your student say each word out loud and isolate the vowel sound. Have your student read the sentences he or she wrote out loud.

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### CREATE AN ORGANIZATIONAL STRUCTURE

Last time, you learned a lot about writing opinion pieces. You wrote an opinion piece about *Storm in the Night*. You know that an opinion opens with an opinion statement. You know that writers support their opinion statement with reasons.

Today, you are going to draft an opinion piece about two texts. One text is *Storm in the Night*. The other is *Knots on a Counting Rope*. You will give your opinion about relationships between generations in the two stories. Think of an opinion about the relationship between the boy and grandfather in *Knots on a Counting Rope* or Thomas and his grandfather in *Storm in the Night*. Do they have a good relationship? How do the grandfathers help the boys? Use this opinion for your new opinion piece.
First, you will learn how to organize your writing. Think about the story Thomas's grandfather told him. That story had a clear beginning, middle, and end. The structure of the story made it easy for Thomas to understand what his grandfather wanted him to know. Like that story, your opinion piece should be structured in a way that will make it easy for your reader to understand what you want him or her to know.

Here are the things you need to create a strong organizational structure for your opinion writing:

- It makes sense to readers.
- It includes an opinion statement to introduce the topic and opinion.
- It includes examples to support the opinion.
- It includes a concluding statement about the opinion.

Your opinion piece needs to be organized in a way that makes sense to your readers. You are going to fill out a Main Idea Chart to organize your ideas for your opinion piece.

Think about the following questions as you get ready to write:

- What is my opinion?
- What are my reasons for this opinion?
- What are some details to support my reasons?

Tell your student that when he or she creates an outline for an opinion piece, the first thing to do is decide on an opinion statement. Your student should list his or her most important reason for this opinion first and then arrange the other reasons in order of importance.

Remind your student to include facts, details, and examples that support his or her reasons for an opinion. Help your student brainstorm details from texts he or she has read or from real-world experiences that support your student's reasons.

You can use a Main Idea Chart to organize the reasons and examples for your opinion. Write your opinion in the top box of the chart. Then, write the most important reason in the first detail box.
Below the reason, list the examples that support that reason. Place the next most important reason and examples in the middle detail box. Place the least important reason and examples in the last detail box. Show your Main Idea Chart to your Learning Guide.

Provide your student with a copy of the Main Idea Chart. If your student struggles to fill out the chart, remind him or her to think about the guiding questions about his or her opinion.

Today, you learned that you can analyze characters by thinking about what their actions reveal. You also learned that the actions of the characters move the plot forward. You made the connections between the character's actions and events in Storm in the Night. Next time, you are going to learn how key details in a text reveal the text's central message.

Please go online to view and submit this assessment.
Stories Are Passed Down Through Generations - Part 2

### Objectives
- To compare and contrast the central message in two texts
- To write an opinion piece using prewriting strategies

### Books & Materials
- *Storm in the Night* by Mary Stolz and Pat Cummings
- *Decodable Practice Readers* 17A, 17B, and 17C
- ELA Journal
- Computer
- Sound-Spelling Cards
- Main Idea and Key Details Organizer
- Decodable Practice Readers

### Assignments
- Read *Storm in the Night*.
- Complete *Cause and Effect Chart*.
- Complete *Main Idea Chart*.
- Complete *Central Message Chart*.
- Compare characters by completing a four-column chart.
- Draft an opinion using prewriting strategies.

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### LEARN

Last time, you learned that you can analyze characters by thinking about what their actions reveal. You also learned that the actions of the characters move the plot forward. You made the connections between the character's actions and events in *Storm in the Night*.

Today, you are going to learn how key details in a text reveal the text's central message. Remember that the central message is the lesson that the author wants to share with the reader. You already know *Storm in the Night* is about facing and overcoming one's fear. As you reread the story, watch for key details that show this. What thoughts and actions give you clues to Thomas's feelings?

Now, reread *Storm in the Night*.

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### TEACHING NOTES

Today, your student will be rereading *Storm in the Night*. Explain to your student that rereading a text often reveals new understanding. Readers may see connections they did not see the first time they read. Remind your student that key details are the details about the setting, characters, and plot that help the reader interpret a text. Your student should understand that the key details in the text reveal the central message. Make sure that your student understands that the central message is the lesson the author wants to convey to the reader. As your student reads, remind him or her to think about the central message and to analyze how the key details reveal the central message.
FLUENCY

READING AT THE CORRECT PACE

Great readers read at the correct pace. When readers read too slow or too fast it is not fluent reading, and readers are not making meaning of the text. Readers read at the correct pace, which is the speed you speak when you are having a conversation with someone.

Great readers also remember to:

1. Read accurately.
2. Read with expression.
3. Read with phrasing.

Watch this video to listen to a girl reading a passage for 1 minute. Listen to how she reads at the correct pace.

Please go online to view this video

Take a look at the Fluency Rubric to see how a good reader reads with fluency. Look at the section about reading at the correct pace. Think about the girl in the video. How do you think she did?

You will practice reading from Storm in the Night. Turn to p. 6. Practice reading p. 6 one time through. Your Learning Guide will time you reading the page four more times. See how much of the page you can read in one minute. Happy reading!

TEACHING NOTES

Discuss all four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately.
2. Read with expression.
3. Read with phrasing.
4. Read at the correct pace.

Watch this video to listen to a girl reading a passage for 1 minute. Listen to how she reads at the correct pace. Look at the Fluency Rubric with your student and discuss how the girl did in the video. She is proficient in accuracy, developing on expression, proficient on phrasing, and proficient on pace. If she had read the passage a second time she would most likely be proficient on expression as well.
Go to Storm in the Night and turn to p. 6. First, have your student read p. 6 once through to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. You might need to click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of fluent reading.

Now time your student reading the page for one minute each time, just like the teacher in the video. Your student should get faster each time he or she reads the page. Your student should be reading at a reasonable pace to make meaning of the text.

After reading the page two times, look at the Fluency Rubric and discuss how your student did. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric a second time. Discuss how your student did. If your student is struggling with this, have your student practice reading along with the hippo “read aloud” mode.

Write the answers to the following questions in your ELA Journal.

- Why do you think Thomas can hear and smell better during the storm?
- Think about the details at the beginning of the story. Thinking about those details, why do you think Grandfather decided to tell Thomas about the storm?
- What about Grandfather’s story do you think causes Thomas to admit his fear?

Discuss your answers with your Learning Guide.

Discuss with your student his or her answers to the reading questions. Your student should understand that Thomas can hear and smell better during the storm because he cannot see and his other senses are heightened. Your student may respond to the second question by saying that the storm reminded Grandfather of what happened to him when he was young. Your student might also say that Grandfather wanted to tell Thomas the story to teach him about overcoming his fears or that he wanted to let Thomas know that it is normal to feel fear. Your student might say that after hearing his grandfather’s story, Thomas realizes that it is normal to feel fear. Another possible response is that once he hears that his grandfather overcame his fear, Thomas realizes that he can, too, and does not have to pretend that he is not afraid.

Choose one of the questions, and ask your student to show you the place in the text that he or she used to answer the question. Have your student explain how these details support the central message.
CENTRAL MESSAGE CHART

You already know that the central message is the lesson or moral that the author wants to share with the reader. The central message can be determined by looking at the key details in the text. Today, you are going to fill out a Central Message Chart that will help you see how the key details convey the central message.

Think about the details at the beginning, middle, and end of the story. Write details from the beginning in the first box on the bottom. Write the details from the middle of the story in the middle box. Write the details from the end of the story in the last box. Once you have filled in the row of boxes, think about what all of these details together teach the reader. Write the central message in the box at the top of the chart.

Guide your student through filling out the first box. Tell your student to think about the details at the beginning of the story. Ask your student, “What happens at the beginning of the story to cause Thomas’s grandfather to tell him a story?”

Once your student has filled out the boxes with the key details, have him or her fill in the central message at the top. If your student has trouble coming up with the central message, talk him or her through the process of analyzing the key details. Ask your student if he or she can see topics or themes that reappear throughout the story. Your student might mention themes such as storms, fear, childhood, and pets. Guide your student in a discussion about how the details related to these things convey a message about overcoming fear.

If your student completes this task easily, use the following questions to have him or her explain how determining the central message of a story helps deepen the understanding of the text.

- If you were to write a story, what would be your central message? How would you convey this central message?
Answers to the first question will vary. Your student should respond that he or she would use several examples and details in the story to illustrate the central message.

- Why do you think people often use stories to convey messages to others? Your student might respond that stories can help older people share messages with younger people. Stories are often easier to understand than life lessons or advice.

### LINKING WORDS

You just thought about how to organize the parts of your paper. Now, you need to think about how to connect those parts. Writers use linking words and phrases to connect ideas and reasons. You can use linking words when writing your opinion piece to help your writer understand the connections between your ideas. Using linking words and phrases will make your writing clearer.

Look at the chart below. This chart contains examples of linking words and phrases. It shows the linking words and phrases you can use for different purposes.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Linking Word or Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>also, and, in addition, too</td>
</tr>
<tr>
<td>cause/effect</td>
<td>therefore, as a result, consequently</td>
</tr>
<tr>
<td>comparison</td>
<td>also, for example, likewise, similarly</td>
</tr>
<tr>
<td>contrast</td>
<td>but, however, on the other hand, in contrast</td>
</tr>
<tr>
<td>reason</td>
<td>because, because of, for, since</td>
</tr>
<tr>
<td>time</td>
<td>at that point, after that, meanwhile, then</td>
</tr>
</tbody>
</table>

### TEACHING NOTES

Explain to your student that linking words and phrases serve several purposes. Point out that deciding what to do—compare, contrast, sequence, add, show cause and effect—helps writers select the best linking word or phrase. Go over the purposes and corresponding words and phrases in the chart.

Go over examples of linking words and phrases found in *Storm in the Night* with your student. First, turn to p. 17. Find the following sentence.

Ringo’s fur rose, **and** he turned his head from side to side. . . .
Point out that the author uses the word *and* to connect the ideas within the sentence.

Find the following sentences on p. 17.

> The rain, driving hard against the back of the house, was scarcely sprinkling here.
> **But** it whooped windily through the great beech tree on the lawn, brandishing branches, tearing off twigs.

Point out to your student that the author uses the word *but* to show that the second sentence is going to have a contrasting, or differing, idea from the first.

Find the following sentences on p. 6.

> It was not easy to believe that Grandfather had once been a boy, **but** Thomas believed it.
> **Because** Grandfather said so, Thomas believed that long, long ago, probably at the beginning of the world, his grandfather had been a boy.

Point out to your student that the word *but* sets up a contrast between ideas within the sentence. The linking word *because* links to clauses and explains the cause or reason that Thomas thought like he did.

Before you choose a linking word or phrase, think about how the ideas are connected. Which word or phrase best shows the connection?

Think about the following questions before you write:

- What do I want to link?
- What relationship do I want to show?
- What linking word or phrase works best to show the connection?

**TEACHING NOTES**

Explain to your student that the first step in choosing the appropriate linking word or phrase is to identify what can be linked. The next step is to identify the purpose. Remind your student that different linking words serve different purposes. Review a few examples on the chart again.
Model for your student how to link reasons in an opinion. Say to your student, “When I am listing things, such as the scary parts of a storm, I would use the word and to link them together.” Write the following sentence on a piece of paper for your student: The wind, lighting, and thunder scared me. Have your student point out the linking word. Write the following sentence: I was scared because when I was a child, I was caught in a storm outside. Have your student identify the linking word. Explain to your student that in the first sentence, the word and shows that the things in the list are connected. In the second sentence, the word because shows that the first event happened as a result of the second.

You are writing an opinion piece about relationships between people in different generations. Look back at the examples and reasons you wrote last time. Now, you are going to write linking words and phrases that can connect these examples and reasons. Write your words and phrases in your ELA Journal or notebook.

TEACHING NOTES

Look over the linking words and phrases your student wrote down. Ask your student to explain how the linking words and phrases connect his or her reasons and examples.

PHONICS

R-CONTROLLED VOWELS: IR, ER, UR, EAR, OR, AS ORE, OAR

Look at the words back and bark. Read them aloud and listen to the vowel sounds in each word. When the letter r is next to a vowel, it changes the vowel sound. Let’s look at some examples of r-controlled vowel sounds

Look at Sound Spelling cards 62, 67, 72, and 92. These are ways to spell the sound /er/.

Look at Spelling Sound cards 87, 91, and 93. These are ways to spell the sound /or/.

Look at Spelling Sound cards 22, 47, and 55. These are ways to spell the sound /ar/.

Look at the Decodable Practice Readers 17A, 17B, and 17C (online only). Pick the one you would like to read. Read the words on the cover. Which words have the sound /or/? Which words have the sound /er/? Which words have the sound /ar/? Read the story.

Now read the story again and look for words with r-controlled vowel sounds. Make a three-column chart in your ELA Journal. Label the columns headings with the sounds: /or/, /ar/, /er/. Write each word you find in the correct column.
Review the different r-controlled vowel sounds.

Your student should pick one Decodable Practice Reader to practice reading words with r-controlled vowel sounds and high frequency words. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read another Decodable Practice Reader at another time. Assist your student in completing the tasks.

Today, you learned how authors use key details to reveal the central message to the reader. You also connected your ideas using linking words. Next time, you will analyze characters in two stories and compare how these characters share their stories.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you learned how authors use key details to convey the central message to the reader. You looked at the key details in *Storm in the Night* and saw how they reveal the lesson the author wants to share with the reader.

Today, you are going to go back to analyzing characters. You already know that when you analyze characters, you look at how their actions and words reveal their experiences. Now, you will look at the characters in two stories and compare how these characters share their experiences. You will be rereading the beginning of *Knots on a Counting Rope* and *Storm in the Night*.

Remember that in *Knots on a Counting Rope*, a grandfather tells his grandson stories about the grandson's life. As you read each text, think about the characters. Look at how the actions and words of the characters reveal their experiences. How are the characters the same? How are they different? How are the stories told by the characters the same and different?

Reread the first two pages of *Knots on a Counting Rope*, in the *Text Collection*, Volume 2, Unit 3 and *Storm in the Night*.
Write the answers to the following questions in your ELA Journal.

- What are some of the similarities in the way the two stories are told?
- What are some of the differences?

Discuss your answers with your Learning Guide.

**TEACHING NOTES**

Your student should be able to name similarities and differences between the two stories. Your student should recognize that one similarity is that the characters in each story are a grandfather and a grandson. In both stories, the grandfather is telling the grandson a story. One difference is that in one story, the grandfather tells a story about himself and in the other, the grandfather tells a story about the boy.

Remember that characters have traits, feelings, and reasons for their actions. Characters’ actions affect the order of events in a story.

You are going to fill out a chart that will help you compare and contrast the characters in *Storm in the Night* and *Knots on a Counting Rope*. Fill out a **Four-Column Chart**. You will look at the actions of the characters in each story and the effect their actions have on the plot.

**TEACHING NOTES**

Have your student fill in the first two columns as shown below. Model comparing and contrasting by pointing out that both stories have grandfathers. Ask your student to come up with the traits of the grandfathers in the story. Next, guide your student through filling in the third and fourth columns with information about the impact that each grandfather has on the text.

Go over your student’s completed chart.
Finding ways that characters and events are alike and different will help you become a better reader.

Understanding how to compare and contrast is an important skill for good readers. Get more practice comparing and contrasting stories in this online activity.

Think about how the two stories are alike and how they are different. How are the characters and settings alike?

Watch this video to learn more about how to compare and contrast.

Please go online to view this video

Finding ways that characters and events are alike and different will help you become a better reader.

To answer this question, your student needs to be able to compare the characters in *Storm in the Night* and *Knots on a Counting Rope*. Your student needs to be able to eliminate answers that include a detail describing only one of the characters. If your student struggles to answer this question, ask him or her to think about the following question:

What do Thomas in *Storm in the Night* and the Boy in *Knots on a Counting Rope* have in common?

CONCLUDING STATEMENT

You already know that your opinion piece needs an opinion statement to introduce your topic to your readers. In the last part, you learned how to use linking words and phrases to connect the ideas in your opinion piece. Today, you are going to learn how to end your opinion piece. Your opinion piece will finish with a concluding, or ending, statement that will state your opinion in a new way.

Your concluding statement should:

- Begin with a linking word or phrase such as *in conclusion*, *to summarize*, or *finally*.
- Restate the opinion you stated at the beginning of your piece.
- Not introduce any new ideas.
Look at your opinion statement before you write your concluding statement. Pick a strong reason from your piece to use in your concluding statement. Before you write your concluding statement, ask yourself the following questions:

- How can I state my opinion in a new way?
- What reason from the text can I include when I restate my opinion?

Look back on the work you have done on your opinion piece. Write a concluding statement for your opinion piece in your ELA Journal.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

### TEACHING NOTES

Explain to your student that a concluding statement should be brief and concise. Your student should understand that a concluding statement should restate the opinion expressed in the opinion statement in a new way, but should not introduce any new ideas, reasons, or examples. Tell your student that the concluding statement is the last thing that the reader will read and remember. It should confirm the writer’s opinion and remind readers of one of the important reasons for the opinion given earlier in the opinion piece.

If your student struggles to come up with a concluding statement, guide him or her back to the opinion statement he or she wrote. Model restating the opinion statement in the form of a concluding statement. Work with your student to come up with two more possible concluding statements.

Take this opportunity to assess your student’s writing using this rubric. Use the rubric rows to offer feedback to your student. Notice the difference in language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.

### VOCABULARY

**PRACTICE: MAKING REAL LIFE CONNECTIONS: “TALES” AND “GENERATIONS”**

You know that a great way to learn vocabulary is to connect it to things you already know. This helps the words stick in your brain and gives you a better understanding of their meanings. You have practiced this strategy several times this year. Now you will practice making real-life connections with two words from Knots on a Counting Rope and Storm in the Night.

- tale: a story, usually one that is passed down from person to person
- generation: all the people born and living around the same time
Both these stories feature a character telling a tale, and each of those characters is from a different generation than the children in the story. All the tales are told by a grandparent.

Now draw a picture of a tale that you know. It could be a fairy tale, a story from your culture/religion, or a story someone in your family has told you. Then write a paragraph about that tale. After you are done, draw a picture of each generation of your family and write a paragraph explaining a little bit about each person. Do this work in your ELA Journal and show your Learning Guide.

When you are done, add new words to your word wall. Use your new words in writing and speaking.

### TEACHING NOTES

Help your student understand each word by giving examples from both texts.

The stories told in *Knots on a Counting Rope* and *Storm in the Night* are all examples of tales. Help your student think of tales he or she may know. Some examples include fairy tales, tales from his or her culture or religion (e.g., the story of Hanukkah), or important stories in his or her family.

In both of this unit’s texts, stories are told by the grandparents. Explain to your student that his or her grandparents are one generation and his or her parents are a separate generation. Help your student identify and write about all of the generations in his or her family (child, aunts, uncles, cousins, parents, grandparents, great grandparents).

When your student is done, ask him or her to add any new words to the word wall. Encourage him or her to use new words in writing and speaking.

### COMPARATIVE AND SUPERLATIVE ADJECTIVES

You already know that adjectives are used to describe nouns. Writers use nouns to create clear descriptions. They use adjectives to make writing more interesting. Writers use special adjectives to compare nouns. Adjectives that compare two nouns are called *comparative adjectives*. Adjectives that compare three or more nouns are called *superlative adjectives*.

Let’s take a look:

- **Adjective**: Thomas is *tall*.
- **Comparative**: His grandfather is *taller*.
- **Superlative**: The stranger is the *tallest* of all.

Notice that the endings -er and -est are added to the end of *tall* to form the comparative and superlative adjectives. These endings are usually added to shorter words.
Let’s look at another example:

**Adjective:** The storm was terrible.

**Comparative:** Last night’s storm was more terrible than the storm we had last week.

**Superlative:** The storm was the most terrible storm we had ever had.

The word more is used to compare two things. The word most is used to compare three or more things. These words are usually used before longer words to form comparative and superlative adjectives.

You can use comparative and superlative adjectives in your opinion piece. These special adjectives will make your ideas clearer to your reader.

Discuss comparative and superlative adjectives with your Learning Guide. Then, write two sentences that use each type of adjective in your ELA Journal or your notebook.

**TEACHING NOTES**

Make sure your student understands the difference between comparative and superlative adjectives. Comparative is used when only two things or groups of things are compared to each other. Superlative is used when a thing or group is compared to all other things or groups like it. Explain to your student that a suffix is usually added to the end of short words, such as tall, to form comparative and superlative adjectives. The words more and most are added before most longer words. Give your student a few simple words, such as sweet, hard, beautiful, and difficult. Have your student give the comparative and superlative for each. Go over the sentences your student wrote. Make sure your student uses the correct form of the adjectives.

Today, you compared the characters in Storm in the Night and Knots on a Counting Rope. Next time, you are going to compare the central messages, or lessons, of these two texts.
Last time, you compared the characters in *Storm in the Night* and *Knots on a Counting Rope*. You thought about similarities and differences between the characters. You also thought about how these characters transmit their experiences. Today, we are going to continue looking at both *Storm in the Night* and *Knots on a Counting Rope*. You will compare the two texts. As you read, think about Thomas and Boy when answering these questions:

- How does each character change from the beginning to the end of the story?
- What details in each story point to a central message?

Now, reread the last two pages of *Storm in the Night* and *Knots on a Counting Rope*, in the Text Collection, Volume 2, Unit 3.

Answer the following questions in your ELA Journal.

- What is the central message of *Knots on a Counting Rope*?
- What is the central message of *Storm in the Night*?
• How is the central message of *Knots on a Counting Rope* similar to the central message of *Storm in the Night*?

• How is the central message of *Knots on a Counting Rope* different from the central message of *Storm in the Night*?

Discuss the answers to these questions with your Learning Guide.

### TEACHING NOTES

Your student should have been able to identify the central message of *Knots on a Counting Rope* and *Storm in the Night*. The central message of *Knots on a Counting Rope* should be related to overcoming obstacles, facing your fears, or the relationship between the boy and his grandfather. The central message of *Storm in the Night* should be related to overcoming fear or the relationship between the boy and his grandfather.

The way your student compares and contrasts the central messages will determine what he or she identified as the central message. Your student may note similarities in the relationship between the older and younger family members in the texts. Your student may note that each boy has something to overcome and that each grandfather helps the boy overcome his fear or obstacle. Your student may note that the grandfather in *Knots on a Counting Rope* tells a story about his grandson, while the grandfather in *Storm in the Night* tells a story about himself as a boy.

### VOCABULARY

All readers come across words they do not know. Good readers look for ways to understand new words. Here are some things you can do to figure what a new word means:

- Can you break the word into parts? See if you know the meaning of a part of the word.
- Can you guess the meaning of the word based on the meaning of the sentence? Look for clues in the context.
- Is the word in bold? Is there a definition of the word on the page? If not, look at a dictionary to find the meaning of the word.

Sometimes, you have to try more than one thing to find the meaning of the word. Find and read the sentence with the word ceremony in *Knots on a Counting Rope*.

First, let's see if you can break the word into parts. Do you know the meaning of any of the word parts?
Find the sentence that contains the word *interrupting*. Read the paragraph around the word. Are any clues to its meaning there?

Can you find the meaning of *ceremony* online or in a dictionary? Once you have determined the definition of *ceremony*, write it down in your ELA Journal or your notebook. Write a sentence using *ceremony*. Write a list of words that have a similar meaning.

Let’s practice finding the meaning of new words. You have gone through the process with the word *ceremony*. Now try to find the meaning of the word *interrupting* from *Storm in the Night*.

**TEACHING NOTES**

Guide your student through the process of determining the meaning of these unfamiliar words. You might find that your student is more familiar with one or more of the suggested strategies for determining the meaning of new words. Encourage him or her to try new strategies.

Go over the definitions, sentences, and lists of related words your student wrote down. If your student struggles with writing a sentence using the words, model writing a sentence with the word for your student.

**USE**

**USE FOR MASTERY**

You have thought a lot about the central message in *Storm in the Night* and *Knots on a Counting Rope*. Which story do you think has a better central message? Now, you are going to use what you have learned to write an opinion statement with supporting reasons. Your opinion statement should tell which story has a better central message or theme: *Storm in the Night* or *Knots on a Counting Rope*. Remember to use reasons and examples from the texts and your own life to support your opinion. Make sure to list the examples and reasons in the order that shows which ones are most important. Think about which linking words best connect the ideas in your opinion piece.

Read through your opinion piece when you are finished. This is the time to move around or delete details that do not quite fit. Rewrite your opinion piece one last time in your ELA Journal or notebook. Then, share your opinion piece with your Learning Guide.
Did you:

- Clearly state in your opinion statement which of the two stories has the better central message or theme?
- Provide two valid reasons from the text to support your opinion?
- Use three linking words or phrases to connect your opinion with the reasons you provided?
- Provide a concluding statement?
- Use proper spelling and grammar?

In this lesson, you have compared the central messages of *Storm in the Night* and *Knots on a Counting Rope*. You have written an opinion piece about the two stories. You are becoming a more fluent reader and a good writer!
Paul Bunyan’s Tall Tale - Part 1

Objectives
- To identify point of view and the central message through analyzing key details in a tall tale
- To write and publish an opinion essay

Books & Materials
- *Paul Bunyan* by Stephen Krensky and Craig Orback, in the Text Collection
- ELA Journal
- Computer
- Point of View Chart
- Dictionary

Assignments
- Read *Paul Bunyan*.
- Complete the **Point of View Chart**.
- Complete the **Central Message Web**.
- Plan, write, and publish an opinion essay.

LEARN

FLUENCY

PUTTING IT ALL TOGETHER

Great readers read fluently. When you read fluently you read accurately, with expression, with phrasing, and at the correct pace.

Fluent Readers also:

1. Read accurately.
2. Read with expression.
3. Read with phrasing.
4. Read at the correct pace.

To do all of these things you must think about the text, practice reading it, and then reread it again and again! The more you read, the better you get! Not only will you read more fluently, you also will get a better understanding of what you’ve read.

Watch this video to see how rereading improves your fluency. The girl in the video read the same paragraph many different times. Each time she read the paragraph, she became more accurate, more expressive, read with better phrasing, and read at a better pace.

Please go online to view this video ▶

Now you get to play a game. You will practice reading the phrases on this video accurately, before the phrases are read to you.

Please go online to view this video ▶
How did you do? Take a look at the Fluency Rubric. Did you read the phrases with more expression than the lady in the video?

Let’s practice reading from Paul Bunyan’s Tale. Turn to p. 25. Read this page with your Learning Guide. Now your Learning Guide will see how many words on the page you can read in just one minute. Each time you should get better. As you read the article at the beginning of your lesson today, see if you can practice all of the elements of fluency together to make meaning of the text.

LEARN ABOUT...

WHO IS PAUL BUNYAN?

You are going to be reading a tall tale about Paul Bunyan throughout this lesson. A tall tale is a folktale with exaggeration and fanciful events that are hard to believe. Before you read the story in this lesson, take a minute to learn about Paul Bunyan by reading this article.

After reading the article, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. Who is Paul Bunyan?
2. How did the story originate?

TEACHING NOTES

Your student has been assigned an article about Paul Bunyan and the history of the tall tale because later in this lesson your student will be reading the tall tale of Paul Bunyan.

After reading, your student should be able to answer the following questions.

1. Who is Paul Bunyan? (Paul Bunyan is a character in a tall tale, a lumberjack who was large and strong and had a pet, Babe, a giant blue ox.)
2. How did the story originate? (A logging company began telling the story as part of an advertisement. Over the years, Paul Bunyan got stronger and larger.)

UNDERSTAND POINT OF VIEW

You already know that each character in a story has a point of view and that every reader has a point of view, too. Today, you are going to learn more about how to distinguish or tell the difference between, the points of view of the characters and your point of view as a reader.
You are going to read the first part of the tall tale of *Paul Bunyan*, “Growing Up.” As you read, ask yourself the following questions:

- Who are the characters in this story?
- What do the illustrations show about the text?

Now, read the section of Paul Bunyan called “Growing Up,” in the *Text Collection, Volume 2, Unit 3*, page 22.

### TEACHING NOTES

Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text.
- Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

Explain that reading with accuracy means reading words without mistakes. Have your student follow along as you read aloud pp. 22–27 of “Growing Up,” focusing on the pronunciation of longer or unfamiliar words for accuracy. Model reading with accuracy. Have your student read the same passage aloud, stressing accuracy. Monitor fluency, accuracy, and understanding. Monitor progress and provide feedback. For optimal fluency, your student should read the passage three to four times.

Answer the following questions in your ELA Journal or your notebook:

- How are Paul and Babe alike? How are they different from most living things?
- What are some ways the narrator describes Paul Bunyan’s size that could not be true in real life?
- What are some descriptions of other things that could not be true in real life?
- What do these wild exaggerations tell you about the narrator’s view of Paul and his story? How is it different from your point of view?

Discuss your answers with your Learning Guide.

### TEACHING NOTES

**ANSWERS**

- Paul and Babe are both big and strong. They are much bigger and stronger than most living things. The text also says that Babe and Paul are both stubborn.
- Paul needs the wool from a flock of sheep to make one sweater and uses wagon wheels for buttons.
Paul and Babe are both big and strong. They are much bigger and stronger than most living things. The text also says that Babe and Paul are both stubborn.

Paul needs the wool from a flock of sheep to make one sweater and uses wagon wheels for buttons.

One winter it was so cold, the snow turned blue. Babe was able to straighten a crooked road.

Your student should understand that the wild exaggerations in the story show that the narrator is more interested in entertaining readers with a funny story than in telling a realistic story.

POINT OF VIEW CHART

A character’s point of view is how that character feels about what is happening in the story. The point of view shows how the character feels about the other characters, events in the plot, and setting. You are going to fill out a Three-Column graphic organizer and create a Point of View Chart comparing your point of view to Paul's. A blank chart is shown below to help you get started.

Fill in the chart with details from the story. They go in the first column. Then, ask yourself what Paul thinks or feels about this detail. Write your response in the second column. In the third column, note down what you think about that detail.

TEACHING NOTES

Your student’s chart might look like this initially:

<table>
<thead>
<tr>
<th>Detail</th>
<th>Paul’s Point of View</th>
<th>My Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul’s Size</td>
<td>Seems to think it is normal “‘Good work!’ Paul said to Babe, and Babe said back.” P.26</td>
<td>Definitely NOT realistic—no person in the world is that huge</td>
</tr>
</tbody>
</table>
If your student struggles with filling in the chart, have him or her look at the first paragraph on p. 26. Have your student add “finding a blue ox” to the Details column. Ask your student to look for clues about how Paul feels about this event. Ask your student, “What does Paul say about the ox?” Have your student write the dialogue showing Paul’s point of view in the chart. Finally, have your student write his or her thoughts about the ox in the final column.

**ANOTHER WAY**

If filling in the point of view graphic organizer is challenging, go through the chart step by step to find the most accurate answers. Discuss the following guiding questions with your lesson guide and add your ideas to the chart.

What detail did we learn in the text?

How does Paul Bunyan feel about the event? What does he think about the event?

How do you feel about the event? What are you thinking about the event?

**TEACHING NOTES**

If your student is struggling to fill in the point of view graphic organizer, go through the chart step by step with him or her to find the most accurate answers. Discuss the following guiding questions with your student and have him or her add the ideas to the chart.

What detail did we learn in the text? (Possible answer: Paul’s size)

How does Paul Bunyan feel about the event? What does he think about the event? (Possible answer: He seems to think its normal)

How do you feel about the event? What are you thinking about the event? (Possible answer: there are not really people this big! It is very surprising and unrealistic)

**VOCABULARY**

**SHADES OF MEANING: SYNONYMS FOR BIG**

You have already learned about synonyms—words with similar meanings—that authors use to make their writing more descriptive. You also know that synonyms do not always mean exactly the same thing. Today, you will practice using synonyms and you will also practice your dictionary skills. First, look at this example from *Paul Bunyan*. 
In the first section of *Paul Bunyan*, “Growing Up,” the author tells us all about how big Paul Bunyan is. However, there are much more descriptive words to describe how big he actually is. For example, you could say he is monstrous, which means he is as big as a monster. You know he is monstrous because the author tells you many things. On p. 24, the author shows you a picture of how big he is, and on p. 25, the author tells you his crib was a “rowboat.” This gives the reader vivid images of how big he actually is.

Now you will practice using the following synonyms for big to describe Paul Bunyan. Read each synonym in this list, then follow the directions below.

- enormous
- massive
- gargantuan
- mighty

Directions:

1. Look up each word in the dictionary.
2. Write a sentence about Paul Bunyan that uses that word and an example from the text. For example: Paul Bunyan was so monstrous when he was a baby that his crib was a boat!
3. Draw a picture to go with your sentence.

Do all this work in your ELA Journal and show it to your Learning Guide. Then add new words to your word wall. Use your new words in writing and speaking.

### TEACHING NOTES

Help your student locate each word in the dictionary and read the definition. Then help your student produce a sentence about how big Paul Bunyan was using that word and an example from the text. Some examples, all from p. 25, are listed below.

- His first cries broke every window for miles around.
- His baths flooded the house.
- He wore potato sacks for socks.
- He used wagon wheels to button his shirts.
- He ate forty bowls of porridge for breakfast.

Then help your student draw a picture that reflects his or her sentence. Post his or her work in the room near the word wall. Finally, ask your student to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.
WRITING A CONCLUDING SECTION

In the last lesson, you wrote an opinion piece about relationships between people in different generations. You are going to continue to work on this opinion piece by learning how to write a concluding section. You already know that an opinion piece needs a structure, or building blocks, that will make sense to the reader. The concluding section is the final building block.

In an opinion piece such as yours, one or two sentences will work as a conclusion. If the opinion piece had more than one paragraph, you would need to write a concluding paragraph.

Remember that the conclusion is the last thing your reader will read. It is important that it is memorable so that your reader will be left with your strongest support for your opinion. This is not the time to introduce anything new, but you do want to restate your opinion in a new way.

Now you are ready to write a conclusion for your opinion piece about how relationships between people in different generations can impact someone’s life. Read through what you’ve already written. Then, write a two-sentence conclusion in your ELA Journal. Share your conclusion with your Learning Guide when you are finished.

TEACHING NOTES

Your student should have written a concluding paragraph of at least two sentences. The concluding section should clearly restate the opinion statement in a new way and include references to the reasons, examples, and details used to support the opinion.

Today, you began reading *Paul Bunyan* and thought about point of view in the story. Next time, you will look for key details to determine the central message of the story.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Paul Bunyan's Tall Tale - Part 2

**Objectives**
- To identify point of view and the central message through analyzing key details in a tall tale
- To write and publish an opinion essay

**Books & Materials**
- *Paul Bunyan* by Stephen Krensky and Craig Orback, in the *Text Collection*
- ELA Journal
- Computer
- Dictionary

**Assignments**
- Read *Paul Bunyan*.
- Complete the *Point of View Chart*.
- Complete the *Central Message Web*.
- Plan, write, and publish an opinion essay.

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**LEARN**

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**GRAMMAR**

**COORDINATING CONJUNCTIONS AND COMPOUND SENTENCES**

**Step 1**

You have been reading to understand what happens in a story. You can break down sentences to understand ideas in a story.

Read this sentence from *Paul Bunyan*.

Paul cut down the trees, and Babe pulled them into stacks beside the river.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks.

One of the chunks has the word *and* on it. Do you remember what kind of word this is?

Coordinating conjunctions connect sentence parts. The coordinating conjunction *and* connects sentence parts that are alike or go together.

One way an author can use a coordinating conjunction is to connect complete sentences. When you combine two complete sentences, you make a compound sentence. Compound sentences help an author's ideas flow. They add variety to a book. Compound sentences can also show connections between ideas. The connections are shown with coordinating conjunctions.
Look at the way your Learning Guide divides the sentence chunks. The author could have written these two sentences to tell how Paul and Babe work together. Each one has a subject and predicate. Each expresses a complete thought.

When an author connects two complete sentences with a coordinating conjunction, the author puts a comma before the conjunction.

Put the compound sentence back together. Read it again. Think about what the coordinating conjunction and does. Why do you think the author chose to connect the two sentences with the coordinating conjunction and?

When you are reading, you can stop and think about how a coordinating conjunction adds meaning to a sentence. Why is this helpful when you read?

**Step 4**

Coordinating conjunctions help authors make their ideas flow. They also help authors show how ideas are connected.

You can use coordinating conjunctions to connect ideas in your own writing. Think about these coordinating conjunctions: and, but, or, and so. What connection does each of those make? Tell your Learning Guide.

Can you use coordinating conjunctions to make compound sentences? Think about which coordinating conjunction makes the best connection for these sentences and then combine each pair.

- Paul Bunyan was so big his baths overflowed. His parents started bathing him outside.
- Paul and Babe could stay at home. They could set out on their own.
- Paul rescued Babe. Babe became Paul’s companion.
- Paul swung his ax. The Elmers preferred to twirl their blades.

Look at the compound sentences you made. To make them, you joined two complete sentences with a coordinating conjunction. Tell your Learning Guide why you picked each coordinating conjunction.

Tell your Learning Guide why coordinating conjunctions are a good tool for when you write.

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Paul cut down
- the trees,
- and
- Babe pulled them
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It tells what jobs Paul and Babe each did with the trees. It means they worked together on the trees.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the preposition “beside.” It tells where the stacks were.
- I see the coordinating conjunction “and.” It joins parts of a sentence. “And” shows addition or connects ideas that are alike.
- I see the pronoun “them.” It refers to the trees.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a preposition? What does it tell you?
- Do you see a coordinating conjunction? What does it do?
- Do you see a pronoun? What does it replace?

**Step 3**

Answer: coordinating conjunction

Take out the chunk that says “and” and divide the sentence in two as follows:

Sentence 1:
- Paul cut down
- the trees,

Sentence 2:
- Babe pulled them
- into stacks
- beside the river.
Possible response: To show that the actions go together. It helps me know that Paul and Babe are working together.

Possible response: It helps me understand how ideas are connected.

**Step 4**

**Answers:**

- And connects words, phrases, or sentences that go together or that are alike.
- But makes connections that show a difference.
- Or makes connections that show a choice.
- So makes connections that show a reason.

**Answers:**

- Paul Bunyan was so big his baths overflowed, so his parents started bathing him outside.
- Paul and Babe could stay at home, or they could set out on their own.
- Paul rescued Babe, and Babe became Paul’s companion.
- Paul swung his ax, but the Elmers preferred to twirl their blades.

If necessary, remind your student to use a comma in compound sentences.

**Possible responses for each sentence:**

- So shows a reason. His parents bathed him outside because he was too big.
- Or shows a choice. They can’t stay home and set out.
- And shows addition. These ideas go together.
- But shows a difference. Paul did things one way. The Elmers liked a different way.

Possible response: They give me a way to show how ideas go together in a sentence. I can make my writing flow better by combining sentences.

**Extension**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

> Paul cut down the trees, and Babe pulled them into stacks beside the river.

Then say, “This sentence shows how an author can use a coordinating conjunction to make a compound sentence. A compound sentence is made of two complete sentences.”

Have your student list the coordinating conjunctions he or she used today (and, but, or, so).

Have your student select one of the conjunctions and use it to write a compound sentence. Say, “You read about Paul Bunyan and his pet Babe the ox. Write a compound sentence about your pet or a friend’s pet.”
Your student might write something like: My dog sometimes gets excited, so I take him for a walk. If necessary, remind your student to include the comma since this is a compound sentence.

Have your student explain why he or she chose the coordinating conjunction. Possible response: I picked so because it shows a reason. I take my dog for a walk because he gets excited. We don’t want him to mess up the house.

If your student struggles to write the sentence, follow these steps:

- Have him or her write two sentences about his or her pet or a friend’s pet.
- Your student might write something like: Sarah’s cat likes to play with boxes. Sarah’s mom doesn’t like it.
- Have your student select a coordinating conjunction that makes sense for his or her sentences. You might prompt your student by asking how the two sentences are related. Ask, “How are these ideas connected? What coordinating conjunction makes the most sense?”
- Have your student write the new sentence by combining the two sentences with a coordinating conjunction.

Ask your student to tell why coordinating conjunctions are good tools for his or her writing. Possible response: They give me ways to connect ideas. I can use them to help my writing flow.

**DETERMINE THE CENTRAL MESSAGE**

Last time, you thought about the point of view of the characters in a tall tale as well as your own point of view. Today, you are going to continue reading *Paul Bunyan*. You will look at the key details in *Paul Bunyan* to determine the central message of this text. Before you begin, skim through the illustrations and text. Make predictions about what you will read.

As you read, ask yourself the following questions:

- What happens to the characters? How do they feel about what happens?
- What do the key details reveal about the central message of the story?

In the Text Collection, read the next section of *Paul Bunyan* titled “Starting Out.”

**TEACHING NOTES**

As your student reads “Starting Out,” remind him or her to look for the key details that convey the central message of the story. Remind your student to make predictions while reading based on both the text and the illustrations.
If finding the central idea of Paul Bunyan is challenging, this could be because this text is a *folktale* or *fable*, which might be a new kind of text for you. A folktale or fable is a kind of fiction that was created to *teach the reader a lesson*. That means that the most important part of the story is the central message. Keep the following questions in mind to uncover the central idea of the text. These questions will also help you in the upcoming parts of this lesson.

What details do we learn about the characters?

What events happen to the characters?

What do the characters learn?

If your student is struggling to find the central message of Paul Bunyan, this could be because this text is a *folktale* or *fable*, which might be a new kind of text for him or her. A folktale or fable is a kind of fiction that was created to *teach the reader a lesson*. That means that the most important part of the story is the central message. Have your student keep the following questions in mind to uncover the central idea of the text. These questions will also help him or her in the upcoming parts of this lesson.

What details do we learn about the characters? (Paul is giant)

What events happen to the characters? What do the characters learn? (even though Paul is not like other people, he discovers ways to make things work for him; he befriends the ox that is also his size; he is able to work and help people)

Answer the following questions in your ELA Journal:

- What trait does Paul share with Babe and the Elmers as well as with Sam’s pots and other cooking tools?
- Paul brushes his hair with a half-grown pine tree. Is this detail realistic or exaggerated?
- Why do you think the storyteller of a tall tale includes details that are exaggerated?

Discuss your answers to these questions with your Learning Guide.
Your student should answer the first question by sharing such examples as the illustration showing Paul's and Babe's and the Elmers' shoe sizes, the event when Paul cut down a pine tree and used it to brush his hair, Paul and the Elmers being large based on the details, and the description of Sam's soup kettle showing that it is big like Paul.

Your student should understand that the detail about Paul brushing his hair with a comb made from a half-grown pine tree is exaggerated.

**VOCABULARY**

All readers come across words they do not know. You might have found some new words in the story *Paul Bunyan*! Good readers look for ways to understand new words. Here are some things you can do to figure what a new word means:

- Can you break the word into parts? See if you know the meaning of a part of the word.
- Can you guess the meaning of the word based on the meaning of the sentence? Look for clues in the context.
- Is the word in bold? Is there a definition of the word on the page? If not, look to a dictionary to find the meaning of the word.

Sometimes, you have to try more than one way to find the meaning of the word.

Find and read the sentence with the word *hitched* in the section of *Paul Bunyan* titled “Growing Up.”

First, see if you can break the word into parts. Do you know the meaning of any of the word parts?

Find the sentence that contains the word *hitched*. Read the paragraph around the word. Are there any clues to its meaning there?

Can you find the meaning of *hitched* online or in a dictionary?

Once you have determined the definition of *hitched*, write it down in your ELA Journal or your notebook. Write a sentence using *hitched*. Write a list of words that have a similar meaning.

Let's practice finding the meaning of new words. You have gone through the process with the word *hitched*. Now, try to find the meaning of the following words from *Paul Bunyan*:

- stubborn
- comfortable
PREFIXES

Good readers figure out new words in texts. One way to do that is to use prefixes. You already know that a prefix is a word part that is added to the beginning of a base word to make a new word with a different meaning. Let’s look at the meanings of some common prefixes:

- **pre**- means “before”
- **mid**- means “middle”
- **over**- means “over”
- **bi**- means “twice”
- **out**- means “more than” or “better than”
- **de**- means “opposite”

Look at the word *midsummer*. This word is made up of two parts: the prefix *mid*- and the base word *summer*. If you know the meaning of the word *summer*, you can use your knowledge of the meaning of the prefix *mid*- to help you understand that the word *midsummer* means the *middle of summer*.

Write down the following words in your ELA Journal:

- *prehistoric*
- *overthrow*
- *biweekly*
- *outthink*
- *deconstruct*

Work with your Learning Guide to determine the meaning of these words. If you do not know the meaning of one of the base words, use the strategies you learned in Vocabulary to determine its meaning.

Once you have determined the meaning of each of these words, choose two and write a sentence using each.
Go over the definitions, sentences, and lists of related words your student wrote down. If your student struggles with writing a sentence using the words, then model writing a sentence with the word for your student.

If your student is able to complete this task easily, have him or her write a word for each sentence with enough context that a reader unfamiliar with the word would be able to determine its meaning.

**PREFIXES**

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Write down the following words in your ELA Journal:

- prehistoric
- overthrow
- biweekly
- outthink
- deconstruct

Work with your Learning Guide to determine the meaning of these words. If you do not know the meaning of one of the base words, use the strategies you learned in Vocabulary to determine its meaning.

Once you have determined the meaning of each of these words, choose two and write a sentence using each.

**TEACHING NOTES**

Go over the meaning of each prefix with your student. Provide one or two examples of words with each prefix. Review the list of definitions your student wrote for the list of words. Have your student read the sentences he or she wrote out loud. If your student struggles with this task, model writing a sentence with one of the words. Ask your student to come up with a sentence with a similar context.

If your student completes this task easily, ask him or her to write two new words with each prefix. Then, have your student write a sentence with one of the words for each prefix.

**GATHERING INFORMATION TO SUPPORT AN OPINION**

Throughout this unit, you have focused on opinion writing. You have learned about the important parts of an opinion essay and how to assemble those parts. You are now a master of opinion writing! Today, you will start planning to write an opinion piece on a new topic.

Writers of opinion pieces must include reasons for their opinions. When they write an opinion about a real-world topic, writers use facts to support their opinions. Writers do research on their topic to find facts they can use to support their opinion.

You are going to write about which of two animals is the better pet to own. The first step is to choose two pets to write about. You might choose to write about a goldfish and a parrot, a dog and a hamster, a turtle and a cat—any two animals you might consider for a pet.

Before you can do research, you will need to choose which two animals to write about. Then, think about the following questions:

- What is my opinion about the two pets I chose?
- What reasons do I have for my opinion? Are these strong opinions I can support with facts?
- If I am doing research at a library, what topics should I look under? Which nonfiction books will have the facts I need?
- If I am doing research on the Internet, how can I tell if a website is giving me facts I can rely on? What search terms do I use?

You will use both print and digital sources to do your research. Print sources might include nonfiction books. Digital sources will include websites.
Create a list of the print and digital sources you will use. For print books, you should list the title, author’s name, and page numbers where the details you need can be found. For digital sources, you should list the exact URL (web address for the page, not the whole site), name of the person or group who runs the site, and the date you found the details.

Now, you are ready to start gathering information from your sources. Take notes in your ELA Journal as you review your sources. Once you have formed an opinion, draft an opinion statement. Make a list of the sources you used to gather information in your ELA Journal. Share your notes and list of sources with your Learning Guide.

Help your student select appropriate sources to use for research. Go over the types of websites that are safe for children to access—such as those sponsored by the government or a university. Provide your student with access to nonfiction books about his or her topic. Be sure your student has access to both print and digital sources.

Review your student’s opinion statement and list of sources. Make sure your student has included all the necessary information in the list of sources.

TEACHING NOTES

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Review your student’s opinion statement and list of sources. Make sure your student has included all the necessary information in the list of sources.

FORM POSSESSIVE NOUNS

If you know someone who has a pet, you could use a possessive noun. You already know that a possessive noun names someone or something that owns or possesses something. Let’s look at some rules for forming possessive nouns.

To form a singular possessive noun, add an apostrophe and an -s to the end of a singular noun.

- the crew that works for Paul --> Paul’s crew
- the boss of the lumberjack --> the lumberjack’s boss

To form a plural possessive, add an apostrophe to the end of the plural noun if it ends in s.

- axes that belong to the Elmers --> the Elmers’ axes
- the flapjacks served to the boys --> the boys’ flapjacks

A plural noun that does not end in s is irregular. Add an apostrophe and an -s to form a possessive plural noun if the noun is irregular.

- the harnesses on the oxen --> the oxen’s harnesses
- opinions that people have --> people’s opinions
When a name or singular noun ends with an s, add an apostrophe and an -s to form a possessive.

- a tall tale that Thomas wrote --> Thomas’s tall tale

You can use possessive nouns in your opinion essay. Take a look back at these rules if you need a reminder of how to form a possessive noun.

**TEACHING NOTES**

Help your student practice forming possessives by asking questions that would require him or her to form a possessive noun.

So far, you have read the scenes titled “Growing Up” and “Starting Out” from the tall tale *Paul Bunyan*, looked at the key details in the text, and started to think about the central message, or lesson, of the text. Next time, you will read the next scene in *Paul Bunyan* and think about how the key details convey the central message.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Paul Bunyan's Tall Tale - Part 3

Objectives
- To identify point of view and the central message through analyzing key details in a tall tale
- To write and publish an opinion essay

Books & Materials
- *Paul Bunyan* by Stephen Krensky and Craig Orback, in the Text Collection
- Decodable Practice Readers 18A, 18B, and 18C
- ELA Journal
- Computer
- Sticky Notes
- Notetaking worksheet

Assignments
- Read *Paul Bunyan*.
- Complete the Point of View Chart.
- Complete the Central Message Web.
- Plan, write, and publish an opinion essay.

LEARN

Last time, you read the scene titled “Starting Out” from the tall tale *Paul Bunyan*. You looked at the key details in the text and started to think about the central message, or lesson, of the text. Today, you are going to read the next scene in the tale and think about how the key details convey the central message. As you read, think about the following questions:

- How does the storyteller exaggerate how cold the winter was?
- What effect do these exaggerations have on the reader? What does that tell you about the author’s main purpose?
- What is the central message of “The Year of the Two Winters”?

Open the *Text Collection*, Volume 2, Unit 3, page 32 and read “The Year of the Two Winters” in *Paul Bunyan*. When you’re done, discuss your answers to the questions with your Learning Guide.

TEACHING NOTES

Examples of exaggerations: the illustration showing how huge Paul and Babe look, the illustration showing a frozen shadow and frozen fire, “the leaves . . . turned dark blue from the cold,” “Paul had to dig down just to find the treetops,” “even the bedbugs huddled together to keep warm,” and “Lucy the cow’s milk turned to ice cream before it hit the pail.”

The details are funny, so maybe the tale’s main purpose is to be funny and entertain the reader. Your student might also respond that most of the details are about how extremely cold and snowy it is, so maybe the central message is that frontier people faced huge challenges and had to be big, strong, and tough to survive.

The central message could simply be to enjoy life, even the difficulties. Or it could be that the pioneers were hardy enough to overcome an obstacle such as a terrible winter.
FIGURATIVE LANGUAGE

Look at the quote from p. 26 of “The Year of the Two Winters”:

- The road was pretty stubborn.

This sentence contains an example of figurative language. The narrator calls the road “stubborn” because it will not straighten out. Being stubborn is a human trait. A road does not have a mind of its own, so it cannot actually be stubborn! Giving human traits to nonhuman things is called personification.

Let’s look at another example of figurative language:

- The lumberjacks let their beards grow and grow. They wrapped them around like scarves.

This is a simile. A simile is a comparison between two unlike things. In this sentence, the author compares the lumberjacks' beards to scarves. A simile uses the words like or as to make the comparison.

A metaphor is also a comparison, but a metaphor does not contain the words like or as. In a metaphor, the author compares two unlike things directly:

- Paul was a mountain of a man.
- This test is a bear.

In the first example, the writer is comparing Paul to a mountain because of his size. A mountain is big, and so is Paul. In the second example, a test is compared to a mean, grouchy bear. This communicates that the test is difficult.
Look back to pp. 32–37 of “The Year of the Two Winters.” Find more examples of figurative language. Write down at least three examples of figurative language in your ELA Journal. After each example, write a description of what the figurative language means. Share your examples with your Learning Guide.

**TEACHING NOTES**

Make sure your student understands the meaning of each example of figurative language that he or she finds.

If your student struggles with this task, provide some simple examples of personification, simile, and metaphor. Then, guide your student in finding similar examples in the text.

If your student is able to complete this task easily, encourage your student to write his or her own examples of each type of figurative language.

**INTERACTIVE ACTIVITY**

You can do more with figurative language. Play the Jumpin’ Jack game at RoomRecess. That will give you more practice spotting examples of figures of speech.

**TAKING NOTES**

Last time, you began the process of writing an opinion essay. You gathered the sources you will use to find facts to support your opinion. Today, you will learn how to take notes as you gather information.

You will take notes so that you can look back on these notes as you begin to write your essay. Most sources tell much more than writers need to back up their reasons. It is important to only take notes on the facts that will be most helpful in your writing.

You do not need to write in complete sentences when you take notes. You can write down the most important words and phrases. The most important thing is that you understand your own notes. Be careful not to copy sources exactly. Write your notes in your own words.

Once you have finished taking notes, you will organize the facts and details into groups, or categories. Let’s say you are writing about dogs and cats. Facts about dogs will go into one category. Facts about cats will go into another category.

After you have finished taking notes and organizing them into categories, write your notes in your ELA Journal. Remember to include the source for each fact you record. When you are finished, share your notes with your Learning Guide.
Here are some examples of prefixes, their meanings, and words you can make with them.

<table>
<thead>
<tr>
<th>Prefix</th>
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<tr>
<td>out-</td>
<td>more than</td>
<td>outrun</td>
</tr>
<tr>
<td>mid-</td>
<td>middle</td>
<td>midpoint</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prewrite</td>
</tr>
</tbody>
</table>

Next time, you will continue looking at how key details support a central message. You will focus on conveying the central message to the reader in this section of a tall tale.

Today, you have looked at the scene "The Year of the Two Winters" to see how the exaggerated details help you when it comes time to write your report. You can use this information to help you when it comes time to write your report. You can use this information to help you when it comes time to write your report. You can use this information to help you when it comes time to write your report.

Today you are going to be gathering facts and details to help you write your opinion piece about which pet is the best to own. Taking organized and relevant (meaning they are related to your topic) notes will help you when it comes time to write your report. You can use this Researching Your Pet notetaking sheet to help you organize the facts you find while researching your pets. Be sure to include only facts that answer the questions you have listed.

### ANOTHER WAY

#### RESEARCHING YOUR PET

Today you are going to be gathering facts and details to help you write your opinion piece about which pet is the best to own. Taking organized and relevant (meaning they are related to your topic) notes will help you when it comes time to write your report. You can use this Researching Your Pet notetaking sheet to help you organize the facts you find while researching your pets. Be sure to include only facts that answer the questions you have listed.

### TEACHING NOTES

Help your student gather the list of sources he or she identified in the previous lesson. Guide your student through the process of taking notes. Remind your student of the following things as he or she works:

- It is not necessary to write complete sentences while taking notes. Make sure you include enough information to understand what you wrote later.
- Take notes only on the most important information—most of the information in your sources will not be relevant to your topic.
- Be sure to take notes in your own words to avoid plagiarism.
- Keep track of which source you use to find each fact.

If your student struggles with identifying the most relevant information, have him or her write a list of questions to answer. Such questions might include:

- How long do cats live?
- Do dogs live longer than cats?
- How much does it cost to feed a dog for a week?
- How much does it cost to feed a cat for a week?

After your student has taken notes, go over the notes. Help your student organize the notes into categories if he or she is having trouble doing so. Have your student show you the place in the referenced source where he or she found each fact.

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After your student has taken notes, go over the notes. Help your student organize the notes into categories if he or she is having trouble doing so. Have your student show you the place in the referenced source where he or she found each fact.
If your student is having trouble categorizing the information found, have your student list the facts on sticky notes. Once your student has gathered a number of facts and details, ask your student the questions from the left side of the chart. Your student should identify the sticky notes that answer that question. Copy the fact onto the chart for your student. Once all sticky notes have been placed in a category, your student should identify where more research is needed.

Today, you have looked at the scene “The Year of the Two Winters” to see how the exaggerated details convey the central message to the reader in this section of a tall tale.

Next time, you will continue looking at how key details support a central message. You will focus on details that support “big ideas” in the next scene of Paul Bunyan.

**PHONICS**

**PREFIXES: PRE-, MID-, OVER-, BI-, OUT-, DE-**

A *prefix* is a word part added in front of a root word. When you add a prefix, you make a new word with a new meaning.

Here are some examples of prefixes, their meanings, and words you can make with them.

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<tr>
<td>bi-</td>
<td>two</td>
<td>bilingual</td>
</tr>
<tr>
<td>out-</td>
<td>more than</td>
<td>outrun</td>
</tr>
<tr>
<td>de-</td>
<td>reverse or opposite</td>
<td>decongest</td>
</tr>
</tbody>
</table>
Look at the following words. They all have a prefix and a root word. Tell your Learning Guide the meaning of the root word. Then tell your Learning Guide how adding the prefix changes the meaning.

- overeat
- midyear
- preheat
- decode
- biplane
- outgrow

Look at the Decodable Practice Readers, 18A, 18B, and 18C (online only). Pick the one you would like to read. Read the words on the cover. What is the prefix in each word? Read the story.

Now read the story again and look for words with prefixes. Make a list in your ELA Journal of the words you find. Circle the prefix and underline the root word in each.

### TEACHING NOTES

#### Answers:

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<th>Root Word Meaning</th>
<th>Meaning with Prefix</th>
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<td>overeat</td>
<td>over-</td>
<td>eat: to consume food</td>
<td>to eat too much</td>
</tr>
<tr>
<td>midyear</td>
<td>mid-</td>
<td>year: a time period of 365 days</td>
<td>middle of the year</td>
</tr>
<tr>
<td>preheat</td>
<td>pre-</td>
<td>heat: to become hot</td>
<td>to heat before</td>
</tr>
<tr>
<td>decode</td>
<td>de-</td>
<td>code: a system of words, letters, figures, or symbols for secret communicating</td>
<td>to figure out or translate the code</td>
</tr>
<tr>
<td>biplane</td>
<td>bi-</td>
<td>plane: a vehicle designed for air travel</td>
<td>a vehicle designed for air travel, specifically with two wings</td>
</tr>
<tr>
<td>outgrow</td>
<td>out-</td>
<td>grow: to increase</td>
<td>to increase more</td>
</tr>
</tbody>
</table>

Your student should pick one Decodable Practice Reader to practice reading words with prefixes and high frequency words. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read another Decodable Practice Reader at another time. Assist your student in completing the tasks.
LEARN

Last time, you looked at the central message of the scene “The Year of the Two Winters” in Paul Bunyan. You analyzed how the exaggerated details convey the central message to the reader in this scene of a tall tale.

Today, you are going to continue looking at the central message. You will explain how the key details support the central message as you read the next scene in Paul Bunyan. You will do this by focusing on details that support “big ideas” in the tall tale.

You are going to read the scene “Moving On” from Paul Bunyan. Before you begin, skim the text and look at the illustrations. As you read, think about the following questions:

- If you believe the storyteller, what geographical features did Paul and Babe create in North America?
- What is funny about the events in “Moving On”?

Now read the section “Moving On” in Paul Bunyan in the Text Collection, Volume 2, Unit 3, page 38.

Write the answer to these questions in your ELA Journal. Then, talk about them with your Learning Guide.

TEACHING NOTES

Illustrations show Paul and Babe plowing a ditch for the Mississippi River and piling up dirt and rocks beside it and Paul dragging his ax to form the Grand Canyon.

Your student might say that events in “Moving On” are funny because the storyteller claims that in a short time, Paul and Babe easily formed huge mountains, rivers, and canyons that actually took millions of years to form.
The central message in a text is the “big idea” that the story tells or teaches. Today, you are going to make a **Central Message Web** to help you see how the key details in “Moving On” support the central idea. A blank is shown.

To create the web, you will first think of the key details in the scene titled “Moving On.” What are the most important events in that scene? Next, you will identify the “big idea” of the scene using the key details as clues.

Think about all the unlikely things that Paul and Babe do. What do you think that tells you about Paul’s importance to early America?

**TEACHING NOTES**

Once the outer circles are filled in, have your student identify a “big idea” that these details convey. Your student should identify that the central message is related to Paul Bunyan’s role in creating all of these geographical features of North America. The completed **Central Message Web** might look like this:

It is essential that your student understands how to identify the central message of a text by this point in the year. If your student struggles with finding the central message in “Moving On,” provide
your student with extra instruction by completing another Central Message Web focusing on another part of the tale.

PLAN AND PREWRITE

Last time, you took notes from your sources and organized your notes into categories. You are now going to take what you have learned about writing opinion pieces to write a complete essay.

Here are the steps that writers take when they write:

- Plan and prewrite.
- Draft.
- Revise.
- Edit.
- Publish and present.

Writers plan and prewrite before they begin writing their first draft. Think about writing an opinion essay on a certain topic. The first thing you do is figure out what your opinion is. Next, you come up with the reasons why you have that opinion. One good way to prewrite is to create an outline.

Let’s take a look at an outline a student wrote for a book review. The outline includes the opinion statement, three reasons for the opinion, and details that explain each reason. The details are about story events and characters because this is a book review.

You are going to organize your notes about animals into an outline in your ELA Journal. First, write your opinion statement. Next, create one section in the outline for each reason that supports your opinion.
Put the related facts and details in each section. Finally, use the example to see what your outline should look like. Show your outline to your Learning Guide.

**TEACHING NOTES**

Go over the model of an outline with your student. Point out each of the important elements: the opinion statement, reasons for the opinion, and details from the text that support each opinion. Have your student check his or her work by showing you the place in the source where each detail was found and checking it against what was written down.

**ANOTHER WAY**

**PLANNING YOUR ESSAY**

Today, you are going to plan your essay about which pet is the best to own. You are going to use the notes you took to plan and write your essay. Good writers prewrite, or plan, before they begin writing. You can create your own outline or use this Opinion Graphic Organizer to help you plan your writing. Share your outline or organizer with your Learning Guide.

**TEACHING NOTES**

Your student has been asked to use the notes he or she created in the last lesson part to create an outline for the essay he or she will be writing. If your student is struggling to create an outline, provide your student with the organizer and guide your student through the completion.

Your student should begin by writing his or her opinion statement (the topic sentence). If your student is struggling to write the topic sentence, help your student by providing the following sentence frame:

________________ is a better pet to own than ____________ because _{(1)}__________, _{(2)}__________, _{(3)}__________. Your student can then list the three reasons and find evidence in his or her notes that support the reason.

Today, you focused on how key details support the central message in *Paul Bunyan*. Next time, you will go back to point of view. You will look at how to identify the differences between your own point of view and the points of view of the storyteller and characters in the tall tale.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Paul Bunyan’s Tall Tale - Part 5

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| - To identify point of view and the central message through analyzing key details in a tall tale | - *Paul Bunyan* by Stephen Krensky and Craig Orback, in the *Text Collection*  
- *Taking Shelter in Sleuth*  
- ELA Journal  
- Computer  
- Sound Spelling Cards | - Read *Paul Bunyan*.  
- Complete the **Point of View Chart**.  
- Complete the **Central Message Web**.  
- Plan, write, and publish an opinion essay. |

**LEARN**

**GRAMMAR**

**SUBORDINATING CONJUNCTIONS**

**Step 1**

You have been reading to understand what happens in a story. You can break down sentences to understand how ideas and details are connected.

Read this sentence from *Paul Bunyan*.

> When he was done, he called the whole pile the Rocky Mountains.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks.

Can you find a conjunction on one of the chunks? Point to it.

The word *when* is a subordinating conjunction. Subordinating conjunctions help authors make their sentences complex. Authors use subordinating conjunctions to add details that tell things like where, when, or why something happened. The subordinating conjunction *when* introduces details that tell when something happened.
Subordinating conjunctions connect clauses in a sentence. Clauses are sentence parts that have a subject and a verb. Can you divide the sentence into two clauses? Separate the sentence chunks to show the two clauses. Point to the subject and verb in the first clause. Point to the subject and verb in the second clause.

Look again at the first clause. Do you see that this is not a complete thought? When a clause shows an incomplete thought, it’s called a dependent clause. This is a clause that cannot stand on its own. It depends on another clause to make a complete thought. A subordinating conjunction makes the connection.

Look at the second clause. It can stand on its own as a sentence. It expresses a complete thought. This is an example of an independent clause.

Authors use subordinating conjunctions to connect dependent and independent clauses. Dependent clauses are used to add more details to independent clauses.

Breaking down a sentence to look for a subordinating conjunction helps you understand how ideas are connected. In this sentence, the subordinating conjunction connects two clauses about Paul making the Rocky Mountains. The dependent clause gives more details to the independent clause. The dependent clause tells you when Paul named them.

Looking for subordinating conjunctions helps you answer questions when you read. What question does the subordinating conjunction in this sentence help you answer?

Why should you look for subordinating conjunctions when you read?

**Step 4**

You can practice using subordinating conjunctions in your own writing. Subordinating conjunctions let you link clauses to connect ideas. Subordinating conjunctions help you add more details to a sentence. You can use subordinating conjunctions to write about when something happens.

Can you complete these sentences with subordinating conjunctions about time?

______ spring came, Paul’s friends were freezing cold.

______ it was winter, even the fires would freeze.

______ everything thawed, Paul and Babe decided to leave.

How can using subordinating conjunctions help you be a strong writer?

You can practice using subordinating conjunctions in your own writing. Subordinating conjunctions let you link clauses to make longer sentences. You can use the subordinating clause “if” to express condition. You can use the subordinating clause “as” to show time.
Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- When he was done,
- he called
- the whole pile
- the Rocky Mountains.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.
Possible answer: It means that Paul made the Rocky Mountains.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: I see the pronoun “he.” It is a personal pronoun. It refers to Paul.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: Do you see a pronoun? What kind is it? What does it replace?

Step 3

Your student should point to the word “When.”

Your student should separate the sentence like this:

Clause 1

- When he was done,
  (subject: he; verb: was done)

Clause 2

- he called
the whole pile
the Rocky Mountains.
(subject: he; verb: called)

Answer: When did Paul name the Rocky Mountains?

Possible response: They help me answer questions. They help me find details about what is happening in the story.

Step 4

Answers:

- Before spring came, Paul's friends were freezing cold.
- While it was winter, even the fires would freeze.
- After everything thawed, Paul and Babe decided to leave.

If your student struggles to complete the sentences, display the three subordinating conjunctions as options.

Possible response: They can help me add details. They help me connect clauses so my writing flows.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

When he was done, he called the whole pile the Rocky Mountains.

Then say, “This sentence shows how an author can use a subordinating conjunction to connect clauses in a sentence. In this sentence, the subordinating conjunction when connects the clauses. The conjunction when lets you know that the dependent clause is about time. A dependent clause cannot stand on its own as a complete sentence. An independent clause can stand on its own. You can look for a subordinating conjunction to help you identify a dependent clause.”

Have your student identify which of these are dependent and independent clauses.

- When Paul was a little boy
- His parents gave him forty bowls of porridge for breakfast
- The ox never left his side
- While the winter raged on
- After Paul rescued Babe
- The men let their beards grow into scarves
Answers:

Dependent:
- When Paul was a little boy
- While the winter raged on
- After Paul rescued Babe

Independent:
- His parents gave him forty bowls of porridge for breakfast
- The ox never left his side
- The men let their beards grow into scarves

Ask, “How do you know these are dependent clauses?” Answer: They cannot stand on their own; they don’t express a complete thought

Ask, “How do you know these are independent clauses?” Answer: They can stand on their own.

Have your student create complete sentences by matching the dependent and independent clauses and punctuating them properly.

Answers:
- When Paul was a little boy, his parents gave him forty bowls of porridge for breakfast.
- After Paul rescued Babe, the ox never left his side.
- While the winter raged on, the men let their beards grow into scarves.

Ask your student how subordinating conjunctions can help him or her connect ideas. Your student might say something like, “They can help me add details about when something is happening.”

Last time, you thought about the central message in *Paul Bunyan*. You looked at how the key details support the central message. Today, we are going to go back to point of view. You are going to reread important parts of *Paul Bunyan*. Then, you are going to identify and distinguish, or tell apart, different points of view.

You are going to identify the differences between your own point of view and those of the storytellers and characters in the tall tale. As you review the text, think about the following questions:

- What comments by the storyteller reveal his or her point of view?
- What is my point of view about what I am reading in this story? What in the text leads me to respond this way?

Review *Paul Bunyan*, in the *Text Collection*, Volume 2, Unit 3 by skimming the text and looking back at the illustrations. When you’re done reviewing the text, write answers to these questions in your ELA Journal. Then, talk about your answers with your Learning Guide.
Explore the differences in point of view. Choose one of the events in the story. Think about how the storyteller and the characters respond to it. How do you respond to it? Talk about the differences with your Learning Guide. Use details from the story to explain the responses.

Examples might include the incidents from the section “Moving On.” The storyteller presents Paul’s actions creating the Mississippi River, Rocky Mountains, and Grand Canyon as fact, adding that any other mountains and valleys could have been formed by Paul. Your student is not likely to believe these details of the tall tale, indicating a different point of view.

Quickly, ask, “How do you know these are dependent clauses?” Answer: They cannot stand on their own; they don’t express a complete thought. Ask, “How do you know these are independent clauses?” Answer: They can stand on their own. Have your student create complete sentences by matching the dependent and independent clauses and punctuating them properly.

Answers:
- When Paul was a little boy, his parents gave him forty bowls of porridge for breakfast.
- After Paul rescued Babe, the ox never left his side.
- While the winter raged on, the men let their beards grow into scarves.

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What is my point of view about what I am reading in this story? What in the text leads me to respond this way?

Review Paul Bunyan, in the Text Collection, Volume 2, Unit 3 by skimming the text and looking back at the illustrations. When you’re done reviewing the text, write answers to these questions in your ELA Journal. Then, talk about your answers with your Learning Guide.

Quick check

Please go online to view and submit this assessment.

More to explore

Readers need to distinguish between their own point of view and that of a narrator or of characters in a story or poem. To learn more about how to do that, watch this video on distinguishing point of view. Learning to distinguish point of view is an important skill that will help you understand the characters in a text better.
SLEUTH

Read "Taking Shelter" in Sleuth. Answer the questions after the passage in your ELA Journal. Discuss your answers with your Learning Guide.

TEACHING NOTES

Your student should have written one character trait for each of the characters in the story: Kristen, Julia, and Kristen's mom.

Your student should understand that Kristen's mom used the experience of having her house destroyed by a tornado as evidence that Julia should take the tornado siren seriously.

Help your student draw a parallel between the way that Kristen's mom used evidence to support her opinion that tornado sirens should be taken seriously and the way your student used evidence in his or her opinion essay.

PHONICS

SUFFIXES: -er, -or, -ist, -ess

A suffix is a word part added to the end of a root word. When this addition is made, you have a new word with a different meaning.

Look at the Sound Spelling cards. The suffixes -er, -or, and -ist change a root word to identify a person or thing performing an action or having a job. The suffix -ess denotes a female person or animal.

Here are some examples:

- reader: someone who reads
- actor: someone who acts
- tourist: someone who tours
- lioness: female lion

Make the following words with your letter tiles. What is the root word? What is the suffix? What is the meaning of the word? Use each word in a sentence. Work with your Learning Guide to complete the task.
toaster
inspector
actress
motorist
tigress
illustrator
medalist
refrigerator
manager
hostess
medalist
gardener

Word Root Word Suffix Meaning

toaster toast -er something that toasts
inspector inspect -or someone who inspects
actress act -ess female actor
motorist motor -ist someone who motors/drives
tigress tiger -ess female tiger
manager manage -er someone who manages
illustrator illustrate -or someone who illustrates
hostess host -ess female host
medalist medal -ist someone who medals
gardener garden -er someone who gardens
refrigerator refrigerate -or something that refrigerates

BEGIN WRITING A DRAFT

Last time, you organized your notes for your opinion essay about which of two pets is better to own in an outline. Today, you are going to use those notes to take the next step in writing your opinion essay. Today, you will begin writing a draft.

A draft is your first try at writing your essay. This is a chance to start organizing your thoughts into complete sentences and then paragraphs. Do not worry about making mistakes while writing a draft. You will fix any mistakes you make during the next stage: revising.
A good outline will help you write a good first draft. Your outline shows the reasons and facts you will include in your essay in the order that you think is most important. Writers’ outlines do not usually include complete sentences. You will use the phrases from the outline to form complete sentences.

Today, you will draft the first paragraph of your essay using your outline. Remember that the introduction should include the opinion statement and an overview of the reasons you will include to support your opinion. Write the draft of your introductory paragraph in your ELA Journal.

**TEACHING NOTES**

Remind your student that a draft does not have to be perfect. The goal of a draft is to organize the words and phrases from the outline into the first sentences and then into a paragraph.

If your student struggles to begin writing, model turning some of the notes in his or her outline into sentences. Guide your student through the process of writing the first draft of the introductory paragraph.

Review your student’s draft when it is complete.

Today, you have started to draft the introductory paragraph of your opinion essay. Next time, you will draft the rest of your essay.
LEARN

FLUENCY

PUTTING IT ALL TOGETHER

Great readers read fluently. When you read fluently, you read accurately, with expression, with phrasing, and at the correct pace.

Fluent readers remember to:

1. Read accurately.
2. Read with expression.
3. Read with phrasing.
4. Read at the correct pace.

To do all of these things you must think about the text, practice reading it, and then reread it again and again! The more you read, the better you get! Not only will you read more fluently, you also will get a better understanding of what you've read.

Watch Rereading the Text to see how rereading improves your fluency. The girl in the video read the same paragraph many different times. Each time she read the paragraph, she became more accurate and more expressive, and she read with better phrasing at a better pace.

Please go online to view this video ▶

Now you are going to practice reading with accuracy, expression, phrasing, and the correct pace. You will practice rereading while doing this. Check out the sentences in this video.

Please go online to view this video ▶
Take a look at the Fluency Rubric to see how a good reader reads with fluency.

Now go to Paul Bunyan’s Tale. Turn to p. 26. Practice reading p. 26 once through to warm up. Now your Learning Guide is going to see how many words on the page you can read in one minute. Each time you reread, you should improve. Happy reading!

Discuss all four things great readers do to read with fluency in both fiction and nonfiction texts.

Reading Fluently:

1. Read accurately.
2. Read with expression.
3. Read with phrasing.
4. Read at the correct pace.

Watch this video to see how rereading improves fluency. The girl in the video read the same paragraph many different times. Each time she read the paragraph, she became more accurate, more expressive, read with better phrasing, and read at a better pace.

Now your student will practice reading with accuracy, expression, phrasing, and the correct pace. Your student can read along with this video. Pause the video at 3:22 and have your student practice reading the sentence stressing a different word each time. The highlighted words in the sentences are the words your student should stress.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now open Paul Bunyan's Tale and turn to p. 26. Have your student read p. 26 to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression and reading in phrases.

Now time your student reading the page for one minute. Your student should get faster each time he or she reads the page. Your student should be reading at a reasonable pace to make meaning of the text. Your student should be able to read more words each time.

After reading the passage two times, look at the Fluency Rubric and discuss how your student did. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric a second time. Discuss how your student did. If your student is struggling with this, you can click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. Have your student read along with the audio, then practice reading independently.
DRAFT AN OPINION ESSAY

Last time, you drafted the introductory paragraph of your opinion essay. You are writing about which of two pets is better to own. Today, you are going to draft the rest of your essay.

Your essay should include:

- an introduction that introduces your topic and opinion statement.
- body paragraphs that include your reasons for your opinion and facts to support your reasons.
- a conclusion that restates your opinion in a new way and goes over the most important reason for your opinion.

If you find that you need more facts to support your reasons, go back to your sources. You can do that now. You can also gather more information as you write. Ready? Now use your outline to write your draft in your ELA Journal.

The first draft does not need to be perfect. Focus on getting the ideas in your outline organized into sentences and paragraphs. There will be time to clarify the writing and correct mistakes during the revising and editing stages.

TEACHING NOTES

If your student struggles to turn the notes in his or her outline into sentences and paragraphs, model writing a few sentences using the notes in the outline.

Review your student's draft when it is complete. Be careful not to critique anything that can be fixed in the revising or editing stage. Congratulate your student on a job well done!

PHONICS

SUFFIXES: -ER, -OR, -IST, -ESS

Suffixes are word parts that are added to the end of a root word. This makes a new word with a new meaning. For example, the suffix -ist is added to the end of style to make the word stylist. A stylist is “someone who styles.”

Look at the Decodable Practice Readers, 19A, 19B, and 19C (online only). Pick the one you would like to read. Read the words on the cover. Which words have a suffix? What is the root word and suffix in each word? Read the story.
Now read the story again and look for words with a suffix. Make a list in your ELA Journal of the words you find. Circle the suffix and underline the root word in each.

Your student should pick one Decodable Practice Reader to practice reading words with suffixes. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read another Decodable Practice Reader at another time. Assist your student in completing the tasks as necessary.

Today, you have completed an entire first draft of your opinion essay. Next time, you will take the next step: revising your essay.

Please go online to view and submit this assessment.
REVISE YOUR OPINION ESSAY

Last time, you completed the first draft of your opinion essay on which of two animals would make the better pet to own. Now you have a first draft! Today, you are going to revise your essay. Writers of all types go through many stages when they write. Revision is the third stage, after planning and writing a draft.

Here are the steps to follow when revising:

- Look for details that may be unclear.
- Reorder information to clarify details and facts for the reader.
- Add linking words and phrases to show how the ideas are connected.
- Change words or phrases to highlight ideas and get rid of repetition.

Once you do these things, you will have a good working draft. Do not worry if it still is not perfect. You will have another chance to improve on what you have already done.

Start with your opinion statement. Does it say exactly what you want it to say? If not, revise it to be clearer. You can change details to explain your reasons better if you do not think they are clear enough. You should get rid of details that are not related to your opinion or do not support it.

TEACHING NOTES

Remind your student that now is the time to change details that are unclear and to get rid of details that do not support the opinion statement. Your student should also understand that he or she can still add new information to support the reasons for the opinion.
Encourage your student to focus on word choice and to change words and phrases if needed to clarify ideas, add interest, or avoid repetition.

Look over your student’s revised drafts. Ask your student questions about why he or she made some of the changes. If your student struggles with revision, model revising the first paragraph. Explain to him or her why you made the changes. Then, guide your student through the revision process of another paragraph if he or she still needs assistance.

Today, you revised the draft of your opinion essay to make your ideas clearer and your writing more interesting to readers. Next time, you will edit and publish your essay.

**ANOTHER WAY**

**REVISING YOUR WRITING**

You have been asked to revise your draft of your opinion essay about which of two animals would be the better pet to own. Remember that when you revise your writing, you want to change any unclear details and make your writing stronger. First, let’s identify what makes a strong opinion essay:

- Strong (and varied) word choice
- Sentences that show the reader rather than tell: For example, rather than telling my reader “a dog is nice,” I can show my reader by writing the following sentence: “When you are having a bad day, a dog will snuggle up to you wanting to be petted and all your troubles will float away.”
- Clear transitions
- Clear and specific details

Use this [My Revisions](#) graphic organizer to help you strengthen your writing.

**TEACHING NOTES**

Your student has been asked to revise the draft of his or her opinion essay. If your student is having trouble identifying places in his or her writing where changes need to be made, provide your student with the revision graphic organizer.

If your student is having trouble completing the organizer on his or her own, provide your student with guidance by asking prompting questions. Some examples are:

- Find three words that you can change to make the writing stronger. Examples might be nice, soft, said, etc.
- Find a sentence where you tell the reader about the animal. How can you change that sentence so you are showing the reader?
Find three words that you can change to make the writing stronger. Examples might be nice, soft, said, etc.

Find a sentence where you tell the reader about the animal. How can you change that sentence so you are showing the reader?

Find and circle all your transition words. Write them in the box. Change any overused transition words.

Find a spot where your detail could be clearer. Describe it for your reader using sensory words.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
EDIT YOUR OPINION ESSAY

Last time, you revised your opinion essay about which of two animals would make the better pet to own. You made changes to your writing to make your ideas clearer and your writing more interesting. Today, you will edit and publish your essay. All of your hard work is finally coming together!

The purpose of revising is to improve your writing. The main focus of editing is to check for errors in grammar, capitalization, punctuation, and spelling. You should use resources such as dictionaries and your notes on conventions in your ELA Journal to help you edit your essay.

When you edit your opinion essay, you will

- check grammar, punctuation, capitalization, and spelling.
- get ready to publish your essay.

When editing, you should review your essay more than once. Each time you review your essay, focus on something different. For example, on the first pass, you might focus on grammar. On the second pass, you might look at spelling. The third time, you might correct errors in capitalization and punctuation.

Now, edit your essay. Write your edited essay in your ELA Journal or notebook.
You have planned, drafted, revised, and edited your opinion essay. You are finally ready to publish and present your essay!

Do you have a title for your essay? If not, come up with one now. You might want to make a title page with the title, your name, and an illustration. You can create a drawing yourself or use clip art. You want to make your essay pleasing for your reader to look at. Look at the front cover of Storm in the Night. What does the illustration tell you about the book? Think of an illustration that could tell your readers a bit about what they are about to read.

Before you publish your essay, ask yourself the following questions:

- Have I revised my essay to make the writing clear and my opinion strong?
- Have I corrected all of the grammar, spelling, punctuation, and capitalization errors in my essay?
- Have I added a title?
- Have I added an illustration, if I want one?

If you answered “yes” to all of these questions, you are ready to publish your essay.

Using your final draft, type a copy of your essay on your computer. You want your essay to be easy to read. Share the essay with your Learning Guide and upload your essay in the box below.

Type or upload your response below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Answer "Yes" to each of the four questions listed above?
- Provide an introduction that clearly states your opinion?
- Provide a two details from the text that support the main idea?
- Use linking words or phrases to connect the main idea with the details you provided?
- Provide a concluding statement?
- Use proper spelling and grammar?

Congratulations on a job well done!

In this lesson, you learned about understanding and distinguishing points of view. You also used a story’s details to find its central message. You learned all the steps needed to write an opinion essay. Good work!
Unit Quiz: Plot Problems

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 6 - Is it Truth or Fiction, or Both?
LEARN ABOUT...

WHAT IS SEGREGATION?

You are going to be reading a fictional story about a boy and his mom riding a bus and sitting in “their proper place.” At the time this story took place, black adults and children were expected to sit in the back of the bus because of laws called Jim Crow and the practice of segregation. Before you read this story, take a minute to learn more about Jim Crow laws and segregation by reading this article. After reading the section on Jim Crow laws, be sure to click the link at the bottom to read about the Montgomery Bus Boycott.

After reading, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What was the reason behind Jim Crow laws?
2. What was the Montgomery Bus Boycott?
After reading, your student should be able to answer the following questions:

1. What was the reason behind Jim Crow laws? (to keep whites and blacks separate)
2. What was the Montgomery Bus Boycott? (Black people refused to ride the bus after Rosa Parks was arrested for not moving to the back of the bus.)

In Unit 5, you learned that characters’ actions shape the plot and the theme of a story. In Unit 6, you will read stories about real-life characters whose actions have changed the world!

Even a small action can make a big difference. How? You will find out in the text you are going to read, *Back of the Bus*.

Before you read the book, watch this video about one of the characters in the book, Rosa Parks (3:59).

As you watch, listen for these terms. They may be new to you. Notice how they are explained in the video.

**VOCABULARY**

- segregation
- racism
- boycott

**TEACHING NOTES**

Before watching the video, help your student understand that Montgomery, Alabama, is a real place and that Rosa Parks is a real person who lived there. Help your student find the state of Alabama on a map of the United States in a book or online by pointing out that it is in the southeastern section of the country. Help your student with the pronunciation of segregation, racism, and boycott to enable him or her to listen for the words in the video.

**COMPREHENSION**

**MONITOR YOUR READING AND REREAD FOR UNDERSTANDING**

Good readers monitor and check their understanding as they read. They stop and check if they are understanding the text.
Good readers pay attention to what they read and ask themselves if what they read made sense. Good readers know that sometimes when they read a part of a text, it may not make sense. When a text is confusing, good readers do not continue to read. Instead, they stop and reread the text and try to determine what was confusing. Good readers ask themselves: Is this making sense? Would I understand if I slowed down? Do I need to reread a part? Where did I stop understanding?

In the future when reading a text, monitor your understanding and notice if something becomes confusing. Do not continue to read. Instead, stop and slowly reread the part you did not understand. See if it was a word that you did not know or if you just needed to think about the information a little more.

**TEACHING NOTES**

Demonstrate for your student how to monitor his or her reading. Read the first page of the text out loud: “December 1, 1955 Montgomery, Alabama - Winter’s here in Montgomery, but I got the window down and a warm breeze blowin’ in as Mama and me huff down Cleveland Avenue on the big ol’ bus.”

Stop and demonstrate for your student how the words *ol’* and *blowin’* are words that you may not know. Reread the sentence and say out loud: “*Ol’* is not a word I have heard before. But I know sometimes authors write as a character would speak. I also know that the setting of the story is in Alabama during the year 1955. Perhaps in 1955, the people in Alabama spoke with an accent. I wonder if *ol’* is the word *old*? Yes, that now makes sense.”

Discuss the meaning of *segregation*, *racism*, and *boycott* with your Learning Guide. Explain how the video helped you understand their meanings. Watch the video again if you need to.

**TEACHING NOTES**

Your student may need help explaining these words. Help him or her use context clues, examine the structure of the word, or use the dictionary.

Take a few minutes to look at the pictures in *Back of the Bus*, in the *Text Collection*, Volume 2, Unit 4, page 65. What do you think is happening? Discuss this with your Learning Guide.

Now read the story. As you read, think about these questions:

- Who are the characters in the story?
- Where does the story take place?
TEACHING NOTES

Guide your student in reading Back of the Bus. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
- Play an audio recording of the story (if applicable) while your student follows in the text. Have your student read the story aloud with another student or with you, either chorally or by reading alternate sections.
- Have your student read the story independently.

While your student is reading, assess his or her fluency. Be sure he or she is reading with appropriate expression. Model reading a portion of the text, changing your voice level for emphasis. Tell your student that you are reading with expression, paying attention to the new vocabulary. Next, have your student read aloud the same section of text without you. Provide corrective feedback about his or her expression. Encourage your student to adjust his or her voice level to emphasize a more conversational tone while reading the text. Listen for use of appropriate expression.

After you have finished reading, discuss this question with your Learning Guide: Where are the boy and his mother? How do you know? Then find clues on p. 66 of the story to help you answer these questions:

- Who are the characters in the story?
- Where does the story take place?

Write the answers to these questions in your ELA Journal. Share them with your Learning Guide.

TEACHING NOTES

Where are the boy and his mother? Your student may answer on the bus, at the back of the bus, or on Cleveland Avenue in Montgomery, Alabama. Prompt your student to cite evidence from the text to answer this question and the ones from his or her ELA Journal.

Let’s take a closer look at the text. First, watch how your Learning Guide uses illustrations to understand the story.
Now answer these questions in your ELA Journal. Use the illustrations and text to help you.

- Mrs. Parks grabs the boy’s marble. Why does Mrs. Parks grab the boy’s marble?
- What does she do when she grabs it?
- Mama shakes her head to tell the boy to stop playing with the marble. Explain why Mama probably does not want her boy to play with the marble.

Your student’s answers should resemble these:

Mrs. Parks grabs the boy’s marble. Why does Mrs. Parks grab the boy’s marble? What does she do when she grabs it?

She is letting him know that she sees what he is doing. She smiles, winks, and puts the marble back. Have your student cite evidence by reading aloud the sentences in the text and pointing out illustrations that describe these actions.

Mama shakes her head to tell the boy to stop playing with the marble. Explain why Mama probably does not want her boy to play with the marble.

Crowds of people are getting on the bus. The boy has been rolling the marble in the aisle, and someone could slip on the marble and get hurt. He might also lose the marble.
Whether you like fact or fiction, you may enjoy historical fiction. Historical fiction is a genre of fiction that blends fact and fiction. You know it is historical fiction if:

- It is based on historical events and people;
- Characters are seem real;
- Some characters are actual people from history;
- Some events actually happened; and
- Real people, events, and places are blended with fictional characters and events to tell a story.

Let’s see how the author of Back of the Bus blends fact with fiction. Look at this sentence from Back of the Bus.

Winter’s here in Montgomery,
but I got the window down
and a warm breeze blowin’ in
as Mama and me
huff down Cleveland Avenue
on the big ol’ bus.

The narrator of the story is a made-up boy who witnesses an event that really happened. The story is fiction because the little boy is not real. Even so, the story is based on real events.

Look at this sentence:

But it’s just Mrs. Parks from the tailor
shop. She looks back, smilin’, flings a wink at me, and ...

Rosa Parks was a real person. The blend of made-up and real people and events identifies the genre of this text as historical fiction.

You have learned that historical fiction is a combination of made-up and real people and events. In the next class, you are going to write your opinion about how the author combines facts and fiction in Back of the Bus. To help you prepare to write, you will use a T-Chart to sort the facts from the fiction.

But first, you and your Learning Guide will talk about how to fill in your T-Chart.

TEACHING NOTES

Help your student fill in the column headings for the T-Chart. Then model filling in the first row. Think aloud: “I know Rosa Parks was a real person. I am going to add that to the fact column. I also know that the real Rosa Parks refused to move to the back of the bus and was arrested. I will add that to the fact column as well. Although I know she was on a bus, and there were most likely other people on the bus with her, I do not think the author would know exactly what the people were thinking and doing. So I am going to add the boy playing with the marble to the fiction column.”
One completed row of the T-Chart should look like this:

<table>
<thead>
<tr>
<th>Fact</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Parks refused to move to the back of the bus</td>
<td>Boy playing with marble</td>
</tr>
</tbody>
</table>

Now it's your turn. Look through *Back of the Bus* and find two more examples of fact and fiction. Write them in your chart. Share your chart with your Learning Guide.

**TEACHING NOTES**

Ask your student to explain his or her reasons for identifying items as fact or fiction. Items may include the following examples:

**Fact:**

- Black people had to sit in the back of the bus.
- Rosa Parks was arrested for refusing to move.
- Her refusal brought about change.

**Fiction:**

- The boy's mama knows who Rosa Parks is.
- Rosa Parks catches the boy's marble.
- The boy feels things changing.

**COLLABORATION**

Who is your favorite person from history? Share your favorite historical figure with your Learning Guide or with others in your group. Why is this person your favorite? How do you feel this person added to our world?
Help your student understand the difference between historical figures and fictional figures. Can it be proven that historical figures actually lived? This conversation prepares your student for later discussion about nonfiction and fiction and for the final writing piece.

Please go online to view and submit this assessment.
### Objectives
- To understand how characters’ actions affect plot and theme
- To distinguish between historical fact and fiction
- To write opinions about themes in texts

### Books & Materials
- *Back of the Bus* by Aaron Reynolds, in the *Text Collection*
- *Decodable Practice Readers 24A and 24B*
- ELA Journal
- Computer
- T-Chart Graphic Organizer
- Character Web Graphic Organizer
- Sound Spelling Cards

### Assignments
- Watch *Biography of Rosa Parks* video.
- Complete a T-Chart on fact and fiction in *Back of the Bus*.
- Complete a *Character Web*.
- Complete a *Characters’ Eyes Chart*.
- Write a paragraph about the central theme of *Back of the Bus*.
- Complete a *Word Connections Chart*.
- Write 10 interview questions and an opinion statement.
- Complete a *Rosa Parks T-Chart* comparing the information from two texts.

### LEARN

### BENCHMARK VOCABULARY

As you know, sometimes you will come across new words in your reading. Sometimes, you will see words used in new ways. Look for clues from the nearby words or the sentence as a whole to help you discover the word's meaning as it is being used in the text. For example, the word *scratchy* on p. 74 in *Back of the Bus*, in the *Text Collection*, Volume 2, Unit 4 is used to describe a certain kind of whisper.

What do you think of when you hear the word *scratchy*? To figure out what kind of whispers are scratchy ones, look at the words around the word *scratchy*. Notice the word *mean* right next to it. So, *scratchy* whispers are *mean* whispers. They are aimed at Rosa Parks for refusing to give up her seat.

Find and read the sentences with these words. Use context clues and connotation to find the meaning of each word in context. Discuss the meaning of each word with your Learning Guide.

- scratchy (p. 74)
- fierce (p. 74)
- belong (p. 74)
- pale (p. 78)
- punchy (p. 78)

Now use each word in a sentence. Write the sentences in your ELA Journal. Then share them with your Learning Guide.
Support this activity by reminding your student of the difference between literal and figurative language. As needed, model how to use context clues and connotation to find the meaning of a word. Use your student's written sentences to confirm or correct understanding of word meaning and usage.

**FLUENCY**

**READING WITH ACCURACY**

Great readers read accurately. When readers read make too many mistakes on words, their reading does not sound fluent. For reading to be fluent, it has to sound smooth.

Let's practice making your reading sound smooth by reading accurately. You will reread a page from *Back of the Bus*. Rereading will help you get better at reading.

Rereading helps you think about and learn new vocabulary words. Learning the meaning of new words helps you read accurately. You might make some mistakes the first time you read a page with new vocabulary, but the more times you read the page the better you will get. Your reading will become smooth.

Watch this video to learn why vocabulary is important in reading.

Please go online to view this video ➤

To read accurately:

1. Monitor your reading
2. Self-correct when needed
3. Reread to clarify and to make your reading sound smooth
4. Pay attention to new words

Read the following sentences.

Some folks are doing mean scratchy whispers at somebody sittin' upfront. And then I see who it is from way in the back. Mrs. Parks, that's who.

Consider these questions:

- This is the third time you have read these sentences. What does the word scratchy in this sentence mean?
- After thinking about the meaning of the word scratchy in the sentence, were you able to read the sentences more accurately?
Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you will practice reading from the book Back of the Bus. Turn to p. 78. Practice reading this page one time through. After reading this page, talk with your Learning Guide about any words that were tricky for you while reading. Two of the new vocabulary words you have been learning, pale and punchy, are on this page.

Your Learning Guide will record you reading the page three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

Discuss with your student how reading accurately helps with reading fluency because it makes reading sound smooth.

Watch the first three minutes of this video to learn why vocabulary is important in reading. Discuss the questions with your student after he or she reads the sentences.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to Back of the Bus and turn to p. 78. Have your student read this page one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Discuss the vocabulary words on this page (pale and punchy).

You will record your student reading the page three more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Have him or her identify any words pronounced incorrectly. Have your student practice those words and see if they are correct on the next reading.

Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading two or three times, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of reading accurately. Have your student practice reading along with the audio and then practice reading without the audio guidance a second time.

You learned in Part 1 of this lesson that some characters in Back of the Bus are real. You know some are fictional. But they all seem real. That’s because the author tells us what they look like and how they feel and think. The author’s descriptions help us know the characters better.
In this lesson, you will see how the author describes one character, the little boy. You will use a **Character Web** to record details about him from the text. These details will be his character traits.

Before you begin the web, go back and reread sections of *The Back of the Bus*. Look for spots where characters are described in detail. Use the pictures and the figurative language to help understand the characters even more.

### TEACHING NOTES

Guide your student to specific parts of the text where character description is strongest. As he or she skims the text for a second time, encourage him or her to think about how the words, actions, figurative language, and illustrations help the reader understand the character more clearly.

When you finish reading, you and your Learning Guide will discuss how to fill in your **Character Web**. In the center, write the word “boy.” Then fill in the boy’s traits in the outer ovals.

### TEACHING NOTES

Fill in a character web for your student. Write *boy* in the center circle. Then model filling in the other circles. Think aloud: “Let’s look at pp. 66–69 to record details from the text about the boy’s characteristics. The first thing I see in the illustration is a smiling boy. This tells me he is happy. I will write *happy* in the web as one of his characteristics.”

Continue to fill out the **Character Web** with your student. Ask your student to point out other characteristics he or she finds in the text and the pictures. Some possible answers are “bored,” “playful,” and “respectful.” Accept an answer if the student can provide good evidence from the text.

![Character Web Diagram](image-url)
Now that you have practiced filling out a **Character Web**, fill out one for Mrs. Parks and one for Mama.

### TEACHING NOTES

Guide your student to write the appropriate names in the center circle of two more **Character Webs**. If necessary, help him or her get started by finding details of character traits for these characters.

To check that your student clearly understands the concept, ask him or her to discuss with you how the author describes characters.

In *Back of the Bus*, the author combines real and made-up details. He tells the story of an imaginary boy watching a real historical event. In the last lesson, you completed a **T-Chart Graphic Organizer** to help you sort factual details and fictional details from the text. In this lesson, you will write an opinion piece about what is fact and what is fiction in *Back of the Bus*. Use the details from your chart to help support your opinion. Remember that you want your reader to accept your opinion. So, your opinion needs strong reasons to back it up.

Consider these questions before you begin to write:
- What is the story about?
- What do I know about that time in history?
- Who are the real people in the story?
- What event actually happened in real life?

Now, write a paragraph about what is fact and what is fiction in *Back of the Bus*. Write your paragraph in your textbook or in your ELA Journal. When you have finished, share your paragraph with your Learning Guide.

### TEACHING NOTES

Have your student use information in the **T-Chart** completed in Part 1 of this lesson to write his or her paragraph. Allow your student to refer back to the text for additional supporting details or examples, as needed. Remind your student that facts are events, people, and places from real life. In historical fiction, these facts can be researched and identified. Fictional elements in historical fiction are people or events that cannot be proven but are likely to have existed or are likely to have happened.

Discuss with your student whether his or her opinion and reasons for the opinion are clear and convincing. Use this opportunity to correct any misunderstandings of the text or the concept of fact versus fiction.
PHONICS

VOWEL PATTERNS: EIGH, EI

Learning to recognize vowel patterns can help you decode unknown words. Look at the Sound Spelling Cards. Say these words out loud.

What vowel sound do the letters ei make in the word ceiling? The sound you hear is a long /e/.

What vowel sound do the letters eigh make in the word neighbors? The sound you hear is a long /a/.

What vowel sound do the letters eigh make in the word height? The sound you hear is a long /i/.

The letters ei can also make the long /a/ sound, like in the word eight.

Read the following words. What long vowel sound do you hear in each word? What letters make that sound?

- neigh
- leisure
- neither
- beige
- freight
- sleigh
- either

Look at the two Decodable Practice Readers 24A and 24B (online only). Pick the one you would like to read today. Read the words on the cover. Which words have the vowel pattern ei or eigh? Read the story.

Now read the story again and look for words that have the vowel pattern ei or eigh. Make a three-column chart in your ELA Journal and label the columns:

<table>
<thead>
<tr>
<th>Long /a/ sound</th>
<th>Long /e/ sound</th>
<th>Long /i/ sound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the words you find in the story in the matching columns.
Look at the two Decodable Practice Readers 24A and 24B (online only).

Pick the one you would like to read today. Read the words on the cover. Which words have the vowel pattern *ei* or *eigh*?

Read the story.

Now read the story again and look for words that have the vowel pattern *ei* or *eigh*. Make a three-column chart in your ELA Journal and label the columns:

- Long /a/ sound
- Long /e/ sound
- Long /i/ sound

Write the words you find in the story in the matching columns.

Assist your student in understanding the vowel patterns.

**Answers:**

<table>
<thead>
<tr>
<th>Long /a/ sound</th>
<th>Long /e/ sound</th>
<th>Long /i/ sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>neigh</td>
<td>leisure</td>
<td>(neither)</td>
</tr>
<tr>
<td>beige</td>
<td>(neither)</td>
<td>(either)</td>
</tr>
<tr>
<td>freight</td>
<td>(either)</td>
<td></td>
</tr>
<tr>
<td>sleigh</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sometimes the vowel patterns *ei* and *eigh* can be tricky due to local pronunciations. For example, the word *neither* is pronounced with a long /e/ sound, but can also be pronounced with the long /i/ sound. You may need to adjust this activity based on your student’s pronunciation.

Your student should pick one Decodable Practice Reader (online only) to practice reading the vowel patterns. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.

Assist your student in finding the words in the text and filling out the three-column chart.

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**IDENTIFY NOUNS**

A noun is a word that names a person, place, animal, or thing. A sentence can have a noun as its subject—the person, place, animal, or thing that the sentence is about.

Read this sentence from *Back of the Bus*. Find the words that name a person, place, animal, or thing.

> Winter’s here in Montgomery, but I got the window down and a warm breeze blowin’ in as Mama and me huff down Cleveland Avenue on the big ol’ bus.
Winter is the subject of the first part of the sentence. Winter is a noun that names a thing. Others nouns name a person (Mama), places (Montgomery, Cleveland Avenue), and things (window, breeze, and bus.)

Find the nouns in this sentence:

The bus slows down
and that marble rolls and rolls.
But a dark hand jumps out
from a seat up front
and grabs my marble good!

All the nouns in this example—bus, marble, hand, and seat—name things.

Look at the following words, and tell whether they are used as nouns on pp. 67 and 69 in the story.

- marble
- Mrs. Parks
- rolls
- aisle
- shiny
- shop

 TEACHING NOTES

- marble (yes)
- Mrs. Parks (yes)
- rolls (no)
- aisle (yes)
- shiny (no)
- shop (yes)

 RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you looked at the way elements of fiction and nonfiction were combined in the story *Back of the Bus*. You sharpened your reading skills by telling which was which. In this lesson, you will be reading for a clearer understanding of the plot and theme of the story.

Reread *Back of the Bus*, in the Text Collection, Volume 2, Unit 4. As you read, think about what happens after Mrs. Parks refuses to give up her seat.

When you have finished rereading the text, look again at pp. 70–74. Discuss this question with your Learning Guide: Why does the bus sit still for so long?

**TEACHING NOTES**

Help your student understand the meaning of *angry* on p. 73. Explain that when a person is angry, he or she may have a strong feeling of dislike for someone or something.

Your student should share examples such as: *The bus driver is waiting for Rosa Parks to move to the back of the bus; The bus driver is waiting for the police because Rosa Parks will not move to the back of the bus.*
Let's take a closer look at the text. We are looking for clues about the plot and theme, or message, of the story. Remember that a good reader uses evidence in the story to find the answers to questions.

Discuss these questions with your Learning Guide. Look for clues to the answers in the story, and show them to your Learning Guide.

- On p. 71, what seems to be the reason the police are called to the bus?
- On p. 77, what does the policeman do when he arrives?
- How does this event affect the plot of the story?

Answers

- Mrs. Parks will not give up her seat and move to the back of the bus.
- The policeman asks Mrs. Parks why she will not move, and then he puts “metal things” on her and takes her away.
- The policeman’s arrival is an event that adds tension or a bigger problem to the plot.

Eyes can tell us a lot about a person’s feelings. In your mind, picture someone you know. How would you describe that person’s eyes when he or she is happy, sad, or surprised? What does that tell you about that person?

As you learned in Unit 5, details about characters add to the plot and theme of a story. The author describes the eyes of some of the characters in Back of the Bus. You will use a Characters’ Eyes Chart to see how these details add to the plot and theme of the story.

First, talk with your Learning Guide about how to fill in your Characters’ Eyes Chart.

Direct your student to look at p. 69. Point out that the author includes descriptions of characters’ eyes. Model looking at these details to see how they contribute to the plot and theme of the story. For example, note that Mama has “them worked-all-day eyes.”
Discuss what this might mean with your student. Guide him or her to the idea that Mama is tired because she has worked all day. Have your student write the descriptive phrase and an explanation in the first circle.

Now it’s your turn. Fill in a circle for how the author describes Mama’s eyes and the eyes of “Some Passengers.” As you fill out the chart, discuss your ideas with your Learning Guide. See how many details you can find.

After you have filled in your chart, write in your ELA Journal how these descriptions help you understand the characters and story.

Your student’s answer could include that these descriptions help the reader understand that

- Rosa Parks was going to fight for her rights.
- People were tired of being forced to sit at the back of the bus and mistreated.
- Some people felt angry when Rosa Parks wanted to be treated equally.
MORE TO EXPLORE

Rosa Parks refuses to give up her seat. Mama never says that nothing will change as a result. The reader can infer what she is thinking by what she does say. Look for evidence in the text that supports the idea that Mama thinks nothing will change.

Now look for a phrase in the text that supports the idea that the boy thinks things will change.

Show your Learning Guide the evidence you found. Then discuss the following questions with your Learning Guide:

The author uses figurative language to express the boy's thoughts about his event. How does the boy describe his marble? How is the boy like his marble?

TEACHING NOTES

Your student should reread pp. 77 and 78 in the text and look for clues to determine what is happening in the story at this point. On p. 78, Mama says, “Don’t you worry none. Tomorrow all this’ll be forgot.” The boy thinks, “But I got somethin’ in me ... sayin’ it won’t be,” meaning the event will not be forgotten; things will not be the same.

In describing his marble, the boy is describing himself. He imagines that his marble now is shining in the sun “all brown and golden,” and looks “like it’s smilin’ ... Cuz it ain’t gotta hide no more.” The boy has a feeling that because of events on the bus, he, too, “ain’t gotta hide no more,” or be afraid. He can shine.

In the stories you read in Unit 5, you saw that good stories have a theme, or central idea. The theme is expressed in the thoughts, feelings, and actions of the characters. In this lesson, you are going track down the theme of Back of the Bus. Look for these clues:

- a character who learns a lesson
- characters who are affected by other characters
- connections between actions and their effects that repeat in a story

Remember that the author has a purpose in writing in writing Back of the Bus. He wants us to know how he feels about Rosa Parks and her refusal to give up her seat. So, he tells the story through the eyes of a young boy who is affected by her actions. The author provides clues in the text that tell the reader what he thinks (although it is the character of the young boy who is speaking). These clues also tell the reader what the theme is.
Look at this sentence from p. 74:

> But she's sittin' right there,
> Her eyes all fierce like a lightnin' storm,
> like maybe she does belong up there.

The author describes Rosa Parks as a brave, determined woman who will not go along with things as they are. He uses the “voice” of the boy to describe her.

Now look at this passage from p. 77:

> “Why won’t you move and give this man your seat?” he says to Mrs. Parks. …
> “I don’t think I should have to stand up,” she says.
> “Why do you push us folks around?”

Her voice is all soft,
but she's got on her strong chin too,
just like Mama's.

The author describes the events that lead to Rosa Parks's arrest. Rosa Parks calmly and quietly takes action, even though she knows she will probably be arrested.

Readers should know that Rosa Parks’s actions led to real-life change.

Readers can use these descriptions of Rosa Parks to identify the author's central message, or theme. Then readers can form an opinion about the theme.

In this lesson, you are going to write about the theme of *Back of the Bus*. Before you write, you need to decide what the theme is. Use these questions to help you:

- How does the boy in the story describe Rosa Parks during this event?
- How were other characters affected by Rosa Parks's actions?
- What lesson may the boy have learned from this event?
- What is the author trying to say about Rosa Parks and her refusal to move?

With your Learning Guide, decide what the theme is.

Now look through the text. Find details that support the theme or central message you identified.

Write down the theme and the supporting details in your ELA Journal.

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**TEACHING NOTES**

If your student is struggling to identify a theme, break the planning process into steps. Review the bullet-point list of clues for finding a theme in a text. Check for student understanding of these concepts. Then reread p. 74. Point out the phrase like maybe she does belong up there.
Ask your student how this differs from what the boy says about himself and his Mama on p. 66. ("We're sittin' right where we're supposed to—way at the back.") Ask what he may have learned about himself from Rosa Parks's refusal to move. Then reread p. 77. Discuss how your student thinks the bus driver was feeling and why. Ask your student to find words in the text (both pages) that describe how Rosa looked and behaved while refusing to move. Then revisit and discuss the bullet-point list of questions. Have your student complete the writing activity that follows.

Write a paragraph that tells your opinion about the central message, or theme, of Back of the Bus. Use examples from the text to support your choice. Write your paragraph in your ELA Journal.

Share your writing with your Learning Guide.

ANOTHER WAY

THEME PARAGRAPH

You have been asked to write a paragraph identifying the theme or central message of the story Back of the Bus. When writing about the central message it is important to identify details from the text that show the theme. Ask yourself, “How do I know what the theme is?”

Identify the characters and events that show the reader the theme. You can use the Central Message Organizer to plan your paragraph. Share your completed paragraph with your Learning Guide.

TEACHING NOTES

Your student will write a paragraph that identifies the theme or central message of Back of the Bus and provides evidence and reasons to support the central idea. If your student is having trouble writing his or her paragraph, provide your student with the organizer to plan the paragraph.

If your student is struggling to write his or her paragraph from the outline, provide your student with the following paragraph template. Have your student fill in the blanks. Adjust as needed so the writing is clear.

The theme of the story Back of the Bus is _________________. There are many characters and events that show the theme. Some are ____________, ____________, and ____________. ____________shows the theme because _________________. Another story detail that shows the theme is ___________ because _________________. The character and events of Back of the Bus teach the reader __________.
### Meeting Rosa Parks - Part 4

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| • To understand how characters’ actions affect plot and theme  
• To distinguish between historical fact and fiction  
• To write opinions about themes in texts | • Back of the Bus by Aaron Reynolds, in the Text Collection  
• ELA Journal  
• Computer  
• Word Connections Chart  
• Four-column Chart  
• Dictionary | • Watch Biography of Rosa Parks video.  
• Complete a T-Chart on fact and fiction in Back of the Bus.  
• Complete a Character Web.  
• Complete a Characters’ Eyes Chart.  
• Write a paragraph about the central theme of Back of the Bus.  
• Complete a Word Connections Chart.  
• Write 10 interview questions and an opinion statement.  
• Complete a Rosa Parks T-Chart comparing the information from two texts. |

### LEARN

#### FLUENCY

**READING WITH EXPRESSION**

Great readers *read with expression*. Expression means making your voice sound like the meaning of the words. If you sound like a robot, you are not reading with expression. When reading fiction, you learned that your tone should change with what is happening in the story. You learned how to sound like a storyteller by using your storytelling voice.

Watch this video and listen to how the reader pays attention to ending punctuation.

[Please go online to view this video](#)

When you read, you might sound more like a robot the first time you read a page, but the more times you read, the better you will get. You will get to know the characters in a story. Your reading will become expressive.

To read with expression:

1. Pay attention to the dialogue.
2. Think about what the character is doing and the character is feeling.
3. Pay attention to ending punctuation. Raise your voice at the end of a question and sound excited when reading an exclamatory sentence.
4. Pay attention to text sizes and sound words when reading.
Now practice reading the following sentences from Back of the Bus. Read them two or three times. This story is told in the voice of a little boy and the author uses words that a little boy would use while talking. Think about that as you read the sentences.

- Some folks look back, givin’ us angry eyes.
- “We do somethin’ wrong, Mama?” I say all soft.
- “No, we ain’t,” she says.
- But I ain’t sure cuz I’m gettin’ shaky legs.

After reading the sentences, discuss with your Learning Guide how the author used words to help readers read with expression.

Take a look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently. How do you think you did when reading the sentences? Did you get more expressive each time you read?

Now practice reading p. 77 from the book Back of the Bus one time through.

After reading the page, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your expression on the page.

- Did you change your tone when you saw dialogue?
- Did you think about how the character was feeling on the page?
- Did you raise your voice at the end of a question?
- Did you raise your voice at the end of an exclamation mark?

Your Learning Guide will record you reading the page three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. As you reread Back of the Bus today, practice reading with expression.

Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.

Watch this video and listen to how the reader pays attention to ending punctuation. Make sure your student is also paying attention to the ending punctuation. As your student reads, you might ask him or her questions like, “What would you sound like if you thought someone was looking at you angrily?” Make sure your student reads the dialogue softly, as is stated in the text.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.
Go to p. 77 of Back of the Bus and have your student read the page one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression when reading dialogue or read like the character was feeling.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time he or she reread the page, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. You can look at the sections on reading accurately and reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

Last time, you explored how a writer uses words to show what a person is thinking, feeling, or doing. In Back of the Bus, these ideas are expressed in the words of a young boy. With words, he shows how he experienced the moment when Rosa Parks refused to move to the back of the bus. Great readers find real-life connections to the words they read in books. They find their own thoughts, feelings, and experiences expressed by the author. We will explore making these connections in this lesson.

Today, you will reread Back of the Bus, in the Text Collection, Volume 2, Unit 4. This time, look for any details you might have missed. When you have finished, discuss the answer to this question with your Learning Guide:

How do the boy and his mother react to Mrs. Parks being taken off the bus?

Your student’s response may include: Mama mumbles that Mrs. Parks is stirring up trouble. There is “lightning” in her eyes, like she is angry. The boy feels shaky, but somehow strong.

Now take a closer look at the text. Find answers to these questions. Then write them in your ELA Journal.

- Why do the boy and Mrs. Parks play with a marble on the bus?
- How does a crowd of people getting on the bus affect their game?
Sometimes, authors use description to emphasize an important character or action. Let’s look at the phrase *turnip pile* on p. 77. A turnip is a root vegetable. A pile of turnips would just sit in a pile without moving. Why might the author have used these words to describe Mrs. Parks in this situation?

- What clues in the story let you know that Mrs. Parks is arrested for her actions?

**TEACHING NOTES**

Assist your student as necessary in locating passages and illustrations corresponding to the questions. Use guiding questions to help your student answer the questions. Remind your student that illustrations can help him or her better understand the text.

*Possible responses:*

- The bus is not crowded, and there is no danger of anyone slipping on it.
- Mama tells the boy to put the marble away, so the boy and Mrs. Parks can no longer play the game.
- The phrase implies that Mrs. Parks is as unmoving as a pile of turnips would be.
- She is handcuffed and taken off the bus by the police.

Great readers connect to the words in the story they are reading. They think about what the words mean in their own lives. The connection helps them better understand the words.

You are going to use a [Word Connections Chart](#) to help you connect with the words in *Back of the Bus*.

Now you are ready to look through the story and find phrases that mean something to you personally. Then you will fill in the rest of the chart. Talk to your Learning Guide about how to fill out the [Word Connections Chart](#).

**TEACHING NOTES**

As needed, model filling in one row of the chart. To begin, direct your student to look at p. 74 of *Back of the Bus*, when the policeman enters the bus. Then think aloud: “I see the phrase *all shaky inside*. I am going to write that in the first column. *Shaky inside* means ‘scared,’ so I’m going to put this meaning in the second column. In the last column, I’m going to write a time when I felt all shaky inside.” (You may wish to ask your student to supply a personal experience of his or her own.) Use this opportunity to clarify any misconceptions your student may have about the process.
The completed chart should look something like this.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning</th>
<th>Personal Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;all shaky inside&quot;</td>
<td>scared, afraid</td>
<td>Answers will vary.</td>
</tr>
<tr>
<td>&quot;the people jam&quot;</td>
<td>too many people in the bus aisle</td>
<td></td>
</tr>
<tr>
<td>&quot;squeezy-tight fist&quot;</td>
<td>his hand closed tight</td>
<td></td>
</tr>
</tbody>
</table>

**ANOTHER WAY**

If filling in the word connection chart is challenging, it could be because this word or phrase is new to you. Let’s use a four-column chart to help you get a better understanding of these phrases!

Label the four columns:

- Phrase
- Dictionary Meaning
- Personal Experience
- Another Way

Fill in the first three columns as described in the lesson. For “Another Way” think of a different way that you could say the phrase. This could be in your home language, or just another way you know how to say the phrase in English.

**TEACHING NOTES**

If filling in the word connection chart is challenging for your student, it could be because this word or phrase is new to your student. Encourage your student to use a four-column chart to help get a better understanding of these phrases!

Label the four columns:

- Phrase
- Dictionary Meaning
Personal Experience
Another Way

Fill in the first three columns as described in the lesson. For “Another Way” encourage your student to think of a different way that someone could say the phrase. This could be in your student’s home language, or just another way he or she knows how to say the phrase in English.

Here’s an example.

*Phrase:* “The people jam”

*Dictionary Meaning:* A lot of people in one place who are unable to move

*Personal Experience:* We were in a jam when we all tried to fit through the doorway at once.

*Another Way:* The people were stuck; *varied answers in home language*

Now add “the people jam” to the first column. Find the sentence with “the people jam” on the bottom of p. 70. Write what you think it means in the second column. In the third column, write about a time you felt you were in a “people jam.”

Do the same with the phrase *squeezy-tight fist*, on p. 78.

Perhaps you feel you understand the story a little better now that you have made a personal connection!

**VOWEL PATTERNS EI, EIGH**

This sentence tells us something about Rosa Parks: *Rosa Parks is perceived as a hero because of her actions.* Read this sentence aloud to your Learning Guide. Can you think of another word that means the same thing as *perceived*?

Notice the letters *ei* in the word *perceived*. The letters *ei* spell the long e sound in *perceived*.

The letters *ei* can also spell the long a sound, as in *vein*.

Point to the letters *eigh* in the words *weight* and *freight*. The letters *eigh* spell the long a sound in these words.

The letters *eigh* can also spell the long i sound, as in *height*.

With your Learning Guide, identify the sound of *ei* and *eigh* in these words: *neighbor, leisure, receive, ceiling, flight, and sleigh.*
You have seen that authors have a purpose when writing opinions. Sometimes, an author’s purpose might be to persuade people to do something, such as vote a certain way or protest an unjust law.

Here’s how writers set a clear purpose for writing:

- Focus on the big idea that is to be conveyed to readers.
- Develop strong reasons for the opinion.
- Develop strong examples that represent the opinion.

In *Back of the Bus*, Rosa Parks provides a reason she believes it is important not to move from her seat. Look at this passage from p. 77:

“I don’t think I should have to stand up,” she says.

“Why do you push us folks around?”

Mrs. Parks’s answer to the policeman explains why she does not think she should have to give up her seat to another person. She wants all people to be treated fairly and equally.

Look at the boy’s actions and thoughts on p. 78. Discuss with your Learning Guide how they are also reasons that support Mrs. Parks’s belief.

In the previous session, you wrote your opinion about what the theme, or central idea, of *Back of the Bus* is. You supported your opinion with evidence from the text. In this lesson, you are going to gather evidence the way a news reporter does—by interviewing someone. Pretend you are going to interview Mrs. Parks. Your purpose is to find out about her actions and the changes they brought. Think about the questions you would ask as you reread *Back of the Bus* and rewatch the video *Biography of Rosa Parks*.

**TEACHING NOTES**

Help the student discover the meaning of *perceived* if this is a difficulty. You may also want to review that a “long” vowel sound says its name. Help the student with the pronunciation of *vein, weight, freight, and height* if needed. Explain that a news reporter prepares questions before an interview. The questions help the reporter focus on what he or she wants to know about a person. For example, *What happened when you _____? Why did you do that? Do you think _____?*
Before writing your questions, you should develop a plan for your writing. Ask yourself these questions:

- What do I know about this person?
- What is my purpose for the interview? What do I want to learn?
- What motivates this person? What pushed the person into his or her path of life?
- What questions can I ask that will lead to the information I am looking for?

Now you are going to write 10 questions for your interview with Rosa Parks. Then write one sentence that expresses your opinion about what effect Rosa Parks’s actions had. Write your questions and opinion statement in your ELA Journal.

If available, have your student use a computer or electronic tablet to draft his or her 10 questions.

Have your student role-play the part of the interviewer. Your student may want to use the audio and recording features of his or her computer to conduct the interview.

Please go online to view and submit this assessment.
You have read a historical fiction book about Rosa Parks. The author combined real people and events with fictional ones. You have thought about how the author showed the message through language. Now you are going to read a selection from a nonfiction book about Mrs. Parks that provides facts about the same event.

As you read, ask yourself the following questions:

- What new information am I learning about the events of *Back of the Bus*?
- How does it add to my understanding of Mrs. Parks's actions?


**TEACHING NOTES**

Guide your student in reading *Rosa Parks: Hero of Our Time*. Select the appropriate option for your student:

- Read the story aloud to your student while he or she follows in the text.
When you have finished reading, discuss this question with your Learning Guide:

What new information did you learn about the events in *Back of the Bus*?

### TEACHING NOTES

Possible answers: I learned that Rosa Parks was arrested because she wouldn't move. This led to the Montgomery Bus boycott. Finally, a Supreme Court decision declared that African Americans could sit anywhere they wanted to on a bus.

### GRAMMAR

**PRONOUN-ANTECEDENT AGREEMENT**

**Step 1**

You have been reading to understand what happened in a real-life event. You can break down sentences to understand which people the author refers to with pronouns. This will help you keep track of what is happening in the event.

Read this sentence from *Rosa Parks: Hero of Our Time*.

> When a white man got on the bus, there were no empty seats, so the bus driver told Rosa to give up her seat.

Now answer this question: What does this sentence mean?
Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. Find the chunks with nouns that refer to people. Pull those chunks out of the sentence. Now find the chunk with a pronoun. Pull that chunk out of the sentence.

What kind of pronoun is this? What is its function?

There are three people in this sentence and one pronoun. You can stop to think about to whom this pronoun refers. This will help you understand exactly what is happening.

You know that a pronoun has to agree with its antecedent. The antecedent is the noun a pronoun replaces. Pronouns and antecedents have to agree in number and gender.

Think about the pronoun her. Is it singular or plural?

Now look at the nouns. Are they singular or plural?

The pronoun matches each of these possible antecedents in number. This doesn't eliminate any of the possible antecedents. You can also think about the gender of each word.

Think about the pronoun her. Is it male or female?

Now look at the nouns and think about what gender they are. One of them is a little tricky. The noun driver isn't male or female. You have to think about what you know from the rest of the story to figure it out. Identify which nouns are male and female.

You should be able to match the pronoun and its antecedent now. To whom does her refer?

Put the sentence back together. Read the sentence again. How does understanding pronoun-antecedent agreement help you understand the sentence?

When you read, you can stop and break down a sentence to figure out to whom a pronoun refers. When can you do this?

Step 4
When you write, you should make sure that all your pronouns agree with their antecedents. Remember that pronouns need to agree in both number and gender.

Can you write sentences about Rosa Parks’ story using these pronouns? Make sure your pronouns agree with their antecedents in number and gender.

- him
- they
- she
- his
Tell your Learning Guide why it’s important to always check your pronoun-antecedent agreement when you write. What would happen if you used the wrong pronoun?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- When a white man
- got on the bus,
- there were
- no empty seats,
- so the bus driver
- told Rosa
- to give up
- her seat.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means the bus driver wanted Rosa to leave her seat so the white man could sit there.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the coordinating conjunction so. It shows a reason.
- I see the subordinating conjunction when. It gives information about time. It is part of a dependent clause.
- The pronoun her is possessive. It shows ownership.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a coordinating conjunction? What does it do?
- Do you see a subordinating conjunction? What does it tell you? What kind of clause is it part of?
- Do you see a pronoun? What kind? What kind of relationship does it show?
Step 3
Your student should pull out these chunks:

Nouns naming people:
- When a white man
- so the bus driver
- told Rosa

Pronoun:
- her seat.

Answer:
- Her is possessive. It shows ownership.

Answers:
- singular
- singular
- female
- male, male, female
- Her refers to Rosa.

Possible response: I can keep track of who the author is talking about.

Possible response: when I am not sure who an author means in a sentence

Step 4
Your student might write sentences like these:

- The bus driver told Rosa to move, but Rosa told him no.
- When people heard about Rosa, they stopped riding the bus.
- Rosa said she would not give up the seat she was in.
- The driver stopped his bus to call the police.

If your student struggles to write the sentences, have him or her first consider each pronoun and match it with nouns from the book. For example, you might say, "Which people can we use the pronoun him for?" (the police officer, the bus driver) and "Which people can we use the pronoun they for?" (the people who boycotted). If your student needs further support in answering these questions, point to the first pronoun and ask your student to identify the number and gender (him, singular, male). Then have your student look in the selection for a person who fits that description. When your student selects an appropriate noun, have him or her tell you what the person or people he or she identified did. Have your student use this answer to write a sentence that includes the appropriate pronoun.
Possible response: It’s important because it helps you keep track of who I’m talking about. It would be confusing if I used the wrong pronouns.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

When a white man got on the bus, there were no empty seats, so the bus driver told Rosa to give up her seat.

Then say: “In this sentence, the author uses the pronoun her to refer to Rosa. Pronouns must always agree with their antecedents in gender and number. When you write, you should check your pronoun-antecedent agreement.”

Display the sentences below. Have your student read each one. Ask for each: “With the pronouns as they are, what does the sentence mean?” (example: It means the seat belonged to the driver and police officer) “Is this right?” (no) “Do the pronouns in this sentence all agree with their antecedents?” (no)

Have your student correct the sentences for pronoun-antecedent agreement.

- The driver and police officer threatened her, but Rosa refused to give up their seat.
- When Rosa didn’t move, the officer put handcuffs on his wrists.
- When Rosa wouldn’t give the white man her seat, she complained to the bus driver.

Answers:

- Change their to her
- Change his to her
- Change she to he

Ask your student why pronoun-antecedent agreement is important and what happens when the wrong pronouns are used. Possible response: It helps you understand who the author is talking about. The wrong pronouns make it so a sentence doesn’t make sense.

The selections *Back of the Bus* and *Rosa Parks: Hero of Our Time* tell about Rosa Parks’s actions and how they affected historical events. A [Rosa Parks T-Chart](#) will help you compare what each text reveals about Mrs. Parks.

In each column, write words and phrases that describe Rosa Parks based on the text. What words best describe Rosa Parks’s character? What are her strongest traits?

What information does each text give about Mrs. Parks’s arrest? Find the information, and use it to complete the T-Chart. Share your work with your Learning Guide.
Rosa Parks inspired many people to stand up for their beliefs. When writers state their opinion about a topic, they say what they think, feel, or believe about the topic.

Earlier, you wrote questions to gather facts about Rosa Parks. Then you wrote an opinion statement. An opinion statement is different from a statement of fact. An opinion statement should say what you think, feel, or believe. A statement of fact can be proven.

An opinion statement should clearly express what the writer thinks about a topic. Look at these examples:

*Rosa Parks was quiet, but she was strong and fearless.*
The writer expresses her point of view in this opinion statement. She reveals that she believes Rosa Parks was quiet, strong, and fearless.

*Rosa Parks would do whatever she could to help get equal rights for all people—she was a hero.*
The writer expresses her point of view about Rosa Parks’s determination to achieve her goal. In her opinion, Rosa is a hero.
Rosa Parks was quiet, but she was strong and fearless. The writer expresses her point of view in this opinion statement. She reveals that she believes Rosa Parks was quiet, strong, and fearless.

Rosa Parks would do whatever she could to help get equal rights for all people—she was a hero. The writer expresses her point of view about Rosa Parks's determination to achieve her goal. In her opinion, Rosa is a hero.

If your student finds it difficult to create an opinion statement, have him or her think about the opinions he or she has formed so far. Have your student brainstorm ways to express his or her point of view as an opinion statement. Your student may want to use a Web or a T-Chart Graphic Organizer to organize his or her ideas and thoughts. Remind your student that the sentence must be a statement of opinion and not of fact.

Now write an opinion statement of your own. Ask yourself: What makes a good citizen? Your statement will be one sentence that tells what you feel makes a good citizen.

Before you begin, think about your topic. Finish these two sentences:

- The most important thing a good citizen does is _____.
- An important character trait for a good citizen to have is _____.

Discuss your answers with your Learning Guide.

Remember these characteristics of a strong opinion statement:

- It can be supported by reasons and evidence.
- It states the writer’s most important idea.
- It does not include too many ideas.

You may want to use words such as like, dislike, think, and favorite in your opinion statement.

Write an opinion statement in your ELA Journal about this topic: What makes a good citizen?
Rosa Parks was quiet, but she was strong and fearless. The writer expresses her point of view in this opinion statement. She reveals that she believes Rosa Parks was quiet, strong, and fearless.

Rosa Parks would do whatever she could to help get equal rights for all people—she was a hero. The writer expresses her point of view about Rosa Parks's determination to achieve her goal. In her opinion, Rosa is a hero.

If your student finds it difficult to create an opinion statement, have him or her think about the opinions he or she has formed so far. Have your student brainstorm ways to express his or her point of view as an opinion statement. Your student may want to use a Web or a T-Chart Graphic Organizer to organize his or her ideas and thoughts. Remind your student that the sentence must be a statement of opinion and not of fact.

Now write an opinion statement of your own. Ask yourself:

What makes a good citizen?

Your statement will be one sentence that tells what you feel makes a good citizen.

Before you begin, think about your topic. Finish these two sentences:

The most important thing a good citizen does is _____.

An important character trait for a good citizen to have is _____.

Discuss your answers with your Learning Guide.

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- It can be supported by reasons and evidence.
- It states the writer's most important idea.
- It does not include too many ideas.

You may want to use words such as like, dislike, think, and favorite in your opinion statement.

Your student may need help formulating an opinion about the topic. You can ask guiding questions to help: What do you know about the topic? (Remind the student to think about what he or she has learned in previous parts of this lesson.) What is your opinion about the topic? What main idea about the topic is most important to you? What words can you use to introduce your opinion?

TEACHING NOTES

Write an opinion statement in your ELA Journal about this topic:

What makes a good citizen?

If available, have your student use computers or electronic devices to draft his or her opinion statement. If your student has group email, have him or her send the opinion statement for peer review.

VOCABULARY

SUFFIXES: -ABLE

In Grade 3 you have learned about both prefixes and suffixes. You know that a prefix comes before a root word and a suffix comes after a root word, but both change the meaning. An example of a prefix you have learned is un-. An example of a suffix you have learned is -less. Now you will learn about another suffix.

Let’s learn about the suffix -able. This suffix is added to the end of a root word. It means “able to do” the root word. Let’s look at some examples.

- stoppable: able to be stopped
- likeable: able to be liked
- readable: able to be read

In this lesson you have learned about Rosa Parks, a brave woman who stood up for something she believed in. Now, you will practice solving words about Rosa Parks and using them in a sentence. Read the list of vocabulary words below, then use your knowledge of prefixes and suffixes to guess the definitions. Write the words and definitions in your ELA Journal. Next to each word, write a sentence about Rosa Parks using the new vocabulary word. Finally, add these new words to your word wall. Use your new words in writing and speaking.

- unbreakable
- uncomfortable
- agreeable

TEACHING NOTES

Help your student look at each vocabulary word and break it into parts. If your student is struggling to remember the meaning of the prefix un-, encourage him or her to go back and look at Unit 1 to review that prefix.

- unbreakable
- uncomfortable
- agreeable
Help your student think about how the definition of each word is connected to Rosa Parks. Your student should produce work similar to the examples below. If your student is struggling, ask the following questions.

- Have you ever hear this word used before? How was it used?
- What does this word mean?
- When did you feel this way? Is that similar to how Rosa Parks felt during any part of the story?
- When was Rosa Parks acting in this way?

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Prefix/Suffix</th>
<th>Definition</th>
<th>Possible Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>-un, -able</td>
<td>unable to break</td>
<td>Rosa Parks was a very brave woman and she was unbreakable.</td>
</tr>
<tr>
<td>comfort</td>
<td>-un, -able</td>
<td>not comfortable</td>
<td>Rosa Parks felt uncomfortable with the way she was being treated on the bus.</td>
</tr>
<tr>
<td>agree</td>
<td>-able</td>
<td>able to be agreed with</td>
<td>Rosa Parks’ behavior was not agreeable to the police officers.</td>
</tr>
</tbody>
</table>

When your student is finished, ask him or her to add these new words to the word wall. Encourage your student to use these new words in writing and speaking.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Meeting Rosa Parks - Part 6

Objectives
- To understand how characters’ actions affect plot and theme
- To distinguish between historical fact and fiction
- To write opinions about themes in texts

Books & Materials
- Our Garden by Jessica Quilty
- ELA Journal
- Computer

Assignments
- Watch Biography of Rosa Parks video.
- Complete a T-Chart on fact and fiction in Back of the Bus.
- Complete a Character Web.
- Complete a Characters’ Eyes Chart.
- Write a paragraph about the central theme of Back of the Bus.
- Complete a Word Connections Chart.
- Write 10 interview questions and an opinion statement.
- Complete a Rosa Parks T-Chart comparing the information from two texts.

USE

You know that characters’ actions and feelings are clues to the central message of a text. You also know that details from the text help you discover the central message.

Now, you are going to use the things you know to uncover the central message of a new text.

The central message of a text is not always easy to find. Look for answers to these questions when you are reading. They will help you uncover the author’s message more easily.

- What lessons do the characters learn?
- How do characters’ actions affect others?
- What connections between actions and effects are repeated in the story?

Look for clues that reveal the central message as you read the story "Our Garden." Then answer the following questions.
USE FOR MASTERY

What is the central message in the story?

- Solving a problem alone can be a very rewarding experience.
- Problems get worse when many people try to solve them.
- Working together on a project helps everyone in the community.
- Sometimes it is better to not be noticed than to be recognized.

Select THREE sentences that provide evidence for the central message from question 1.

The people of our city read about our garden and came to see it for themselves. “Amazing!” they said, as they admired the tomato vines. “Wonderful!” they exclaimed, as they walked around the tree. Some people came to help. Mr. Yan brought a special plant for the garden. “It will bloom every year,” he said. Mr. and Mrs. Brown were experts at spotting weeds among the new plants.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

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0 / 12 File Limit

In this lesson, you studied a historical fiction text. You learned how Rosa Parks made a big difference in the world. You learned how authors can use a blend of real and fictional events to make up a story. You also studied vowel patterns ei and eigh. You practiced identifying nouns in a text. You learned new words and made connections between words in a story and your own life experiences. And you wrote an opinion piece about the theme of Back of the Bus.

Next, you will read more stories about real-life characters whose actions have changed the world!
LEARN ABOUT...

WHAT IS A STRIKE?

In this lesson, you are going to be reading a fictional story about a woman named Clara Lemlich. In 1909, Clara Lemlich organized a strike among the women shirtwaist makers. Before you read this story, take a minute to learn more about worker strikes, including what they are and why they happen, by reading this article.

After reading, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What is a strike?
2. What are some reasons workers strike?

TEACHING NOTES

Your student has been assigned an article about worker strikes because later in this lesson your student will be reading a fictional story about Clara Lemlich and the shirtwaist makers strike of 1909.

After reading, your student should be able to answer the following questions.

1. What is a strike? (A strike is when a large group of workers stop working in protest.)
2. What are some reasons workers strike? (Workers might strike to fight for better pay, better working conditions, and/or better hours.)
When you read *Back of the Bus*, you met a brave woman named Rosa Parks. You learned how she stood up for her beliefs and changed history. You used this story to understand historical fiction and write opinions about the theme of a text. Now you are going to meet another brave person, Clara Lemlich. You will read her story in a book called *Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909*.

Take some time to look at the illustrations in *Brave Girl* with your Learning Guide. Look for clues that tell where and when the story takes place.

**VOCABULARY**
- immigrants
- hire
- filthy
- fined
- fired
- inspected

**TEACHING NOTES**
Your student may mention the old-fashioned clothing in the illustrations. He or she may also notice that the year the story takes place is in the title of the book. Scenes of the ship and the Statue of Liberty indicate that Clara is coming from another country to the United States.

You will be reading the first few pages of *Brave Girl*. As you read, think about these questions:

- Who is the story about?
- Where and when does the story take place?

Now read pp. 4–11 in *Brave Girl*. You may not be familiar with the word *grit*, which is found on p.11. It means “courage or strength during a difficult time.”

After reading the story, discuss it with your Learning Guide. Describe what you found out about Clara.

Then write the answer to this question in your ELA Journal:

Who is Clara? Where and when does Clara live?

Discuss your answer with your Learning Guide.
Then write the answer to this question in your ELA Journal:

Who is Clara? Where and when does Clara live?

Discuss your answer with your Learning Guide.

Your student should understand that Clara is a young immigrant girl. She lived in New York City, New York, in the early 1900s.

COMPREHENSION

MAKING CONNECTIONS TO CHARACTERS

Good readers notice when an author tells them a character’s traits and make connections to help them understand why a character is that way. Good readers think about what they know about a trait and what that looks like, and they look for evidence in the text that supports the trait. This evidence is found in a character’s actions and dialogue. In the story, we are told that the character Clara is brave. Good readers think about what it means to be brave. What are some other words to describe brave? Good readers think about how they have been brave or how other people they know have demonstrated bravery. What are some things brave people do and say? Look for this evidence in the text as you read. What are some things Clara does or says that show she is brave?

In the future, notice when an author tells you a character’s traits. Make connections to these characters by thinking about what that means and how you, or other people you know, may demonstrate those traits. Characters in stories often remind us of people we know.

TEACHING NOTES

Read the first sentence, which states that Clara Lemlich was a brave young woman who fought for the rights of workers, and encourage your student to recognize that Clara demonstrates bravery. Help your student identify that Clara’s brave actions were fighting for someone’s rights. Ask your student to make a connection to Clara, and ask if he or she knows anyone else who fights for other people or stands up for others?

Before, you looked closely at the pictures and words in Back of the Bus. You saw that pictures are helpful. They give the reader additional information. They often help us understand the meaning of the words.

Take a closer look at the words and pictures on pp. 4–11 of Brave Girl. Use them to talk about these questions with your Learning Guide.

- On pp. 4–5, where do the words say the ship is going? How does the picture show that?
- Why is Clara able to find a job? On p. 9, find and read the sentences that tell you.
What does the illustration on p. 11 tell you about what Clara's job is like?
What happens if a factory worker pricks her finger and bleeds on the cloth? On p. 11, find and read the sentences that tell you.

**TEACHING NOTES**

Guide your student to these answers:

- The text tells us that the steamship is pulling into the harbor of New York. The picture shows the boat heading toward the Statue of Liberty, which is in New York City.
- The companies are hiring immigrant girls to sew women's clothing.
- The illustration shows how hundreds of girls are crowded together in one room when they work.
- The worker will be fired, or let go, from her job.

You do not have to read just for reading class. You can read for fun, too!

Try to read one or two books a week just for fun. Write the titles in your Reading Log.

As you read, you will like some books better than others. Think about why those books are better, and write the reasons in your Reading Log.

**BENCHMARK VOCABULARY**

Sometimes in reading, you come across a word you have not seen or heard before. Or sometimes a word you know is used in a new way. How do you figure out what the word means?

As you have learned, an author often will help you out by providing context clues. These clues may be other words in the same sentence or words in nearby sentences. A context clue may define the unfamiliar word or compare it to another word you know. Ask yourself, “How do other words in the sentence relate to this new word? What do they tell me about the word?”

Don’t forget to look at pictures that go with the text. They can also provide context clues that will help you figure out new words. For example, the pictures on pp. 5 and 6 can help you figure out the meaning of the word *immigrants*.

Remember that breaking the unfamiliar word into syllables and saying the word can help. You may discover that you have heard the word before and know what it means.

Sometimes it is best to look up a new word in a dictionary to learn its meaning.

Find and read the sentences with these words. Use context clues and connotation to find the meaning of each word in context. Look up the words in a dictionary, as needed. Discuss the meaning of each word with your Learning Guide. Point out which vocabulary word has the opposite meaning of the word *hire*.
Sometimes it is best to look up a new word in a dictionary to learn its meaning. Find and read the sentences with these words. Use context clues and connotation to find the meaning of each word in context. Look up the words in a dictionary, as needed. Discuss the meaning of each word with your Learning Guide. Point out which vocabulary word has the opposite meaning of the word hire.

- immigrants, p. 5
- hire, p. 8
- filthy, p. 10
- fined, p. 11
- fired, p. 11
- inspected, p. 11

Now use each word in a sentence. Write the sentences in your ELA Journal. Then share them with your Learning Guide.

Model how to use context clues to discover the meaning of a word. Your student should be able to identify the word fired as having the opposite meaning of the word hire. Use your student’s written sentences to confirm or correct his or her understanding of word meaning and usage.

Brave Girl starts with a strong statement about Clara. It describes her character and gives the reader a hint of what is to come. A great writer knows that a piece of writing needs a strong beginning. When you write an opinion piece, you need to write a strong introduction to the topic you are writing about.

Here are some tips for writing a strong introduction:

- Write a few sentences that clearly introduce the topic.
- State your most important details about the topic.
- Include a clear opinion statement. An opinion statement is the sentence that tells readers what your opinion is.

Look at this example:

*Clara Lemlich* was a brave young woman who fought for the rights of workers. During the early twentieth century, many people worked long hours for little pay. The factories where they worked were often unsafe and unhealthy. Factory owners and bosses actively discouraged workers from protesting the conditions. *Clara Lemlich* was a brave young woman who fought for the rights of workers.

The first sentence is the writer’s opinion statement. It introduces the topic and states the writer’s opinion in a brief, forceful way. It gets the reader’s attention.

The sentences that follow add more information. The reader needs that information to be able to understand the topic. The sentences back up the opinion statement. Notice that this information is very general. In the body of the opinion piece, the reader will learn more specific details.
In the last session, you began thinking about the topic of your opinion piece: *What Makes a Good Citizen?* Look at the opinion statement you wrote in that lesson. It is the main idea of your opinion piece. Your main idea needs key points to back it up. You will need to decide on the key points you want to include in your piece. Remember that these are the points you will develop in the body of your opinion piece. You will include a general statement about them in your introduction. Before you begin writing about your topic, discuss the following questions with your Learning Guide:

- What will my readers know about the topic?
- What is my opinion or point of view about the topic?
- What are the important points I will discuss about the topic?
- What is the main idea I want readers to understand?

Use this [Main Idea Graphic Organizer](#) to help you organize your ideas.

Write in your topic, your opinion statement, and key details that support your opinion. Share your work with your Learning Guide.

### TEACHING NOTES

Be sure your student understands the idea of a main opinion statement and supporting details. You may want to brainstorm with your student about key details he or she may want to include.

### PHONICS

**SUFFIXES: -y, -ish, -hood, -ment**

Remember that a suffix is a word part added to the end of a root word. This makes a new word with a new meaning.

Look at the Sound Spelling cards. The suffix -y turns a noun into an adjective. For example, when you add the suffix -y to the root word *sand*, the new word is *sandy*.

The suffix -ish means "like or somewhat." For example, if you add -ish to the word *child*, the new word is *childish*, defined as "like a child."

The suffixes -hood and -ment both mean "condition of" or "product of." For example, if you add -hood to *neighbor*, the new word is *neighborhood*. Add -ment to *refresh* and the new word is *refreshment*. 
Read the following words with your Learning Guide. What is the suffix? What is the root word? Can you use each word in a sentence?

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>Root Word</th>
<th>Possible Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>salty</td>
<td>-y</td>
<td>salt</td>
<td>This food is way too salty!</td>
</tr>
<tr>
<td>childish</td>
<td>-ish</td>
<td>child</td>
<td>Stop being so childish and just apologize.</td>
</tr>
<tr>
<td>payment</td>
<td>-ment</td>
<td>pay</td>
<td>The payment is due next month.</td>
</tr>
</tbody>
</table>

Look at the two Decodable Practice Readers 25A and 25B (online only). Pick the one you would like to read. Read the words on the cover. Which words have a suffix? Read the story.

Now read the story again and look for words that have a suffix. Write the words in your ELA Journal. Underline the root word and circle the suffix.

**TEACHING NOTES**

Assist your student in understanding the suffixes.

<table>
<thead>
<tr>
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<td>-ment</td>
<td>pay</td>
<td>The payment is due next month.</td>
</tr>
</tbody>
</table>
Your student should pick one Decodable Practice Reader (online only) to practice reading words with suffixes. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.

### Rate Your Understanding

Please go online to view and submit this assessment.
LEARN

GRAMMAR

REAL-LIFE CONNECTIONS BETWEEN WORDS AND THEIR USE

Step 1

You have been reading to understand what happens in a story. You can break down sentences and make connections to the real world to understand what a place in a story is like.

Read this sentence from *Brave Girl*.

The sunless room is stuffy from all the bodies crammed inside.

Now answer this question: What does this sentence mean?

Step 2

The setting of the factory is important to this story. To know what it's like for the girls in the factory, you need to have a strong image of the setting. Since you do not work in a factory, it might be hard for you to picture what it was like. You can stop and think about the description. You can make real-life connections to the words in the sentence.

Your Learning Guide has divided this sentence into chunks. Look at the chunk with the word *stuffy* on it. This word describes the room the girls work in.

Think about the word *stuffy*. What do you think it means? Tell your Learning Guide.
Look at the other sentence chunks to get more details about the room. These details can offer you clues about what stuffy means. The first chunk describes the room as sunless. If the room is sunless, what do you think it is like? Do you think the room has windows?

Now look at the last two chunks. These tell you what makes the room stuffy. Think about what it means for bodies to be cramped inside the room. Can you think of things that are cramped together? What are those things like?

Picture people cramped in a room. What do you think it looks like? What do you think it feels like?

The people cramped together makes the room stuffy. Look back at the definition of stuffy your Learning Guide wrote down. Now that you have thought about the other words in the sentence, do you think your definition is right? Why or why not? You can use a dictionary to check your definition.

You have pictured what people cramped together might feel like. Now that you know what stuffy means, can you think of places that might be stuffy? Tell your Learning Guide some places. Say what they look and feel like.

Think of those places you talked about. Now picture working in a place like that every day.

Read the sentence again. How does making real-life connections to the words cramped and stuffy help you understand the sentence?

When you read, you can stop and make real-life connections to the words you see. When is a good time to do this?

Step 3

Making connections helps you think deeply about what words mean. It helps you understand why an author chooses certain words to describe people and places in books. Making real-life connections helps you be a strong reader. When you read descriptions in a story, you can stop and make connections to your own life. Today you thought about places that are stuffy to help you understand what life is like for the workers in Brave Girl.

Making real-life connections can help you be a strong writer, too. When you write, you can think about real-life connections to help you pick just the right words to describe something.

Look at these words. If you need to, use a dictionary to look up each one. Then practice making real-life connections. Think about things or places you can describe with each word.

- weathered
- congested
- airy

Now pick one of the words and write a sentence about a thing or place. You can use today’s sentence as a model. Use the real-life connection you made to make your sentence descriptive.

Tell your Learning Guide how making real-life connections helped you write a strong sentence.
TEACHING NOTES

Step 1
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- The sunless room
- is stuffy from
- all the bodies
- crammed inside.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means the room is dark and uncomfortable.

Step 2
Write down the initial definition of stuffy that your student offers. He or she will use this later.

Possible response: I think it is dark. No, I don’t think it has windows.

Possible response: My clothes are crammed in my drawer. They’re packed in really tight with no leftover space.

Possible response: I think it looks very crowded. I think it feels uncomfortable and hot.

Possible response: The attic is stuffy. The air feels hot. It’s closed up all the time, so it feels like no air is moving. On a hot day, the car is stuffy. It’s so hot that it feels like you can’t breathe.

Possible response: It helps me really feel what the room is like. I can think about places I know in my life and picture them when I picture the room in the sentence. It helps me feel what the girls felt.

Possible response: when I read about a time or place I don’t know or when I read a description I don’t understand at first

Step 3
Your student might write something like, “The peeling fence is weathered from the hot sun.”

If your student struggles to write the sentence, have him or her select one of the words. Give a prompt like: “Close your eyes and picture a place that is airy. What do you see? What does it feel like?” Write down your student’s observations. Then have him or her pick the most important ones and use them for a sentence. He or she can follow this template:
The __________ _________ is [airy] from the ____________.
Template key: The [adjective] [place] is [word from list] from the [phrase giving reason].

Possible response: It helped me picture a place so I could figure out the best words to describe it.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

The sunless room is stuffy from all the bodies crammed inside.

Then say: “You made real-life connections to the words stuffy and crammed to picture the setting of the story. When you read, you can stop and make real-life connections to words. This helps you get more out of what you read. You can practice making real-life connections.”

Have your student use an adjective to describe his or her favorite place. For example, your student might pick cozy. Then have your student describe how the place matches the description. Encourage him or her to answer questions like these: What does it look like? What does it feel like? What makes it cozy?

Possible response: My bedroom is cozy. I have a bunch of pillows on my bed and a warm blanket. My cat is in there a lot and when she sits next to me on my bed and purrs, I feel warm and happy.

Then have your student write a sentence about a made-up place using the adjective he or she selected. Have your student consider the real-life connections he or she made to the adjective. Encourage your student to write a sentence that shows the meaning of the word based on the real-life connections. Direct your student to write a sentence describing the place. He or she can refer to today’s sentence for inspiration.

Your student might write something like: “The candles glowed in the cozy treehouse full of soft blankets.”

Ask your student why it’s helpful to make real-life connections to words when he or she reads and writes.

Possible response: It helps me make a strong picture in my mind. I can really see the setting and understand what it is like. When I write, it can help me pick the right words to describe something.

FLUENCY

READING WITH PHRASING

Great readers read with phrasing. When readers read word-for-word, they sound like robots and it is not fluent reading. Fluent readers group words together into units to read together. This is called phrasing. Phrasing in fiction and nonfiction is the same.
Watch this video to listen to a person fix his reading so that he reads with phrasing. He's got grit!

Please go online to view this video

Some rules to follow when reading with phrasing are:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks

Now you will practice reading the following sentences. To read with phrasing, remember what the teacher did in the video. Put your fingers on either side of two to three words. Read those words then move your fingers to the next group of words. Don't forget to change your tone when you see interesting or important words so that you are reading with expression. Read the following sentences three times.

The surprise is dirt poor, just five feet tall, and hardly speaks a word of English. Her name is Clara Lemlich. The girl's got grit, and she's going to prove it. Look out, New York!

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you will practice reading p. 8 from the story Brave Girl. Practice reading the page one time through. After reading the page, talk with your Learning Guide about any words that were tricky for you while reading. Talk about things you looked for when phrasing.

Your Learning Guide will record you reading the page three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. Today, as you reread parts of Brave Girl, practice reading with phrasing to help you make meaning of the text.

Before working with your student on phrasing, watch this video on your own, to learn the importance of phrasing in fluency and the link it has to reading comprehension.

With your student, discuss how reading with phrasing helps with reading fluency because it makes reading sound smooth.

Watch this video to listen to a person fix his reading so that he reads with phrasing.

Have your student practice reading the sentences. After reading one time through, discuss any words your student made a mistake on. Praise your student if he or she self-corrected a mistake. Praise your student if he or she used phrasing and the strategy of putting his or her fingers around a group of words. If your student is having a hard time with phrasing, model blocking off two or three words with your fingers, paying attention to commas and ending punctuation.
Have your student practice reading the sentences. After reading one time through, discuss any words your student made a mistake on. Praise your student if he or she self-corrected a mistake. Praise your student if he or she used phrasing and the strategy of putting his or her fingers around a group of words. If your student is having a hard time with phrasing, model blocking off two or three words with your fingers, paying attention to commas and ending punctuation.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Go to Brave Girl and turn to p. 8. Have your student read the page one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student if he or she reads with phrasing.

Discuss what your student looked for when phrasing, such as chunks of two or three words at a time, ending punctuation, and quotation marks. If your student did not read with phrasing, click on the hippo in the bottom left hand corner of the text. This will change the text into "read aloud" mode. Click on the arrow next to the words to play the section for your student. This will give your student an example of phrasing.

Now record your student reading the passage on p. 8 three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen to his or her reading. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Look over the Fluency Rubric and discuss how your student did with phrasing.

Last time, you began reading about Clara Lemlich in Brave Girl. You dove into the world of New York City in the early 1900s. The words and illustrations helped you see what life was like for Clara.

Great readers use both words and pictures to help them understand what they are reading. You will be rereading pp. 4–11 of Brave Girl. As you read, think about how the illustrations and words work together. What do the illustrations tell you? What do the words tell you? You will be filling in a Four-Column Chart with this information.

Reread pp. 4–11 of Brave Girl.

After reading, complete an Illustrations and Words Chart like this to show how illustrations and words work together to tell the story.

Now talk with your Learning Guide about how to fill it in your Illustrations and Words Chart.

Model filling in the first row. Direct your student to look at pp. 4 and 5 of Brave Girl. Think aloud: “In the illustration, I see a ship carrying lots of people. The words on p. 5 tell me that the ship is a steamship. Because of the illustration, I know what a steamship looks like. I also can see that when people came to New York by ship, the first thing they saw was the Statue of Liberty. I am going to add this information to my chart.”
Now it is time for you to fill in the Illustrations and Words Chart.

Look at the picture and read the words on p. 10. Fill in your chart by comparing what the words and picture tell about Clara's workplace.

Share your completed chart with your Learning Guide. Talk about how words and pictures work together to help you understand the text.

**ANOTHER WAY**

If filling in the Illustrations and Words chart is challenging, go back to p. 10. Remember, you are thinking about Clara's workplace. That is where she works. Ask yourself the following questions to guide your thinking. Pay attention to any words that are new to you, so you can look them up in a dictionary.

- What is the text teaching you about Clara's workplace?
- What are the pictures teaching you about Clara's workplace?

**TEACHING NOTES**

If your student is struggling to fill in the Illustrations and Words chart, have him or her go back to p. 10. Remind your student that he or she is thinking about where Clara works. That is what a workplace is.

Assist your student as he or she considers what the text and pictures are teaching the reader about Clara's workplace. Have your student look up any new words in a dictionary.

If your student continues to struggle, ask more specific questions:

- Where does Clara work? a factory
- What is the factory like? It is dark; there are lots of people there; it is dirty.
- What does she do at work? works very fast, is bent over, stitches collars
- Who is with her? What are these people like? There are other workers who are bent over working like Clara; there is her boss, who is telling them to hurry
You have been introduced to Clara Lemlich. If you met her in person, you would probably want to know more about her. In your writing, the introduction should also make your readers want to know more. You want them to keep reading!

Look at your Main Idea Graphic Organizer from last time. Use the information on this chart to help you write your introduction. Write your introduction in your ELA Journal or in your textbook.

Remember: The first sentence in the introduction is your opinion statement. It introduces the topic and states your opinion in a way that gets the reader’s attention. The next two or three sentences add more information to help the reader understand the topic. They introduce the points you will be developing in the body of the opinion piece.

When you have finished writing, share your introduction with your Learning Guide.

**SUFFIXES AND BASE WORDS**

Knowing the meaning of a base word and a suffix can help you figure out the meaning of a new word. Remember, a base word is a word in its simplest form. A suffix is a word part added to the end of a base word to change its meaning.

For example, what is the difference between mud and muddy? Mud is a mix of dirt and water. Muddy is what your shoe is if you step in the mud. The suffix -y makes the difference.

Let’s look at some examples of base words and suffixes from Brave Girl. Discuss them with your Learning Guide. How does the underlined suffix change the meaning of each base word?

- Clara becomes a garment worker.
- The sunless room is stuffy.
- The bathrooms are filthy.

- The suffix -er means “a person who ...”
- The suffix -less means “without.”
- The suffix -y means “having or containing.”

Read the following sentences with your Learning Guide. Point to a base word with a suffix in each sentence. Use what you have learned about suffixes to give the meaning of the words.

- The owner hires many new girls to sew.
- The room is hot and airless.
- The girls cannot tell if the day is sunny.
If your student needs more practice with suffixes, introduce the Pearson game Pack Up The Skills in Zone 3 in this lesson to practice suffixes.

Please go online to view and submit this assessment.
## Giving Reasons to Be Right - Part 3

### Objectives
- To describe cause-and-effect relationships
- To distinguish between points of view
- To create an outline as prewriting for an opinion piece

### Books & Materials
- *Brave Girl: Clara and the Shirtwaist Makers Strike of 1909* by Michelle Markel
- ELA Journal
- Computer
- Cause and Effect Chart

### Assignments
- Read *Brave Girl*.
- Complete *Illustrations and Words Chart*.
- Complete *Main Idea Chart*.
- Complete *Cause and Effect Chart*.
- Complete journal activity.
- Complete *Points of View Chart*.

### LEARN

You saw in *Back of the Bus* how Rosa Parks's actions caused events to happen. Now we will take a closer look at how one action can lead to another. This is called **cause and effect**.

As you continue reading *Brave Girl*, think about events in this part of the story. Keep this question in mind:

**What does Clara do at night after work?**

Now read pp. 12–19 of *Brave Girl*.

After you have finished reading, share with your Learning Guide your answer to the question *What does Clara do at night after work?*

### TEACHING NOTES

After reading, your student should be able to provide examples such as Clara goes to the library and to school at night.

You have probably heard the expression “One thing leads to another.” One person's sneeze may cause another person to catch cold. This is called **cause and effect**. A series of historical events can be related by cause and effect. Rosa Parks's action on the bus was the cause. Her arrest was one effect. Another effect was the bus boycott in Montgomery, Alabama.

For this lesson, you are going to fill out a *Cause and Effect Chart*. It will help you see how the events in *Brave Girl* are related.

But first, talk with your Learning Guide about how to fill in a *Cause and Effect Chart*. 
But first, talk with your Learning Guide about how to fill in a Cause and Effect Chart.

Model filling in the first row. Direct your student to look at pp. 12 and 13 of *Brave Girl*. Think aloud: “Let’s record some of Clara’s actions and their effects. I read that after work, Clara goes to the library and to school. The text also says that she rises early to go to work. I am going to write this in the Causes column. If she goes to sleep late and rises early, Clara must get only a few hours of sleep. I will write this in the Effects column.”

Now it’s your turn. Look at p. 13. Find a cause and an effect.

Then look at p. 15. Find a cause and an effect.

Share your answers with your Learning Guide.

If your student is having trouble finding causes and effects, suggest that he or she work backward: Start with the effect (for example, Clara becomes angry), and look for the cause (Clara and the others are treated like slaves; they have to work instead of going to school; their lives in the United States are not what they expected). The text tells you that Clara and the others are treated like slaves.

On p. 15, your student should find the effect to be that Clara is determined to show the men that girls will strike. The cause is that the men doubt that the girls are tough enough to strike.

You know that an opinion statement tells what you think or believe about a topic. You saw in your reading that people’s opinions and beliefs can change history. Rosa Parks believed she had the right to keep her seat on the bus. Clara Lemlich believed workers needed better job conditions. To change people’s minds, you have to convince them. You need strong reasons to back up your opinion.

Read this opinion statement and supporting reasons, and discuss with your Learning Guide why this opinion statement proves the author’s beliefs.

Clara was brave because despite the dangers and risks she faced, she did not give up. She encouraged other factory girls to strike for better working conditions. She led walkouts and marched in picket lines. She was fired and threatened. She was beaten and arrested. Yet, she always returned to the picket lines. Because of her grit—her courage and her determination—she would not quit fighting.

Last time, you wrote an opinion statement about what makes a good citizen. The next step is to choose good reasons to support your opinion.
Reread your opinion statement. Why do you believe this? Look in the texts you have read to find details that support your reasons. You can also use your own knowledge and experience. Write a list of supporting reasons for your opinion statement in your ELA Journal.

Share your supporting reasons with your Learning Guide. As you think of new reasons, add them to your list.

TEACHING NOTES

If your student is having trouble thinking of reasons, try brainstorming together, using the texts as a source.

Now you have most of the parts you need to write your opinion piece about what makes a great citizen. You have your opinion statement and introduction. You have a list of reasons to support your opinion statement. It is time to organize your ideas so that they make sense to your reader.

Let’s see how this writer organized his ideas.

- Opinion: Cats make better pets than dogs.
- Reason A: Cats are better to cuddle with because they are softer than dogs.
- Reason B: Cats do not need as much care as dogs. They do not need to be walked. You can leave them alone without worrying about your shoes being chewed up.
- Reason C: Cats are better for apartments because they do not need as much room to run around in as dogs. Even a small place is big enough for a cat.

The writer has listed three reasons that support the stated opinion.

Now the writer must decide how to order the reasons. Which reason is the most important or most convincing? Put that reason first. Which reason should be second? last?

Review the reasons you wrote earlier to support your opinion statement. Be sure you have included facts, details, and examples that support each reason. Arrange them in order of importance. Put the most important first and the least important last.

If you are not sure which reason is most important, try writing each reason on a separate card. Try arranging the cards in different orders. Find the order you like best. Share your list of reasons in order of importance with your Learning Guide.

QUICK CHECK

Please go online to view and submit this assessment.
MORE TO EXPLORE

Watch the video *Clara Lemlich Shavelson* (00:57).

Please go online to view this video ►

If you answered correctly, write a sentence that describes how Clara lived her life in your ELA Journal.

If you answered the question incorrectly, write a sentence describing how Clara took actions that created effects in your ELA Journal.
LEARN

GRAMMAR

SIMPLE VERB TENSES

Step 1

You have been reading to understand what happens in a story. You can break down a sentence to determine when things in a story happen.

Read this sentence from *Brave Girl*.

"At the end of her shift, though her eyes hurt from straining in the gaslight and her back hurts from hunching over the sewing machine, she walks to the library."

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

There is a lot of information in the sentence. You can break down the sentence to figure out the basic actions. You can look at the verbs and figure out the tense. This helps you understand when an action happens in a story.

Your Learning Guide has divided this sentence into chunks. Which chunk shows the action Clara does?

When is this action happening? How do you know?
Two of the other chunks have verbs, too. Point to these chunks. What is the verb tense?

Authors often write in the present tense to show repeating actions. Sometimes a repeating action can help you understand a character. If a character repeats the same action, it might be important to him or her.

Look at the sentence again. Is this something that is happening one time in the present, or is it something that repeats?

What does knowing this help you understand about Clara? Why?

Look at the new sentence chunks your Learning Guide has made. Which ones should you put in to show the actions happened in the past?

Why didn't you need to change the chunk about Clara's eyes? What kind of verb is hurt?

Change the sentence chunks again. This time, put in the ones that show the actions happen in the future.

When you read, you can stop and think about the tense of the verbs in a sentence. How does this help you understand what you read?

**Step 4**

It is important to recognize verb tenses when you read. It’s also important to use the right tenses when you write. You pick the tense of a verb to show when an action happens.

Can you write sentences about *Brave Girl* using the correct verb tenses?

- Write a sentence using the past tense of *work*.
- Write a sentence using the present tense of *sew*.
- Write a sentence using the future tense of *sleep*.

Tell your Learning Guide why you should be careful about verb tense when you write.

### TEACHING NOTES

#### Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- At the end
- of her shift,
- though her eyes hurt
- from straining in the gaslight
- and her back hurts
- from hunching over
- the sewing machine,
- she walks
- to the library.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means Clara wants to read no matter how she feels.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the preposition at. It tells when this is happening.
- I see the pronouns she and her. They both refer to Clara.
- I see the coordinating conjunction and. It joins like information. It joins two descriptions of what hurts.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a preposition? What does it do?
- Do you see pronouns? What do they refer to?
- Do you see a coordinating conjunction? How does it function in the sentence?

**Step 3**

Your student should identify this chunk:

- she walks

Answer: It is happening now. The verb walks is present tense.

Your student should identify these chunks:

- though her eyes hurt
- and her back hurts

Answer: present

Answer: repeating actions

*Possible response:* I think Clara is strong and really wants to learn. She wants to be in school instead of in a factory. Her eyes and back hurting are repeated and so is walking to the library. I know she does this all the time. She walks to the library many times even though she is hurting.
Prepare these sentence chunks:

- she walked
- and her back hurt
- she will walk
- though her eyes will hurt
- and her back will hurt

Answers:

Past:

- she walked
- and her back hurt
- because the past tense is the same as the present; it is irregular.

Future:

- she will walk
- though her eyes will hurt
- and her back will hurt

Possible response: It helps me know when things in a story happen. I can figure out when there is repeated action.

Step 4

Your student might write sentences like these:

- Clara worked in a factory with many other girls.
- Clara sews all day in the factory.
- When Clara gets home, she will sleep for a few hours.

If your student struggles to write the sentences, have him or her break down the task. Have your student first form the correct verb tense and then write a sentence. If necessary, write the past, present, and future tenses for each verb first.

Possible response: I can show when an action happens. I need to be careful because if I use the wrong tense, I am not showing the right time something happens.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

At the end of her shift, though her eyes hurt from straining in the gaslight and her back hurts from hunching over the sewing machine, she walks to the library.
Then say: “This sentence tells about something that Clara does. It uses present tense verbs to show that things are happening now. An author chooses verb tense to show actions that happen now, in the past, and in the future. When you write, you use verb tenses to show when things happen, too.”

Have your student write a sentence to answer each question using the correct simple verb tense for each:

- What is something you did yesterday?
- What is a repeated action you do all the time?
- What is something you are going to do tomorrow?

Your student might write sentences like these:

- I watched a movie last night.
- I cook dinner with my dad.
- I will visit my grandmother.

If your student struggles to write the sentence, first have him or her identify which verb tense is appropriate to answer the question (past, present, future). Then have him or her name an action to answer the question and put it in the correct tense. Then have your student write the sentence. If necessary, have your student orally answer the question first and then write the sentence.

Ask, “How does knowing the past, present, and future tenses of verbs make you a stronger reader and writer?” Possible response: I can tell when something is happening. I can also tell when there is repeated action. Sometimes that gives clues about things that are important to a character. When I write, I can use them to show when things happen.

When you read *Back of the Bus*, you saw the story through the eyes of the boy in the bus. In other words, you saw it from his point of view. Through his description of the event, you learned what he saw and how he felt about it. You could figure out his opinion about things. In this lesson, you will learn that stories can also show you different points of view. It is important to understand whose point of view is being shared. For example, in *Brave Girl*, the author may tell you what she thinks about events in the story. Or she may tell you what Clara or other characters thought about the events. Of course, you as the reader will have a point of view, or opinion, too.

As you finish reading *Brave Girl*, think about the different points of view, or opinions, being shared by the author or the characters. As you read, you may notice the phrase general strike on p. 21. It means a strike that happens in many places at the same time.

Read pp. 20–29 of *Brave Girl*.

When you have finished reading, write the answer to this question in your ELA Journal:

Why does Clara call for a general strike at the union meeting?
Share your answer with your Learning Guide. Support your answer with evidence from the text.

The answer you just shared is important. It tells you what Clara thinks about the progress the union is making. As a reader, you have learned her point of view.

Discuss the pages you just read with your Learning Guide. Answer these questions. Remember to give the evidence that supports your answers.

- Why does Clara think the union workers need to do “something huge”?
- Who agrees with Clara’s point of view?
- What kind of action does Clara think is needed?
- What is the point of view of the women factory workers?
- Who thinks Clara is a hero? Why?
- What does the author believe Clara’s fight proves?

Each of these questions looks at a different point of view, or opinion, about the shirtwaist makers’ strike. Discuss with your Learning Guide how these different points of view help you better understand what happened.

Guide your student to these answers to the questions. Be sure he or she provides evidence from the text:

- The small strikes at individual factories are not working. The workers need to do something that really gets the bosses’ and the public’s attention.
- Some other union leaders agree with Clara. (evidence on p. 21)
- Clara believes a general strike is needed to force things to change. (evidence on p. 24)
- The women factory workers agree with Clara. (evidence on pp. 24–25)
- The other factory workers think that Clara is a hero. She gives fiery pep talks, she sings to lift the picketers’ spirits, and she encourages the girls on the picket line to stand fast. (evidence on p. 26)
- The author believes that the story of Clara and the strike proves that one person can make a difference.

After discussing the text, you may want to share this video of the anthem of the ILGWU with your student. The ILGWU is the name of Clara’s union.

Please go online to view this video ▶

On p. 25 of *Brave Girl*, Clara says, “I have no further patience for talk.” These are strong words. Strong words often mean that the character is expressing an opinion. Clara’s words tell us her point of view. She is not satisfied with the way the meeting is going. She wants things to change fast. She is tired of talking.
What is your point of view about what Clara says? Do you agree with her? Do you disagree? Discuss your point of view with your Learning Guide.

In a moment, you will fill in a Points of View Chart to compare Clara's point of view and your point of view.

Talk about how to fill your Points of View Chart with your Learning Guide.

TEACHING NOTES

Model filling in the first row. Direct your student to look at p. 25. Think aloud: “I know that a point of view is someone's opinion or position on a subject. Clara says, “I have no further patience for talk.” By Clara's strong words here, I know that she is not satisfied with the way the meeting is going. She wants things to change fast. She is tired of talking. I'll put those ideas in the first column. From my point of view, Clara is right. She should not wait any more. She should fight for what she believes in. I’ll write these ideas in the second column.”

What else does Clara have opinions about? Add those to the chart, and then show the same idea from your point of view.

How are they different? How are they the same?

When you have finished your Points of View Chart, share it with your Learning Guide.

Earlier, you created the introduction to an opinion piece. It introduced a topic with a strong statement of your opinion. It also included two general ideas to make clear and support your opinion. You will now use these ideas to plan the rest of your opinion piece.

Last time, you learned that an opinion piece needs a structure. The first paragraph is your opinion statement. The next two paragraphs develop the two supporting ideas from the introduction. This means that, as the writer, you need many details to back up these general ideas. Remember that you are trying to convince the reader to agree with you. Many writers create an outline to help them keep their main ideas and details organized.

Watch this BrainPOP video: Writing an Outline.

Use what you learned from the video to outline two paragraphs for your opinion piece, using your opinion statement and the reasons you listed in the last lesson. Share your outline with your Learning Guide.
PRACTICE WORD SOLVING STRATEGIES: SENTENCE LEVEL CONNECTIONS

You know that authors give many sentence-level connections to help readers understand the meaning of tricky words. Sentence-level connections are a word-solving strategy. The best way to get better at using this word-solving strategy is to practice. Let's review how to use this strategy and practice with words from *Brave Girl*.

Read p. 7 and find the word grit. *Grit* means “to be brave enough to get through hard times.” The author gives several clues on p. 7 to help you understand the meaning of *grit*. The clues are “dirt poor,” “hardly speaks a word of English,” “going to prove it” and “look out, New York.”

Now, reread pp. 7-10 of *Brave Girl*. Look at the word list below and find each word in the text. Practice using sentence-level connections to figure out the meaning of these words. Write your words and definitions in your ELA Journal. Then draw a picture to represent each word. Add your new words to a word wall and use them in writing and speaking.

- hisses (p. 10)
- filthy (p. 10)
- crammed (p. 10)

### TEACHING NOTES

Help your student locate each word in *Brave Girl* and read the sentence or paragraph that the word appears in.

- hisses (p. 10)
- filthy (p. 10)
- crammed (p. 10)

Your student should use clues from the text to come up with definitions similar to the following:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Context Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>hisses</td>
<td>a high-pitched sound</td>
<td>“Ratatatatat”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“machine”</td>
</tr>
<tr>
<td>crammed</td>
<td>to try to fit something into a very small space, or a space where it will not fit</td>
<td>“stuffy”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“all the bodies”</td>
</tr>
<tr>
<td>filthy</td>
<td>extremely dirty</td>
<td>“toilets”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“for three hundred girls to share”</td>
</tr>
</tbody>
</table>
When your student is finished, ask him or her to add these new words to the word wall. Encourage your student to use these new words in writing and speaking.

ANOTHER WAY

CREATING AN OUTLINE

You wrote an introductory paragraph for your opinion piece about what it means to be a good citizen. Now you are going to plan the body paragraphs. Body paragraphs come between your introduction and conclusion, and these paragraphs make up the "body" of your essay. You will make an outline to clearly plan all of the details you want to include in your body paragraphs. You can create your own outline or use this Outline Organizer. Share your outline with your Learning Guide.

TEACHING NOTES

Your student will create an outline for the body paragraphs for his or her opinion essay about what it means to be a good citizen. Using an organizer to plan the details of these paragraphs is very helpful to create an outline. If your student is having trouble creating his or her outline, this organizer can help.

If your student struggles with completing the organizer, prompt your student with the following questions. Write down your student's responses as he or she responds orally. Your student can use these ideas to organize his or her thoughts and complete the outline.

- What does it mean to be a good citizen? (opinion statement)
- What is one example that shows what it means to be a good citizen?
- Explain how your example demonstrates being a good citizen.
- What is a second example that shows what it is to be a good citizen?
- Explain how your second example demonstrates being a good citizen.

USE

In Lesson 1, you read the story Our Garden and learned about its theme. Earlier in Lesson 2, you learned how to find points of view in a story. You learned that there might be different points of view. You learned that your point of view might be different from the ones in the text.

Read Our Garden again.
Think about what you have learned about different points of view. Use a T-Chart to answer the following questions:

- What is Mayor Smith's point of view of the children in the story? Add words and sentences from the text that show what the mayor thinks.
- What is your point of view of the children? Add words and sentences from the text that make you think that way.

Is your opinion the same as Mayor Smith's, or is it different? How?

TEACHING NOTES

Before your student completes the assignment, you may want to review what he or she has learned in this lesson about points of view.

Guide your student in filling out the T-Chart, with the mayor's opinion in one column and your student's opinion in the other.

Share your T-Chart with your Learning Guide. Explain how your point of view compares to the mayor's.

USE FOR MASTERY

Use the information in your T-Chart to answer the following questions: Do you agree or disagree with Mayor Smith's point of view of the children? Why?

Type or upload your response below.

0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Clearly tell Mayor Smith's point of view of the children?
- Give two details from the text that support the mayor's point of view?
- Tell if you agree or disagree with Mayor Smith's point of view?
- Give a reason from the text that supports whether you agree or disagree?
- Use correct grammar and spelling and use proper paragraph form?

In this lesson, you have read about a brave real-life character who changed the world. You learned how to write the introduction to an opinion piece. It included a strong opinion statement and two key ideas to support that opinion. You learned that these key ideas would be developed later, in the body of your opinion piece. You used charts to organize your thoughts. You also explored how suffixes change the meaning of base words. You practiced using context clues to figure out the meaning of new words. And finally, you put it all together and wrote an opinion of Mayor Smith and his point of view about children.
As you read the story of Clara Lemlich, you saw how her actions led to the general strike of 1909. You learned that good readers look for causes and effects.

At the end of the book, the author gives background information on the strike. Facts the author used to write the story are listed. There you can read about the events of 1909 that led to the strike of the shirtwaist makers.

As you read the next part of the text, look for the main idea of each paragraph.

Main ideas are usually found in the first 1–3 sentences of a paragraph.

Now read pp. 30–31 of *Brave Girl: More About the Garment Industry.*

**VOCABULARY**

- industry
- abuses
- affluent
- publicize
- negotiate
- hazardous
**TEACHING NOTES**

Before reading, be sure your student understands that the main idea of a paragraph is often found in the first sentence of the paragraph. Sometimes, however, the main idea will spring from the first two or three sentences at the beginning of the paragraph. The ideas in each sentence will combine to form the main idea. Encourage your student to consider this when determining each paragraph's main idea. Then explain that the author has provided background material to give the reader factual information about the story. Later in this unit, your student will do research on his or her own opinion piece writing. Explain that the author had to do research to write her story about Clara.

When you have finished reading, review the paragraphs with your Learning Guide. Point out what you think might be the main ideas of paragraphs one and two. Finding the main ideas of each paragraph will help you figure out the main idea of the text.

Write your ideas in your ELA Journal to save for future use.

**TEACHING NOTES**

Your student should recognize the following main ideas:

1. From the first two sentences of the first paragraph: *Two million Jews immigrated to the United States from Eastern Europe and found work in the garment industry.* If your student focuses only on the first sentence of the paragraph, point out that the flight of the persecuted people was linked to their finding work in the garment industry. The paragraph goes on to describe the immigrant workforce of 1909.

2. From the first sentence of the second paragraph: *Employees in the industry were treated badly and abused.*

**ANOTHER WAY**

If discussing the main idea of the text or the paragraph is challenging, ask yourself: What is the author teaching me here? How does that connect to the paragraph that came before it?

You can use a [story sequence graphic organizer](#) to see your ideas on paper. This graphic organizer will also help you understand how events can build upon each other in a nonfiction text. Use the organizer to list the major events of the story in the order that they happened. Talk about why these events are important to the story with your Learning Guide.

Remember to pay attention to any words or phrases that are new to you, so you can look them up in a dictionary.
If your student is struggling to find the main idea of the paragraphs or the text, ask the following questions after each paragraph: “What is the author teaching you about here? How does that connect to the paragraph before it?”

Your student can use a story sequence graphic organizer to see his or her ideas on paper. This graphic organizer will also help your student understand how events can build upon each other in a nonfiction text. Use the organizer to assist your student in listing the major events of the story in the order that they happened. Talk about why these events are important to the story with your student.

CONTENT

SUFFIXES -y, -ish, -hood, -ment

A suffix is a word part added to the end of a base word to change its meaning. When you are able to spot different suffixes and know what they mean, you become a better reader. Some common suffixes are -y, -ish, -hood, and -ment. Let’s look at the suffixes -y and -ish.

The suffix -y means “having the quality of.”

Find the word chilly on p. 25 of Brave Girl. What is the base word? What does chilly mean?

The suffix -ish means “having the characteristics of” or “somewhat.”

Let’s look at the word babyish. What is the base word? What does babyish mean?

Now try finding the meanings of these words.

- childish
- scary

What is the suffix? What does it mean? What is the base word? What does the whole word mean?

Have your student tell you that the base word of chilly is chill and chilly means “having the qualities of being slightly cold.” The base word of babyish is baby, and babyish means “somewhat a baby.”

Have your student repeat this process with childish and scary. Give your student more examples to practice these two suffixes, if necessary. Possible words include stormy, selfish, breezy, yellowish, curly, and darkish.
In Lesson 2, Part 2, you learned how one event in Brave Girl might cause another one. For example, Clara got to know the other workers. This caused her to become angry about working conditions. The events are connected by cause and effect. Great writers help their reader see how ideas or events are related. They use linking words and phrases to connect ideas. Here are some ways you can use linking words and phrases:

- to compare and contrast ideas
- to show the order of events
- to show a cause-and-effect relationship

Read this list of linking words and phrases. They will be useful as you develop your introduction to your opinion piece. Discuss with your Learning Guide the job each word or phrase can do.

- and
- since
- after
- because
- but
- next
- finally
- for example
- first
- last
- therefore
- by the time

Here is an example of using because to show how one idea is the reason for another.

- Clara Lemlich is considered a hero.
- Clara Lemlich is considered a hero because she did not give up her fight for workers’ rights.

Now revisit the outline you wrote in the previous lesson. Use linking words and phrases to turn your outline into two paragraphs. Then revise the introduction you wrote in that lesson by adding linking words.

Write your revised paragraphs and introduction in your ELA Journal.

Share your paragraphs and introduction with your Learning Guide. Point out the linking words and phrases you use.

**ABSTRACT NOUNS**

You know that nouns are words that name things like desk, teacher, dog, or school. These are things that you can see, hear, touch, smell, or taste. But what about nouns like kindness or fear? What about day or truth? Nouns that name traits, emotions, concepts, or ideas are called abstract nouns.

An abstract noun works in a sentence like a regular noun. It can be a subject, direct object, or indirect object.
What is the abstract noun in each of these sentences? Tell what job it is doing in each sentence.

Victory seemed impossible.
The workers claimed a victory.
The strike ended in victory.

**TEACHING NOTES**

First sentence: Victory is the subject.
Second sentence: Victory is the direct object.
Third sentence: Victory is the object of the preposition.

Look at the paragraphs you wrote in this lesson. Underline all the nouns. Circle any abstract nouns. Share your work with your Learning Guide.

**VOCABULARY**

**PRACTICE WORD SOLVING STRATEGY: ROOT WORDS AS CONTEXT CLUES**

You have learned about root words, and know that many words share a similar root or root word. This means that these words are connected in some way. You have practiced using root words to figure out the meaning of new words. Now you will practice that word solving strategy again with words from *Brave Girl*.

First, let's review an example you already learned.

Two words that share the same root are *company* and *companion*. Both of these words have similar meanings that have to do with having people around you. *Company* means "to have friends, family or guests in your home." Companion means "a friend or person to spend time with." If you knew the meaning of the word *company* you could use the root *comp* as a clue to the meaning of the word *companion*.

Now let's practice with words from *Brave Girl*. Reread pp. 4-11 and find the following words. Use the root word (listed here in bold) and your knowledge of prefixes and suffixes to guess the meaning. Check your definition by using other sentence-level connections and/or a dictionary.

- abuses (p. 30)
- publicize (p. 31)
- hazardous (p. 31)

When you are finished, add your new words to your word wall. Use your new words in writing and speaking.
Help your student locate each word in *Brave Girl* and read the sentence or paragraph that the word appears in.

- *abuses* (p. 30)
- *publicize* (p. 31)
- *hazardous* (p. 31)

Your student should use his or her knowledge of each root word and other sentence-level connections to produce meanings similar to the following answers. If your student does not know the root word, look it the root in a dictionary before trying to figure out the meaning of the new word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root Word</th>
<th>Root Word Clues</th>
<th>Definition</th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuses</td>
<td>abuse</td>
<td><em>Abuse</em> is poor treatment, so abuses means “to treat someone poorly.”</td>
<td>To treat someone, or something, very poorly.</td>
<td>“shaved time off lunch”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“work long hours”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“fool the workers”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“illegal”</td>
</tr>
<tr>
<td>publicize</td>
<td>public</td>
<td>Something that is <em>public</em> is for everyone to see. <em>Publicize</em> is a verb, so it’s about “making something public.”</td>
<td>To make information available to the public.</td>
<td>“joined the picketers”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“held meetings”</td>
</tr>
<tr>
<td>hazardous</td>
<td>hazard</td>
<td><em>A hazard</em> is something that is dangerous, so <em>hazardous</em> is an adjective that describes something that is dangerous.</td>
<td>Something that is a hazard, or dangerous.</td>
<td>“led to a fire”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“claimed 146 lives”</td>
</tr>
</tbody>
</table>

When your student is finished, ask him or her to add these new words to the word wall. Encourage your student to use the new words in writing and speaking. Help your student add this strategy to the Word Solving Strategy Chart from Unit 1.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Earlier you read the final section of *Brave Girl* and discovered many facts about the history of the garment worker strike. You found the main ideas of paragraphs in the text. Now let's see how those paragraphs tell us what the main ideas of this selection are. Discuss these questions with your Learning Guide:

- Why does the author provide so many number facts in the first paragraph in the section?
- Look at the abuses described by the author. What was the purpose of these bad practices?
- How can you tell how the author feels about the strike, Clara, and the girls who picketed in 1909? Where does the text say so?

Lead your student to reasonable answers:

- The author wants readers to know that the garment workers in 1909 were mostly young girls. The number facts not only prove that, but they also support what the author wrote earlier in the text.
- The purpose of the bad practices was to pay workers as little money as possible while getting them to do as much work as possible in order to make more money for the bosses.
- The tone created by the words the author chooses shows that she admires Clara and the girls and thinks that the strike was right and necessary.
- In the text, she refers to the “evils of the garment industry.” She calls the girls “brave” and says that their efforts affected other jobs then as well as the jobs of workers today.
These key details help us understand one of the author’s main ideas: Most of the garment workers in 1909 were young girls.

In a moment, you will fill in a Main Idea Chart.

Talk with your Learning Guide about how to fill in your Main Idea Chart.

TEACHING NOTES

Model filling in the key details boxes and the main idea box. Direct your student to look at the main ideas and key details on pp. 30 and 31 of Brave Girl. Think aloud: “One detail I see is that garment workers are mostly young girls who are mistreated. Because of this mistreatment, they go on strike. I am going to write these ideas in the details boxes. Then I will use them to determine the main idea.”

Now it is time to practice filling in the Main Idea Chart. Look at the final section of Brave Girl: More About the Garment Industry. Find the paragraph that describes the abuses that were rampant (widespread) in the garment industry. Use this paragraph to fill in key details in the chart. Then determine the main idea that is supported by those details, and fill it in. As you fill out the chart, discuss your ideas with your Learning Guide.

TEACHING NOTES

Reference the main ideas your student provided from the first two paragraphs. They set the scene for the main idea of the text and can be included in the organizer to help reach the bigger, overarching idea in the sample.
Your student may decide on a main idea such as “Bosses made money by paying workers as little money as possible while getting them to do as much as work as possible.”

If your student is struggling to fill in the chart, work with your student to complete another chart looking at the details and main idea of the last paragraph on p. 31. You can ask questions to guide your student’s understanding and discuss his or her answer ideas, but make sure your student fills in the cells. This will build your student’s confidence in doing the task.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the question incorrectly, you need more practice in finding the main idea of a paragraph. Go back to pp. 30 and 31 and find the main ideas in each paragraph on those two pages. Write them in your ELA Journal.

**TEACHING NOTES**

The main idea for the first paragraph was done in the QuickCheck.

- Paragraph 1: 2 million immigrants came to the United States between 1880 and 1920 to escape persecution. Many of these immigrants worked in the garment factories and were mostly women.
- Paragraph 2: The workers were treated badly.
- Paragraph 3: Workers that went on strike in 1909 were arrested.
- Paragraph 4: When the strike ended, workers were allowed to form unions.
- Paragraph 5: Workers in more cities went on strike for better working conditions after the strike of 1909.
- Paragraph 6: The strikes resulted in five-day workweeks, overtime pay, and other protections for workers.

**BENCHMARK VOCABULARY**

Find the sentences with the following words on pp. 30 and 31 of Brave Girl. Read the sentences to your Learning Guide. Tell what you think each word means. Use the tips you have learned earlier for figuring out what a new word means. Check for base words, look at the words surrounding it, and look at the context of the sentence. If you still cannot figure out the meaning, look the word up in a dictionary.
- industry (p. 30)
- abuses (p. 30)
- affluent (p. 31)
- publicize (p. 31)
- negotiate (p. 31)
- hazardous (p. 31)

**TEACHING NOTES**

Help your student through the process of determining meaning. Guide him or her to use word parts and context clues before turning to the dictionary for help.

Your student can play “Monster Word Mania” to support the vocabulary work completed in this lesson.

The author ends *Brave Girl* with a strong statement of her main idea. Clara and the other girls brought about change with their brave actions. Readers will remember this when they close the book.

When you write your opinion piece, make your readers remember your ideas by writing a strong conclusion. This concluding paragraph will have a final, or concluding, statement. It will end the writing piece on a clear, strong, and thoughtful note.

Here are some elements of a strong concluding paragraph:

- It restates the opinion in a new way.
- It summarizes a strong main point brought up earlier in the piece.
- It does not introduce any new ideas.

The ideas in your concluding paragraph should lead up to your final concluding statement.

Read this example of a conclusion with your Learning Guide.

- Opinion: Clara Lemlich was a brave young woman who fought for the rights of workers.
- Reasons and Details: During the early twentieth century, many people worked long hours for little pay. The factories where they worked were often unsafe and unhealthy. Factory owners and bosses actively discouraged workers from protesting the conditions.
- Concluding Statement: No matter what the challenge was, Clara refused to let anything or anyone stand in the way of improving the lives of workers.

Here, the writer begins by stating her opinion. She includes the strongest reason for her opinion, along with details. She ends with a concluding statement that repeats her opinion, but in a new way.
Before you try writing your conclusion, look at your opening opinion statement again. Look at the paragraphs you wrote about the reasons that support your opinion. Think about these questions:

- How can you restate your opinion in a new way?
- What examples and details from the paragraphs you wrote can you include?
- What do you want the reader to learn from your opinion piece?

Remember that the concluding statement is important because it is the last thing the reader will see. It is the last chance you will have to convince the reader to accept your opinion. You want the concluding statement to be memorable. You want to remind the reader of your opinion. And you want to do it in a new and interesting way.

Before writing your concluding paragraph, practice restating your opinion in a new way. Write several different examples. Share them with your Learning Guide, and discuss which one seems strongest and most convincing. Record this in your ELA Journal. You will use it later when you write your concluding paragraph.
In your reading, you have been getting to know Clara. Last time, you used the main ideas of paragraphs to find the main idea of the larger text. You have probably noticed places where you knew exactly how she felt. Your own experiences may have helped you understand the words in the story better. Great readers make connections between their own experiences and the words in the book.

Reread a favorite experience that you remember from *Brave Girl*. Think about Clara's experience as you read. How do you relate to that experience?

After you have finished reading, discuss what you learned with your Learning Guide.

Let's take a closer look at how words in the text connect to real-life experiences. You will do that with a *Word Connections Chart*.

Discuss with your Learning Guide how to fill in the *Word Connections Chart*.

**TEACHING NOTES**

If needed, model filling in the first row of the chart. Direct your student to look at p. 11 of *Brave Girl*. Think aloud: “On the page it says that Clara learns the rules to follow at the factory. I will write that in the first column. In my own life, I learn classroom rules at school. I will add that in the second column of the chart.”

Now it is time for you to fill in the *Word Connections Chart*. Pick another example from p. 11 of *Brave Girl*. Then fill in a row of the chart yourself. As you fill out the chart, discuss your ideas with your Learning Guide.
BENCHMARK VOCABULARY

As you read Brave Girl, you may find some words that are unfamiliar to you. Remember that authors often include context clues to help readers understand what they are reading. Context clues may be a definition, an example, or an explanation of the word. They may be a synonym for the word. Context clues are found in the same sentence as the word or in a nearby sentence. Sometimes it helps to break the word into parts and find the base word, which you may know.

Find the sentences with the following words in Brave Girl. Read the sentences your Learning Guide. Tell what you think each word means. Look at context clues and word parts to figure out what a new word means.

- immigrants (p. 5)
- arrest (p. 18)
- proposes (p. 21)

TEACHING NOTES

Support your student in finding context clues by asking questions that guide him or her to infer meaning of the new words.

FLUENCY

READING AT THE CORRECT PACE

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch this video to listen to a girl reading a passage for one minute.

Please go online to view this video

Take a look at the Fluency Rubric to see how a good reader reads with fluency. Think about the girl in the video. How do you think she did?
Take a look at the Fluency Rubric to see how a good reader reads with fluency. Think about the girl in the video. How do you think she did?

Now you will practice reading from the book Brave Girl. Turn to p. 12. Practice reading pp. 12-13 one time through. Now your Learning Guide will time you reading the pages four more times. See how much you can read in one minute. Happy reading!

With your student, discuss all four things great readers do to read with fluency.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Watch this video to listen to a girl reading a passage for one minute. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the girl in the video read. She is proficient in all areas.

Now go to Brave Girl and turn to p. 12. First, have your student read pp. 12-13 to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes. You might need to click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the section for your student.

Time your student reading pp. 12-13 for one minute. Give your student one minute for each read-through. Your student should get faster each time he or she reads the selection. Your student should be reading at a reasonable pace to make meaning of the text.

After reading the passage two times, look at the Fluency Rubric and discuss how your student did with pacing. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric a second time. Discuss how your student did. If your student is struggling with this, have your student practice reading along with the hippo in “read aloud” mode.

You know that syllables are parts of words with one vowel sound. The word cot has one vowel sound and one syllable. The word cotton has two vowel sounds and two syllables. The word cottonseed has three vowel sounds and three syllables.
When you read a long word, it can be helpful to find parts of the word that you know. Some word parts you know are final syllables, such as:

- -tion
- -ion
- -sion
- -ture
- -sive
- -tive
- -ize

Look at these long words with final syllables. Tell your Learning Guide the final syllable in each word. Write the words and underline the final syllable.

- motion
- opinion
- decision
- adventure
- cursive
- realize

Look at the two Decodable Practice Readers 28A and 28B (online only). Pick the one you would like to read today. Read the words on the cover. Which words have a final syllable? Read the story.

Now read the story again and look for words that have a final syllable. Write the words in your ELA Journal. Underline the final syllable in each word.

**TEACHING NOTES**

Assist your student in completing the tasks.

Answers:

- motion
- opinion
- decision
- adventure
- cursive
- realize

Your student should pick one Decodable Practice Reader (online only) to practice reading words with known final syllables. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.
The texts you have read have given you two strong examples of active citizens: Rosa Parks and Clara Lemlich. Think about what you know about them. Now you will develop the final part of your opinion piece, "What Makes a Good Citizen?" Write a concluding statement, and outline a concluding section about how Clara and Rosa Parks are active citizens.


Now that you have your strong ending statement, it is time to outline your concluding paragraph. Remember that the paragraph begins with a restatement of your opinion. Then it summarizes a strong main point brought up earlier in the piece. This leads up to your final memorable statement.

Write the outline for your concluding paragraph in your ELA Journal or in your textbook.

**DEFINE PRONOUNS**

You have learned that pronouns are words that are used in place of nouns. We use pronouns to avoid overusing nouns. As a writer, you must use pronouns correctly. Your reader must understand which noun the pronoun is replacing.

Read the following sentences:

Clara went to school after **Clara** finished work.

Clara went to school after **she** finished work.

Point out the pronoun in the second sentence to your Learning Guide. Which word in the first sentence does the pronoun replace?

Here is a list of pronouns. Notice that each pronoun has a singular and plural form. Each pronoun has a subject, object, and possessive form. Singular nouns are replaced by singular pronouns. Possessive nouns are replaced by possessive pronouns.

<table>
<thead>
<tr>
<th>Singular Pronouns</th>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>me</td>
<td>my, mine</td>
<td></td>
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<tr>
<td>you</td>
<td>you</td>
<td>your, yours</td>
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<td>her, hers</td>
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<tr>
<td>it</td>
<td>it</td>
<td>its</td>
<td></td>
</tr>
</tbody>
</table>
Find six pronouns in Brave Girl, and write them in a list. Write whether each pronoun is singular or plural. Write whether each pronoun is a subject, object, or possessive pronoun. Write your answers in your ELA Journal, and share them with your Learning Guide.

### ANOTHER WAY

#### WRITING A CONCLUSION

You are almost finished your essay about what it means to be a good citizen. There's just one more part to complete: the conclusion. Now work on your conclusion for your opinion writing.

Remember that an effective conclusion summarizes the main points of your essay, while leaving your reader with something to think about. You can use the Craft an Effective Conclusion organizer to help you plan your conclusion. Remember to restate your main points briefly and also add a final thought to make your reader think.

When you are finished, share your completed conclusion with your Learning Guide.

### TEACHING NOTES

Your student will write a conclusion for his or her essay on what it means to be a good citizen. If your student is struggling to write his or her conclusion, provide the organizer to help your student identify and plan the parts of an effective conclusion.

If your student is struggling to complete the organizer, provide the following prompts. Write your student’s responses while he or she responds orally. Your student can use this to complete the organizer and write the essay conclusion.

A good citizen is someone who ________. Being a good citizen involves ______________.

For example, _________________.

Make sure your student’s conclusion isn’t just restating the main points without adding a creative or thoughtful sentence or two to make the reader think! The conclusion should urge the reader to think about the author’s opinion and come up with his or her own opinion about the topic.
A good citizen is someone who ___________. Being a good citizen involves ___________________.

For example, ____________________.

Make sure your student’s conclusion isn’t just restating the main points without adding a creative or thoughtful sentence or two to make the reader think! The conclusion should urge the reader to think about the author’s opinion and come up with his or her own opinion about the topic.
LEARN

GRAMMAR

SENTENCE-LEVEL CONTEXT CLUES

Step 1

You have been reading to understand what happens in a story. Sometimes you read a word you don't know. You can break down a sentence to find clues to the word's meaning. Figuring out the words in a story helps you understand what is happening.

Read this sentence from Brave Girl.

The doors are locked, and you're inspected every night before you leave to be sure you haven't stolen anything from the factory.
Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. Read the second chunk. When you read this sentence, you might not understand the word inspected. It’s important to know all of the words in a sentence so you can understand what is happening.

You can look for clues in the sentence to help you figure out what inspected means. You can look at other details the author gives you and put them together. When you do this, it is called using context clues.

Look at the chunk with *inspected* on it. You can tell from this chunk that *inspected* is something that is done to someone. So you can tell this is an action that a person does to someone else.

Look at the other chunks. Which ones tell why a person would be inspected? Show your Learning Guide those chunks. What do these chunks tell you about *inspected*?

If you wanted to make sure someone didn’t take something, what could you do?

Based on these clues, what do you think *inspected* means? Use a dictionary to check your answer.

Now that you know what *inspected* means, read the sentence again. How does knowing the word *inspected* help you understand what happened to the workers? How do you think they felt when this happened?

When can you stop and look for context clues?

**Step 4**

Using context clues helps you figure out unknown words. Figuring out those words helps you understand all the details in a story. This helps you think more deeply about the ideas in a story.

You can also include context clues when you write. Can you write a sentence using the word *inspected*? Try to write about a different situation than the one in the book. You can use a different tense of it in your sentence.

Write a sentence with context clues to help your reader understand the word.

Then explain your context clues to your Learning Guide. How do they help your reader understand the word *inspected*?

When should you look for context clues when you read?
Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- The doors are locked,
- and you’re inspected
- every night
- before you leave
- to be sure
- you haven’t
- stolen anything
- from the factory.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means the bosses want to make sure nobody steals anything from work.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the coordinating conjunction and. It joins words in the sentence. It joins ideas that go together. It joins two things that happen in the factory.
- I see the contraction haven’t. It means "have not." The contraction helps me know this isn’t formal writing.
- I see the preposition before. It tells when something happens.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a conjunction? What does it join?
- Do you see a contraction? What does it tell you?
- Do you see a preposition? How does it function?
**Step 3**

Your student should show you these chunks:

- to be sure
- you haven't
- stolen anything
- from the factory.

*Possible response:* It's something you do to make sure someone didn't take something.

*Possible response:* Look in his or her pockets. Look in his or her bag.

*Possible response:* I think it means searched.

Assist your student in using a dictionary to check this definition.

*Possible response:* It helps me understand that someone looked in their belongings before they left. I think they felt scared. I think they felt worried or insulted.

*Possible response:* when I see a word I don’t know and think there might be clues in the sentence

**Step 4**

Your student might write something like, “My mom inspects every apple for bruises before she buys them.”

If your student struggles to write the sentence, ask your student to think about the context clues in today's sentence. Ask, “What are some situations where you’d want to inspect something or someone?” (Possible response: To see if something is safe.) Ask, “How do you inspect something?” (Possible response: You look closely at it and open it if you can.) Guide your student to write a sentence based on his or her responses. For example, say, “Write a sentence about checking to see if something is safe. Use the word inspected in your sentence.” (Possible sentence: Before I left, I inspected my bike tires to look for flats.)

*Possible response:* You can tell what inspects means in my sentence because of the bruises and because I say Mom does it before she buys them. You can tell she's looking at them to check for bruises. She won't buy them if they have bruises. This shows what inspects means.

*Possible response:* I should look for context clues when I see a word I don’t understand.

**Extension**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

The doors are locked, and you’re inspected every night before you leave to be sure you haven’t stolen anything from the factory.
Then say: “You used context clues to figure out the meaning of the word inspected. Context clues are hints in a sentence that help you understand a new word. You can break down a sentence to look for context clues. You can also include context clues when you write. This helps your reader understand the sentence.”

Have your student tell you a word he or she has learned recently. Ask your student what the word means. Ask your student what kind of context clues he or she could give about the meaning. To help your student come up with clues, you might ask questions like: “In what situation would you use this word? What event could this word relate to?”

For example, your student might identify the word affluent from the book Brave Girl. Your student might explain that the word means “very rich.” Possible context clues: someone having a lot of fancy things, someone spending a lot of money

Your student might then write something like: “The affluent woman who was dressed in a fur coat bought seven diamond rings.”

Ask your student how context clues help a reader. Possible response: They help a reader figure out the meaning of a new word. They help a reader understand the whole sentence.

You have read books about Rosa Parks and Clara Lemlich. You learned that they are both strong women who stood up for their beliefs. In this lesson, we will look at how the settings of these two stories are the same and different. Then we will think about how the characters of Rosa Parks and Clara Lemlich are the same and different.

Reread pp. 66–68 of Back of the Bus, in the Text Collection, Volume 2, Unit 4 and pp. 5–10 of Brave Girl. As you read, think about the things that are the same and different in the settings of the two stories. Don’t forget to look at the illustrations, too.

Now discuss the following questions with your Learning Guide.

Think about when and where Back of the Bus and Brave Girl take place. How are the times and places different? How are they alike?

TEACHING NOTES

Give your student time to reread the two sections of text. Ask guiding questions as needed to help your student pinpoint differences and similarities in setting of the two texts. Remind your student to use information in the titles of the selections. Possible answers include the following:

However, the winter in New York is cold, while the winter in Alabama is warm. The main event in Back of the Bus takes place on a city bus, while the main event in Brave Girl takes place in and around a crowded factory.

This activity and the next ask your student to make text-to-text connections, arguably the most important type of reading connection in the Common Core. As the lesson continues, your student will be asked to write a concluding statement to a personal opinion piece that connects to text. This will encourage your student to consider how characters connect to his or her personal life. This technique of connecting texts to personal experience is one way your student might compose his or her concluding statement.

Now you are going to compare the characters of Rosa Parks from Back of the Bus and Clara Lemlich from Brave Girl. In a moment, you will use a Character Comparison Chart to help you compare these two characters. You will be comparing their traits, or what makes them do what they do in the story.

First, you need to label your chart. Write Comparing Characters above the chart. Then, in the top row of boxes, write Back of the Bus (Rosa Parks) in the first box. Write Brave Girl (Clara) in the second box. These are the column headings. Now you are ready to talk with your Learning Guide about how to fill in your Character Comparison Chart.

Note: A digital option for this activity is www.canva.com.

If needed, model filling in the first the comparison of the chart. You will be comparing characters. Direct your student to look at pp. 76 and 77 of Back of the Bus and p. 15 of Brave Girl. Think-aloud: “I see that Rosa Parks is determined to stay in her seat. Clara is determined to show the men that the women are tough enough. Both of them are frustrated with their situations and determined to stand up for their rights. I am going to put this information in the chart.”

Now look at p. 74 of Back of the Bus and p. 14 of Brave Girl. Compare the feelings of Rosa Parks and Clara about the unfairness they had to deal with. Write your ideas in your Character Comparison Chart.

Next, look at p. 78 of Back of the Bus and p. 25 of Brave Girl. What words could describe the two women at this moment? Write these words in your graphic organizer.

What other words could describe Rosa Parks or Clara? Glance through the two texts to get some ideas. Share your ideas with your Learning Guide. Then record your ideas in your graphic organizer.
Use guiding questions to help your student determine that, on p. 74, Rosa Parks is angry (“lightnin’ eyes”) and frustrated by the unfairness she has to deal with. On p. 14, Clara is also angry (“smolders with anger”) and frustrated. (This was not the America she had imagined.)

On p. 78, Rosa Parks was very brave as she was taken off the bus in handcuffs; perhaps stubborn, too. On p. 25, Clara is called a hero and very brave when thugs threaten the striking women.

Help your student fill in the Character Comparison Chart as needed. Then discuss other words that might describe the two women, such as: (Rosa Parks) quiet, friendly, fierce; (Clara) fighter, leader, uncrushable.

If filling in the Character Comparison chart is challenging, take time to think and look back at the work you have already done learning about each character. You have learned many new words and ideas throughout this unit! It is important to reread your previous work to make sure you have accurate ideas and specific vocabulary when comparing your characters.

Have the following materials in front of you as resources as you fill in your Character Comparison chart:

- **Text 1**: Back of the Bus
- **Text 2**: Rosa Parks, Hero of our Time
- **Lesson materials** from Meeting Rosa Parks
  - Fact or Fiction T-chart
  - Rosa Parks Character Web
  - Character’s Eyes chart
  - Rosa Parks T-chart
- **Text 3**: Brave Girl
- **Lesson materials** from Giving Reasons to be Right and Clara Stands Up
  - Illustrations and Words chart
  - Cause and Effect chart
  - Main Idea chart
- **ELA Journal**
Both Rosa Parks and Clara Lemlich took a stand that changed the world. They share many of the same character traits. Think about how these traits may relate to your opinion piece about what makes a good citizen. How could they help you to be a good citizen? Discuss your ideas with your Learning Guide. Later, when you write your opinion piece, see if you can add one or two ideas that make your argument stronger.

You have been reading and thinking about characters who were good citizens. They cared about things that were unfair. They took a stand. You also have been thinking about what it means to be a good citizen. So far, you have organized your ideas into an introduction, followed by reasons and supporting details. You have used linking words. In this session, you will write the concluding paragraph to the opinion piece that you outlined in the previous lesson.
Remember that a concluding paragraph begins by restating the writer’s opinion, but stating it in a new way. Then it summarizes a strong point brought up earlier in the piece. It leads up to your final concluding statement. This final statement wraps up the piece in a satisfying way.

Remember that a concluding paragraph does not introduce new ideas.

Look at the following example. Discuss its strengths with your Learning Guide:

Clara faced it all: firings, beatings, arrests, bruises and broken ribs, bitter cold, bosses’ threats, and people’s ignorance and indifference. No matter what the challenge was, Clara refused to let anything or anyone stand in the way of improving the lives of workers. She proved that one young person can make a difference. Remember Clara Lemlich the next time you find yourself thinking that there is nothing you can do about a problem.

### TEACHING NOTES

Point out the following to your student about the example:

- The writer does not introduce any new ideas. She restates her opinion about Clara being brave in a new way. She wraps up her opinion piece in a way she hopes that readers will remember.
- The writer adds a brief review of the reasons she presented in her opinion piece. She adds a direct appeal to the reader in which she relates Clara’s actions to the reader’s action. The writer includes her strong, concluding statement in her concluding paragraph.

Write a concluding paragraph based on the outline you created in Lesson 3, Part 3. Start by restating your opinion. Then write at least two more sentences that summarize a strong main point in your piece. Then finish up with the final memorable statement you created in Lesson 3, Part 2. Remember: The concluding statement is important because it is the last thing the reader will see. It’s the last chance you have to convince the reader to agree with your opinion.

This will complete your conclusion. Write your conclusion in your ELA Journal and share it with your Learning Guide.

Congratulations on completing your writing! Ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

### TEACHING NOTES

Take this opportunity to assess your student’s writing using this [Argumentative Rubric](#). Use the rubric rows to offer feedback to your student. Notice the difference in language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.
Read the Pearson e-library text *Ways to Be a Good Citizen*.

In *Our Garden*, the children were also being good citizens.

Use a **Text Comparison Chart** to compare and contrast these two texts. How does each one show the reader what it means to be a good citizen?

Share your **T-Chart** with your Learning Guide. Point out ideas that are similar. Point out ideas that are different.

**TEACHING NOTES**

Guide your student in filling out the **Text Comparison Chart** with comparisons between the two texts. If your student is struggling to find comparisons, guide him or her back into the text with questions such as the following:

- Can you find anything in *Our Garden* that fits the list of good citizen qualities in *Ways to Be a Good Citizen*?
- Did the children in *Our Garden* do anything that is not included in *Ways to Be a Good Citizen* that showed they were good citizens?

If answers are unclear or unreasonable, ask your student to show where in the texts the ideas came from. Adding text evidence to the statement should clarify.

**USE FOR MASTERY**

Use the information in your **T-Chart** to answer the following questions: Which is the best idea shared in both texts? Why do you think so?

Type or upload your response below.

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>U</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Give an opinion about the best idea shared in both texts?
- Give two details from the text that support your opinion?
- Use correct spelling and grammar and proper paragraph form?

In this lesson, you have read about Clara Lemlich, a real-life character who changed the world. You used a **Main Idea Graphic Organizer** to discover the main idea in *Brave Girl: More About the Garment Industry*. Then you compared Clara's story with the story of Rosa Parks. You used a **T-Chart** to organize your thoughts. You also connected their stories with your own ideas about being a good citizen. You practiced using suffixes, pronouns, and linking words correctly. You learned how to write the concluding paragraph to an opinion piece. It included a restatement of your opinion, the summary of a strong point, and a memorable concluding statement. And finally, you put it all together. You compared two texts and wrote an opinion on the best idea shared by both texts.
**The Hidden Power of Poetry - Part 1**

**Objectives**
- To distinguish shades of meaning and determine the central message in poetry
- To take notes about a topic and write notes in categories

**Books & Materials**
- *The Little Black-Eyed Rebel* by Will Carleton, in the Text Collection
- *Decodable Practice Readers 29A and 29B*
- ELA Journal
- Computer
- Sound Spelling Cards
- Dictionary

**Assignments**
- Complete ELA Journal activity on sources.
- Read “The Little Black-Eyed Rebel.”
- Read “Brother Against Brother.”
- Read “Where?”
- Complete *Central Message Charts*.
- Take notes on two sources.
- Categorize notes.

**LEARN**

**LEARN ABOUT...**

**WHAT WAS THE REVOLUTIONARY WAR?**

You are going to be reading a poem called “Little Black-Eyed Rebel.” The little girl in the poem is Mary Redmond, and the poem takes place during the Revolutionary War. What was the Revolutionary War? Who were the two sides fighting, and why? Before you read the poem, take a minute to learn more about the Revolutionary War by reading this article. Be sure to click on the button for Redcoats vs. Patriots to learn about the two sides.

After reading, you should be able to answer the following questions. Discuss your responses with your Learning Guide.

1. What was the American Revolution?
2. Who were the Redcoats, and who were the Patriots?

**TEACHING NOTES**

Your student has been assigned an article about the Revolutionary War and the Redcoats and Patriots (be sure your student reads both parts) because later in this lesson your student will be reading a poem about Mary Redmond, whose father was a Patriot.
You have learned that it is important to pay attention to the words a writer uses. In this lesson, you will look at how words are used in poems. Poets choose exactly the right word to get across the meaning they want.

You are going to read a poem called “The Little Black-Eyed Rebel.” It was written about a real person, Mary Redmond, who lived during the time of the American Revolution.

As you read, think about this question:

Why is the black-eyed rebel watching the boy?

Read "The Little Black-Eyed Rebel" in the Text Collection, Volume 2, Unit 4 Poems, page 122.

Before your student starts to read, explain that rebel is a word that describes someone who goes against the authorities. Point out that the British army had taken over the American town. They are the authorities, and the rebel is the American girl in the poem. She is rebelling against the British by doing something secret for the Americans.

Remind your student that poetry should be read differently than prose. Words and phrasing are important, so reading aloud often helps create imagery and relays the meaning of words more easily.

If your student needs help in approaching poetry as a genre, there are many resources that can help. Try one of these BrainPOP videos, Literary Genres or Poetry, for additional support.

Fluency can also be supported by poetry. To read poetry with fluidity and expression requires timing, phrasing, emphasis, and intonation. Here and throughout the lesson, use poetry to help your student develop these qualities while reading aloud. Model reading a few lines of the poem for your student, and then ask him or her to try reading the same lines on his or her own. Monitor for rhythm, pronunciation, expression, and phrasing.
ANOTHER WAY

Poetry might be a new genre of literature for you. It is so important to pay attention to the words and phrases a poet uses, in order to understand the meaning of the poem.

Practice being a good reader of poetry. Look at a poem that is familiar to you or a poem in your home language.

You have already learned about literal and figurative language. Remember:

- **Literal** means *really happening*. The author means exactly what he or she is saying.
- **Figurative or nonliteral** means there is a different meaning to the words. The author means something different than what he or she is saying.

While you are reading poetry, make sure you are asking yourself: What does the author mean? What is the author trying to tell me?

Pay attention to any words or phrases that are new to you so you can look them up in a dictionary.

TEACHING NOTES

Poetry might be a new genre of literature for your student. It is so important to pay attention to the words and phrases a poet uses, in order to understand the meaning of the poem.

Discuss literal and figurative language with your student.

- **Literal** means *really happening*. The author means exactly what he or she is saying.
- **Figurative or nonliteral** means there is a different meaning to the words. The author means something different than what he or she is saying.

Have your student take a look at a poem that is familiar to him or her, or a poem in his or her home language. While your student is reading poetry, make sure he or she is asking: What does the author mean? What is the author trying to tell me?

Have your student pay attention to any words or phrases that are new, so he or she can look them up in a dictionary.

After reading, discuss with your Learning Guide why you think the black-eyed rebel is watching the boy.
Poetry might be a new genre of literature for you. It is so important to pay attention to the words and phrases a poet uses, in order to understand the meaning of the poem.

Practice being a good reader of poetry. Look at a poem that is familiar to you or a poem in your home language.

You have already learned about literal and figurative language. Remember:

**Literal** means really happening. The author means exactly what he or she is saying.

**Figurative** or **nonliteral** means there is a different meaning to the words. The author means something different than what he or she is saying.

While you are reading poetry, make sure you are asking yourself: What does the author mean? What is the author trying to tell me?

Pay attention to any words or phrases that are new to you so you can look them up in a dictionary.

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**TEACHING NOTES**

Your student should infer that the girl wants to get the letters from the boy without getting caught by the enemy soldiers, so she is watching him to be sure it is safe to approach him. Your student might also infer that she has a crush on him. Text evidence should be found to support either answer.

---

**COMPREHENSION**

**VISUALIZING**

Good readers visualize what they read. Good readers understand that when they visualize, they see a picture of what is happening in their minds. Read the first stanza of the poem “The Black-Eyed Rebel.” Remember a stanza is like a paragraph in a poem. What picture do you see in your head? Good readers see a girl hiding. Good readers understand and visualize a girl from the words “watching from the corner of her eye.” The word her is a clue that the black-eyed rebel is a girl. As you read “The Black-Eyed Rebel,” let the words create pictures in your mind. Notice what you see and draw a picture of the first stanza. Visualize and draw pictures for each stanza. Notice how each new stanza continues to tell a story about the black-eyed rebel.

In the future when you read other texts with strong sensory language, visualize the events in your mind. Good readers let the words in a text create pictures in their minds.

**TEACHING NOTES**

Encourage your student to visualize the stanzas in the poem. Ask your student to draw a picture for each stanza. Explain to your student that the pictures also represent the events that are happening in the poem.

Go back to the poem and find text evidence to answer the following questions. Discuss your answers with your Learning Guide.

- What does the black-eyed rebel do to help soldiers fighting in the war? Where does it say so in the text?
- The black-eyed rebel knows that her enemies are watching. How does this knowledge influence what happens next?
- How does looking at the black-eyed rebel’s actions help you understand the theme of the poem?
BENCHMARK VOCABULARY

In “The Little Black-Eyed Rebel,” the author uses carefully chosen words to describe people and actions. For example, he does not describe the little rebel as “dark-eyed,” but as “black-eyed.” Let’s explore why an author might choose one word over another.

Think about these words that describe colors: rose-red, cherry-red, tomato-red. These words are related because they all describe something that is red. But they do not mean exactly the same thing. Words that are related can describe things such as emotions, actions, and character traits. Related words are similar, but slightly different. Great readers pay attention to these shades of meaning. It is an important way to understand what the author is trying to say.

Reread the second stanza on p. 122 and the last stanza on p. 123. Discuss the following questions with your Learning Guide.

- How are the words watch, glance, and search related?
- How is the word watch different from the word search?
- What does hungered for in the last stanza mean?
- Why would the author choose that phrase instead of wanted?

TEACHING NOTES

Elicit appropriate responses from your student:

*How are the words watch, glance, and search related?*
they all describe the act of looking at something.

_How is the word watch different from the word search?_

When you watch something, you look at it and pay careful attention to it. When you search for something, you look carefully around you to find it.

What does hungered for _in the last stanza_ mean?

_wanted_

_Why would the author choose that phrase instead of wanted?_

It shows a stronger emotion; people wanted the letters in the same way that a hungry person wants food.

**PHONICS**

**PREFIXES: **_in-, im-

A _prefix_ is a word part added to the beginning of a root word. When you add a prefix to a root word, it creates a new word with a new meaning.

Look at the Sound Spelling Cards. The prefix _im_- means “not.” The word _imperfect_ means “not perfect.” The prefix _in-_ also means “not.” The word _incorrect_ means “not correct.”

Read the following words. Draw this chart in your ELA Journal. Divide the prefix and the root word and then use each word in a sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Possible Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>immature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inactive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inconsiderate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>invisible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>impatient</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Look at the two Decodable Practice Readers _29A_ and _29B_ (online only). Pick the one you would like to read today. Read the words on the cover. In each word, how does the prefix change the meaning of the root word? Read the story.
Now read the story again and look for words with the prefixes *im-* or *in-* Write the words in your ELA Journal. Underline the prefix and circle the base word.

Assist your student in completing the tasks.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Possible Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>immature</td>
<td>im-</td>
<td>mature</td>
<td>She is too immature to be going to that party.</td>
</tr>
<tr>
<td>inactive</td>
<td>in-</td>
<td>active</td>
<td>If you are inactive, your body will not be very healthy.</td>
</tr>
<tr>
<td>improper</td>
<td>im-</td>
<td>proper</td>
<td>It is improper to ask me that question!</td>
</tr>
<tr>
<td>inconsiderate</td>
<td>in-</td>
<td>considerate</td>
<td>I didn't mean to be inconsiderate when I burped at dinner.</td>
</tr>
<tr>
<td>invisible</td>
<td>in-</td>
<td>visible</td>
<td>I wish I were invisible!</td>
</tr>
<tr>
<td>impatient</td>
<td>im-</td>
<td>patient</td>
<td>The clock was moving so slowly and Sally felt very impatient.</td>
</tr>
</tbody>
</table>

Your student should pick one Decodable Practice Reader (online only) to practice reading words with the prefixes *in-* and *im-* Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.

Please go online to view and submit this assessment.

To practice reading the text more closely, go back to the text and reread the six stanzas on p. 123. Write the following questions in your ELA Journal, and then write the answers.

- Who is the enemy?
- What are the “prizes” they are watching for?
• Was the little rebel really interested in buying apples?
• Was the crowd friendly toward her?

After answering these questions, find the lines that show that the little rebel's kiss and smile were a message for the soldiers.

**TEACHING NOTES**

Your student should provide the following answers:

- Who was the enemy? the British
- What were the “prizes” they were watching for? the letters from husbands and fathers
- Was the little rebel really buying apples? No, she was getting the letters.
- Was the crowd friendly toward her? No, enemies were watching for what they may find.

The lines that show that the little rebel's kiss and smile were intended for the soldiers is: “Carry back again *this* package, and be sure that you are spry!” And she sweetly smiled upon him from the corner of her eye.

What if the author of “The Little Black-Eyed Rebel” simply told you that the girl in the poem was brave? Would you be convinced? You have learned that opinions need reasons to back them up. You need reasons to back up your opinion in your writing, too. And your reasons need to be backed up with facts and details.

Writers do research to learn more about a topic and gather reasons to support their opinions. They gather the information they will need to support their reasons.

**STEP 1: GATHER INFORMATION**

In this lesson, you will begin to do research on your topic. You will need to make sure you are using trustworthy sources of information. If you search online, look for websites like these:

- Websites that end in .gov: These are government websites.
- Websites that end in .edu: These are websites for universities and other educational institutions.
- Museum and historical society websites are sources you can trust, too.

Of course, encyclopedias and books written by experts are always good sources of information. You will find plenty of these reliable sources at the library. There, a librarian can help you find what you need.

**STEP 2: EVALUATE YOUR SOURCES**

It is important to make sure your sources are reliable. Follow the suggestions above. If your source is a published book, a well-known magazine, or an official website such as those run by historical societies or governments, it is probably reliable.
STEP 3: PARAPHRASE

*Paraphrase* means “to say something in your own words.” Good researchers know how to read information in a source and then paraphrase it, or explain it in their own words. They are careful not to copy an author’s words exactly. They know that the only time it is all right to copy the exact words in their writing is if they quote what someone said. You will learn more about this another time.

**TEACHING NOTES**

Discuss these steps with your student to make sure he or she understands them.

Now you are going to begin to do your research for your opinion writing. Find at least two print sources (books and magazines) or digital sources (the internet) that will help you answer this question:

*What impact did Rosa Parks have on her community?*

List your sources in your ELA Journal. Include an explanation of why each source would be helpful. Discuss your list with your Learning Guide.

**TEACHING NOTES**

Remind your student that he or she may use text accompanying the video *The Biography of Rosa Parks*, which he or she watched in Lesson 1, Part 1, as a source, but your student should also find an additional source.

If available, have your student use a computer or electronic tablet to gather information. Review the use of search terms and strategies for choosing good websites from the first page of search results that appears. If possible, allow your student to create his or her list of sources and information by copying and pasting information from websites, such as citations, if they appear, and URLs.

Make sure your student writes legibly in cursive or joined italics, allowing for appropriate margins and correct spacing.
## The Hidden Power of Poetry - Part 2

### Objectives
- To distinguish shades of meaning and determine the central message in poetry
- To take notes about a topic and write notes in categories

### Books & Materials
- “Where?” by Eleanor Roosevelt
  Poem in the Text Collection
- “The Little Black-Eyed Rebel” by Will Carleton (poem)
- ELA Journal
- Computer
- Central Message Graphic Organizer
- Main Idea Graphic Organizer
- Notefacts worksheet

### Assignments
- Complete ELA Journal activity on sources.
- Read “The Little Black-Eyed Rebel.”
- Read “Brother Against Brother.”
- Read “Where?”
- Complete Central Message Charts.
- Take notes on two sources.
- Categorize notes.

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### LEARN

When you read *Back of the Bus* and *Brave Girl*, you learned that it is important to pay attention to how the author describes key details. The way words are used is a clue to the central theme of the story. In Lesson 4, Part 1, you read the poem “The Little Black-Eyed Rebel.” You saw that we can also learn a lot from the way words are used in poems. In this lesson, you will read the poem “Where?” by Eleanor Roosevelt. You will look for what the words tell us about the central message of the poems.

As you read the poem, think about the word *where*. Notice how often it is used. Ask yourself:

- Why does the author use the word so often?
- How does the use of the word change?
- How does the word *where* in the title relate to the word *where* in line 4 of the poem?

Read the poem "Where?" in the *Text Collection*, Volume 2, Unit 4, Poems.

### TEACHING NOTES

Encourage your student to read the poem more than once to understand it meaningfully. Guide your student to notice how the word *where* is used throughout.

### FLUENCY

**PUTTING IT ALL TOGETHER**

Great readers *read fluently*. When you read fluently you read accurately, with expression, with phrasing and at the correct pace.
Fluent readers will:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

To do all of these things you must think about the text, practice reading it, and then reread it again and again! The more you read, the better you get! Not only will your fluency improve, but you also get a better understanding of what you read.

Watch this video to see how rereading can help you can improve your phrasing.

Now play a game. You will practice reading the high frequency words on the video. These are words that you should be able to read accurately and quickly. Watch Speed Reading Challenge to play. Do you have the grit to succeed?

In the last unit you learned about reading poetry fluently. It is time to practice reading poetry again. Open up the poem “Black Eyed Rebel.” Your Learning Guide will see how many words on the page you can read in one minute. Each time you should get better at reading the poem. Happy reading!

Discuss all four things great readers do to read with fluency in both fiction and nonfiction texts.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Watch this video to see how rereading can help your student improve his or her phrasing.

Watch this video to play a game with your student. Have your student practice reading the high frequency words in the video and discuss how he or she did.

Now go to the poem “Black Eyed Rebel.”

Time your student reading the poem for one minute. Your student should get faster each time he or she reads the page. Your student should be reading at a reasonable pace to make meaning of the text, and be able to read more words in a minute each time.
After reading the poem two times, look at the Fluency Rubric and discuss how your student did. If your student is reading too fast, then expression and reading accuracy will suffer. Read the poem two more times and look over the rubric again. If your student is struggling, click on the hippo in the bottom left hand corner of the text. This will change the text into “read aloud” mode. Click on the arrow next to the words to play the poem for your student. Have your student read along. After reading with the audio, have your student practice reading independently.

Discuss your ideas about the word *where* with your Learning Guide.

**TEACHING NOTES**

Elicit the following from your student:

- *Where* is repeated three times; that implies it is key to the central message.
- *Where* is used to ask a question in the title and first line of the poem; it is used to make a statement in line 4.
- *Where* in line 4 is used as part of the answer to the question asked in the title and at the beginning of the poem.

Answer the following questions about the poem in your ELA Journal. Then discuss the answers with your Learning Guide.

- What question is being asked in the first line of the poem?
- What is the poet's answer to the question?
- What examples of human rights are listed in the poem?
- What do you think the narrator of “Where?” means when she says that human rights begin “in small places close to home”?

**TEACHING NOTES**

Answers to these questions will lead your student to the central message of the poem. Reinforce the importance of looking for the meaning of specific words and phrases when determining the theme of a poem.

- **The question is:** Where after all do human rights begin?
- **The answer is:** In small places close to home.
- Human rights are equal justice, equal opportunity, and equal dignity.
- **Possible response:** I think she means that people should start by being fair and kind to the people in their own neighborhood and community.
The central message of a text is a big idea. It is what the writer wants the reader to know. The central message is also called the theme. Just as narratives have central messages, poems also have central messages.

We can find the central message of a poem the same way we find the central message of a story.

Start by looking at the details. Then ask yourself: Do the details connect to a big idea?

You can use a Central Message Chart to help you find the central message of a poem.

VOWEL DIAGRAPHS

You have learned that a digraph is two letters that spell one sound. Some digraphs spell consonant sounds, such as the letter pairs sh or ck. Others letter pairs spell vowel sounds. With your Learning Guide, take a closer look at vowel digraphs oo, ew, ue, and ui.

Write the word food (p. 122) and shrewdness (p. 123) from “The Little Black-Eyed Rebel.” Underline oo and ew.
Say: Listen to the vowel sounds in the words. They both make the /ü/ sound. The letters oo and ew can spell the /ü/ sound.

Write the words boom, mood, stool, chew, flew, and threw. Ask your student to read each word and identify the letters in each word that spell the vowel sound /ü/.

Ask your student to choose two words to use in sentences in his or her ELA Journal.

Some writers think that research is the most interesting part of their job. They get to learn lots of new facts. You may find that you love research, too! But in any case, research will make your writing stronger. Earlier in this lesson, you began research to answer the question What impact did Rosa Parks have on her community?. You looked for information in print or digital resources. You found and listed some reliable sources for your research.

Look at the list of resources you made in Part 1 of this lesson. Pick two of them to take notes on. You will be looking for the key points in the digital and print sources you read. You may want to use some of the graphic organizers you have used in previous lessons to identify the key points, such as the Main Idea Graphic Organizer. These points can become supporting reasons in your opinion piece.

For taking notes, you can use an online platform such as Evernote.

To find a focus for this research, your student may want to refer to the interview questions he or she wrote in the lesson “Meeting Rosa Parks.” He or she may want to research the answers to one or more of those questions.

Look up and read two of the sources you found. Write down the key points of each source in your own words. Remember to include where you found the information. Write your notes in your ELA Journal, or use the suggested online tool. Share them with your Learning Guide.

ANOTHER WAY

NOTETAKING

When you research a topic, it is very important to keep track of the sources you use and the facts you find from each source. Good writers are accurate and keep good notes on facts and source information.
You will be taking notes on facts and details to answer the question: “What impact did Rosa Parks have on her community?”

You can use this Notefacts worksheet to keep track of your sources and the facts you find. Your Learning Guide will help you complete the steps to gather your notes.

### TEACHING NOTES

Your student will be taking notes on facts and details to answer the question, "What impact did Rosa Parks have on her community?"

The key to successful research is keeping organized and tracking sources and facts. If your student has trouble with organization, provide your student with the Notefacts worksheet. He or she should use one worksheet for each source.

When using the Notefacts worksheet, follow these guidelines:

1. Each source has its own number. Write the source number in the magnifying glass at the top, as well as inside all of the small magnifying glasses going down the page. All of the magnifying glasses on a page should have the same number.
2. Use one worksheet for each source.
3. Record source information at the top, including the title, author, etc.
4. Now your student is ready to take Notefacts. They are called Notefacts because they are short (notes) and true (facts).
5. Remind your student that all Notefacts should be written in his or her own words. A student should never copy the author’s words exactly—that’s cheating! Reword the information instead of copying the text verbatim.
6. All Notefacts should be relevant to the topic.

If your student is having trouble writing the Notefacts in his or her own words, ask your student to state the fact to you using as few words as possible. As your student tells you the fact orally, write the fact for your student. Discuss how you can rephrase the facts to write them in your student’s own words while still keeping the author’s intent and not changing the truth of the information.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Hidden Power of Poetry - Part 3

Objectives
- To distinguish shades of meaning and determine the central message in poetry
- To take notes about a topic and write notes in categories

Books & Materials
- "The Little Black-Eyed Rebel" by Will Carleton
- "Brother Against Brother" by Patricia J. Murphy
- ELA Journal
- Computer
- Central Message Graphic Organizer
- Index Cards

Assignments
- Complete ELA Journal activity on sources.
- Read "The Little Black-Eyed Rebel."
- Read "Brother Against Brother."
- Read "Where?"
- Complete Central Message Charts.
- Take notes on two sources.
- Categorize notes.

LEARN

In the last session, you read the poem "Where?" You learned that repeated key words and details help uncover the central message in a poem. Good readers use word meaning and phrases to find big ideas in the texts that they read.

Today you will read another poem, called “Brother Against Brother.”

As you read, notice how the poem is organized. Ask yourself this question:

How are battles in the second half of the poem different from battles in the first half?

Now read "Brother Against Brother", found in the Text Collection Volume 2, Unit 4, Poems.

TEACHING NOTES

Support your student as her or she reads the poem by encouraging him or her to read aloud and to read the poem more than once.

Now look closer at the poem you just read. Discuss the answer to the following questions with your Learning Guide.

- How is the poem "Brother Against Brother" organized? Look at the length of lines and the rhymes.
- Why does the narrator talk about make-believe battles in the second half of the poem?
Your student’s answers should be similar to the following:

- The poem is organized in short lines without stanzas. Some lines rhyme, but the author does not follow a rhyming pattern.
- Possible answer: The narrator is comparing make-believe battles the soldiers fought when they were children with the real battles they are fighting now.

Let’s look for the central message of Brother Against Brother. You can use the same method you used to find the central message of "Where?"

You will use a Web graphic organizer to create a Central Message Chart. Your Learning Guide will help you get started.

Begin as you did in Part 2 by modeling filling in a detail from the poem that will help lead to the central idea that brothers fighting brothers in battle is a reality that no one could have imagined.

For example: “When they were small, they had make-believe battles with make-believe guns and were happily playing together” is a good detail to start with because it is directly connected to the central message of the poem.

Fill in the graphic organizer with details from the poem. When you are finished, consider how the details connect to a big idea. Write the big idea in the Central Message box. Share your ideas with your Learning Guide.

Key details: The “brothers” include friends and fathers; some brothers come from the same families and share the same mothers; no one ever imagined that a war could separate the “brothers”; they became enemies over a war that divided them. Central messages will vary but should include the idea that war tears people and families apart in ways unimaginable.
VOCABULARY

VOCABULARY GAME: HEAD ON VOCAB!

You have worked really hard to learn many new words! You’ve learned new strategies to figure out what words mean and have practiced those strategies.

Now, let’s play a vocabulary game with the new words you have learned. It’s called “Head On Vocab!” This game will help you connect each word and its definition to real life.

“Head On Vocab!” Directions:

1. Pick 20-25 words from your word wall and write the words on an index card. Then, ask your Learning Guide to write the definition of each word on a different index card.
2. Pick words from Units 4 and 5.
3. Put all word cards in a pile and pick one player to go first.
4. Player 1 puts a word card on his or her forehead without looking at it. Player 2 must get Player 1 to guess the word by using the definition and other clues. Player 2 can use the definitions card for help in describing the word.
5. Pass the pile of word cards to Player 2. Now, Player 2 will put the word on his or her head and Player 1 will try to explain the word while Player 2 guesses.
6. Take turns until all words have been guessed.

It would be helpful to pick words that your student is struggling with. If your student struggles with writing, you can write the word cards and definitions card for him or her. You may also want to have these cards prepared before the lesson.

While playing the game, you should start as Player 2 to model how to correctly explain words for Player 1 to guess.
PRONOUNS

As you read and write, it is important to recognize and understand pronouns. You will find pronouns in poetry as well as prose. Pronouns are used to replace nouns in a sentence. A pronoun will replace a noun that has already been mentioned or is already known. For example, in the poem “The Little Black-Eyed Rebel,” the noun in the following line is enemies.

Since enemies were watching for what prizes they might find

The pronoun they replaces the noun enemies. The pronoun they points back to the noun enemies. Remember that the pronoun must match the noun it replaces in number and gender. Look at this sentence. Notice that the noun enemies can be replaced by the pronoun they without changing the meaning of the sentence.

Since they were watching for what prizes they might find

Rewrite the following sentences in your ELA Journal. Replace each underlined noun with a pronoun.

1. Save the black-eyed rebel, answering from the corner of the black-eyed rebel's eye.
2. Were long letters from the husbands and the fathers far away, / who were fighting for the freedom that the husbands and the fathers meant to gain or die;

Pronoun replacements are: sentence 1—her; sentence 2—they

If your student needs more practice with pronouns, provide additional lines from the poems he or she has read in this lesson. The additional practice can be completed orally or written in his or her ELA Journal.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# The Hidden Power of Poetry - Part 4

## Objectives
- To distinguish shades of meaning and determine the central message in poetry
- To take notes about a topic and write notes in categories

## Books & Materials
- Walking Home from School, in the *Text Collection* Volume 1, Unit 2, Poems
- Computer
- Central Message Chart

## Assignments
- Complete ELA Journal activity on sources.
- Read "The Little Black-Eyed Rebel."
- Read "Brother Against Brother."
- Read "Where?"
- Complete Central Message Charts.
- Take notes on two sources.
- Categorize notes.

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## USE

Read the poem "Walking Home from School", in the *Text Collection* Volume 1, Unit 2, Poems.

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## USE FOR MASTERY

Use key words, details, and phrases from the poem, "Walking Home from School," to find the central message.

Use a Central Message Chart to organize your thoughts. Then write the central message in the top box.

When you have finished, upload your graphic organizer in the box below.

| B | I | U | ☐ | ☐ | ☐ |

0 / 10000 Word Limit
In this lesson, you read poems about people and ideas that made a difference in the world. You practiced reading some poetry aloud. You paid close attention to language and shades of meaning. You also looked for the central idea in these poems. To help you in your reading and writing, you studied vowel digraphs and practiced using pronouns correctly. Finally, you used what you have learned to read a new poem and find its central meaning.
In the last lesson, you learned how to distinguish shades of meaning in the words of a text. Even though words are similar, they have small differences in meaning. Good readers use these differences to help them understand what the author is trying to say. These differences might be in dialogue or in the regular text.

You also learned how to focus on the key details that reveal the central message of a text. This is the big idea that the writer wants the writer to know.

Now you will read a text called *Below Deck: A Titanic Story*. You will be paying close attention to how characters’ actions affect events.

As you read, think about the following questions:

- Who are the characters in this story?
- How do their actions affect the other characters?
How do characters’ actions affect the sequence of events in the story?

Read Chapters 1–3 of *Below Deck: A Titanic Story*.

After reading the story, discuss it with your Learning Guide. Talk about who the characters are and how the characters affect the story. Then answer the following questions:

- How does the text describe the different classes present on the boat?
- Grace and Catherine come from different classes. In what other ways are they different?
- How do Catherine’s actions affect Grace?
- How does Grace’s response affect Catherine?
- How might this meeting between the girls affect later events in the story? What might happen if the girls meet again?

Write the answers to these questions in your ELA Journal.

**TEACHING NOTES**

As your student reads or listens to the story, make sure that he or she is focusing on the characters, Catherine and Grace, and how they affect the story events.

After the reading, discuss the questions with your student. Then have your student record his or her answers in his or her ELA Journal.

- The text talks about three different classes of people and places on the ship: first, second, and third. People in first class enjoy the most luxury and are most likely wealthy. People in third class have the least wealth and enjoy no luxury. People in second class enjoy something in between. Explain to your student that the word *class* has multiple meanings. It can be used to describe levels of both service and society.
- Catherine has two parents, while Grace’s parents have died. Grace is a sweet girl who stands up for those who are poor, while Catherine attacks people unfairly.
- Grace is angry and embarrassed by Catherine’s accusations. She makes up her mind to avoid the first-class area.
- Catherine is shamed by Grace’s comment about the boys: “Maybe they were hungry.”

Remind your student that looking for connections such as these will help him or her to understand the characters and story events better.

Tell your student that next, he or she will complete a *T-Chart* on shades of meaning.

Remember that good readers look for shades of meaning among related words to help them understand better what the author is saying.
Now you will fill out a **Shades of Meaning T-Chart**. It will help you figure out shades of meaning of some of the words used in the story so far. You will look for words that mean almost the same as *look*.

Work with your Learning Guide to fill in the first entry on the chart. Then complete the rest of the chart on your own.

Start with the word *checked* on p. 10, and then consider the words *spotted* and *peered* on p. 12. Enter these words in the chart, too. Then write their meaning as you understand it from the text.

**TEACHING NOTES**

Model filling in the first box. Point out that in the text, there are a number of words that mean almost the same as *look*. Read the text on p. 10: “A man in uniform checked Grace's ticket.” Explain that this means the man looked closely at the ticket to see if it had the correct information.

Ask your student to complete the rest of the chart.

The completed **T-Chart** should look like this.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>checked, p. 10</td>
<td>looked closely or examined</td>
</tr>
<tr>
<td>spotted, p. 12</td>
<td>picked out, saw, or detected</td>
</tr>
<tr>
<td>peered, p. 12</td>
<td></td>
</tr>
</tbody>
</table>
When you are thinking about shades of meaning, it’s important to ask yourself: What does this word really mean?

Think about shades of meaning with your feelings. If you feel just a little mad, you are annoyed. But if you feel very, very mad, you are furious. Authors use different words to show what they really mean to the reader.

As you are filling in your Shades of Meaning chart, remember that even though you are finding words that are almost the same as “look,” all of the words really mean different ways to look.

If you are finding words that are new to you, use a three-column graphic organizer. Label the three columns:

Words
Meaning
Sentence

Write any confusing words, look up the meaning, and then create your own sentence using the new word.

Remind your student that when you are thinking about shades of meaning, it’s important to ask yourself: What does this word really mean?

Discuss shades of meaning as it pertains to your feelings. If you feel just a little mad, you are annoyed. But if you feel very, very mad, you are furious. Authors use different words to show what they really mean to the reader.

Guide your student in filling in the Shades of Meaning chart.

If your student is finding new words, use a three-column graphic organizer. Label the three columns:

Words
Meaning
Sentence

Your student should write any confusing words, look up the meaning, and then create his or her own sentence using the new word.
VOCABULARY

When you read, you sometimes find words you have not seen before. Here are some ways to figure out what the new word means:

- Look for clues on the page. There might be other words that mean the same thing. There could even be a definition.
- Look closely at the word, and break it down into parts.
- Look in a dictionary to find out the meaning of the word.

If one way does not work, another way will.

Let’s try the different ways, using the word *titanic*. Find it in the story on p. 4.

Now write the word down. Break it into syllables. Then say it out loud.

Read the sentences around where the word appears. Can you find any clues to its meaning?

Are there any parts of the word that can help you figure out what it means? Do you know any words that look like part of this one?

Finally, look up *titanic* in a dictionary or online. What does the dictionary say? It might list more than one meaning. When this happens, think about the story again. Which meaning makes the most sense in the story?

You can also help yourself understand the word. One way is to use it yourself. Try it now. Write some sentences using the word *titanic*.

Finally, you can use the word in a conversation with your Learning Guide or another partner.

Let’s put this into practice. You have gone through the process with the word *titanic*. Now try some other words from *Below Deck: A Titanic Story*.

- voyage (p. 9)
- cramped (p. 10)
- decks (p. 12)
- longingly (p. 14)

TEACHING NOTES

Help your student through the process. Deepening his or her understanding of these words will help him or her as your student designs his or her narratives by providing a richer vocabulary and deeper understanding of the ways in which word choice can affect mood, add interest, and reveal details about setting and character. Your student may find that he or she has a preferred way of working out the meaning of new words, but encourage him or her to use the others as well.
In Lesson 4, you prepared to write an opinion piece that answers the question: *What impact did Rosa Parks have on her community?* You gathered information from reliable sources. This was an important step. When writers prepare to write an opinion essay, they look for *evidence*, or proof, to support their opinion.

Now that your key facts are gathered together, it is time to arrange them in logical order. This means putting your notes into categories. Look at your notes, which notes go together or have similar information? Once you group your notes, think about what each group is telling you. What is the point of the group of notes? Each of these points will support your central opinion. Once your notes are sorted into categories, you can decide how your essay should be organized. It is best to start with your strongest point, or argument.

What are some ways you could sort your evidence? Writers can sort evidence in different ways. Start with your opinion. What are the main points you want to make to support your opinion? Can the key facts supporting your opinion be numbered from first to last? Does your opinion involve pros and cons about the topic? Will you be comparing and contrasting ideas?

Once you decide how best to categorize your evidence, use the *Web graphic organizer* to sort the evidence.

Put the topic of your essay in the middle oval. Then use the four ovals to sort your notes point by point.

When you are ready, create a final draft of your *Web graphic organizer* in your ELA Journal.

**TEACHING NOTES**

For this activity, your student should use the information gathered from reliable sources in Lesson 4. The information may have been recorded in a graphic organizer or the student's ELA Journal.

Use guiding questions to help your student decide how best to categorize the gathered evidence. Explain to your student that the sorting process might lead to changes in what he or she is going to write about or how he or she will write it.
Once your student has decided on categories, have him or her sort the research and create a final version of the organizer. The organizer should feature an opinion about how Rosa Parks impacted her community and include four categories of evidence. This is the evidence that will be used to support his or her opinion in the opinion essay.

ANOTHER WAY

ORGANIZING NOTES

Placing your notes into categories will help you identify your central opinion, make it easier to plan, and help you write a logical essay. Let’s organize your Notefacts into logical categories. This means that you will group your notes in a way that makes sense and is related to the topic of your essay.

You can use the Organizing Notefacts worksheet to help you categorize your notes. Your Learning Guide will help you through the steps of organizing your notes.

TEACHING NOTES

Your student needs to organize his or her research into logical categories. Begin by helping your student brainstorm a list of categories that the research can be grouped into. It may help your student to read through all the facts and details collected on his or her Notefacts worksheets. See what categories emerge.

Have your student choose two or three categories to use and then group his or her facts into those categories.

If your student is having trouble organizing his or her facts and details, provide your student with the Organizing Notefacts worksheet and guide your student through the following steps:

1. Use one Organizing Notfacts worksheet for each category.
2. At the top of each Organizing Notfacts worksheet, write the name of the category. Color the handle of each category lens a different color.
3. Read through your Notefacts. As you read each one, think about which category it belongs under. Color the handle of the Notefact to match the category.
4. Cut out your Notefacts and arrange them onto the sheet where they belong, under the correct category.
5. Arrange your Notefacts in an order that makes sense. Check your student’s Notefacts to make sure they are in the right category and in an order that makes sense.
VOWEL DIGRAPHS OO, EW, UE, AND UI

In the last lesson, you studied vowel digraphs oo, ew, ue, and ui. Remember that a digraph is two letters that spell one sound. Now read the words that your Learning Guide shows you. Then spell them and use them in a sentence.

TEACHING NOTES

Read the following words from Below Deck: A Titanic Story: clue, suit, room, and threw. Have your student spell them and use them in a sentence.

Ask: What letters from each word spell the /ü/ sound?

Ask your student to think of other words that have the vowel sound /ü/ spelled oo, ew, ue, or ui.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Objectives
- To explain how characters’ actions contribute to the sequence of events in a story and how events build on earlier events
- To determine the central message of a story and explain how it is conveyed through key details
- To write the first draft of an opinion essay

Books & Materials
- Below Deck: A Titanic Story by Tony Bradman
- Computer
- Web Graphic Organizer
- Story Sequence Graphic Organizer
- Index cards

Assignments
- Read Below Deck: A Titanic Story.
- Explain how characters’ actions affect events in a story.
- Identify the central message of a story.
- Describe how events build in a story.
- Write notes in categories.
- Write an outline.
- Write a first draft of an opinion essay.
- Study vowel digraphs oo, ew, ue, and ui.
- Form and use possessives.

GRAMMAR
FORMING AND USING POSSESSIVES

Step 1
You have been reading to understand what happens in a story. You can break down sentences to think about how authors show relationships between things. One kind of relationship is ownership.

Read this sentence from Below Deck: A Titanic Story.

Auntie Nora was Grace’s mother’s big sister, and she had taken Grace in at the age of five, after Grace’s parents had died.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3
Your Learning Guide has divided this sentence into chunks. Pull out the chunks that show ownership. How can you tell these words show ownership?

You know that possessive nouns and contractions both have apostrophes. How can you check that these words aren't contractions?

The words Grace's and mother's are possessive nouns. When an author wants to show ownership, he or she uses a possessive noun. For singular nouns, you add an apostrophe and an s to show possession.

You know that possessive nouns show ownership, but sometimes you have to think about who owns what. The second chunk is easy to understand. You know that the parents belong to Grace.

Look at the first chunk you pulled out. There are two possessive nouns. This could be confusing. Does this mean that the big sister belongs to both people? No, it just means that the author is showing two separate ownership relationships.

To figure out whose big sister this is, you just need to look at the order of the possessive nouns. The one closest to big sister is the owner. So this is the mother's big sister.

The other ownership relationship is between Grace and mother. The mother belongs to Grace. These are the two relationships:

- Grace's mother
- mother's big sister

The author is showing exactly how Grace and Aunt Nora are related.

When you read, what is a good time to stop and look at possessive nouns?

Step 4
You can use possessive nouns to describe what you read about.

Remember: You can show possession with both singular and plural nouns.

To make a singular noun possessive, you add ’s to the end. When you make most plural nouns possessive, you just add the apostrophe to the end. You don't add the s.

Can you write two or three sentences about why Grace gets on the Titanic? Use at least two possessive nouns in your sentence. See if you can show ownership with two possessive nouns in a row like in today's sentence.

You can use possessive forms of these or other nouns:

- Grace
- aunt
- uncle
- Aunt Nora
• parents
• relatives

Show your Learning Guide the possessive nouns in your sentences. Tell your Learning Guide how you made the nouns possessive and what they show.

Why is forming possessive nouns important when you write?

TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Auntie Nora was
- Grace’s mother’s big sister,
- and she had
- taken Grace in
- at the age of five,
- after Grace’s parents
- had died.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It tells the relationship between Auntie Nora and Grace. It means Auntie Nora has been taking care of Grace.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- I see the pronoun she. It replaces Auntie Nora.
- I see the subordinating conjunction after. It connects information that tells when Auntie Nora took Grace in.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a pronoun? What does it replace?
- Do you see a conjunction? What kind? What does it tell you?

**Step 3**

Your student should pull out these chunks:

- Grace’s mother’s big sister,
- after Grace’s parents

*Possible response:* The words have apostrophes.

*Possible response:* I can check by trying the sentence with *Grace is* and *mother is*. The sentence doesn’t make sense like that, so I know they aren’t contractions.

*Possible response:* when there is more than one possessive noun and I’m not sure who owns what

**Step 4**

Your student might write sentences like these:

Grace used to live in her parents’ house, but they died. She lives with Aunt Nora. Grace’s Aunt Nora takes her to get on the *Titanic* because Grace is going to live with her uncle. Grace’s uncle’s house is in New York City.

If your student struggles to write the sentences, first have him or her select nouns to use and practice making the possessive forms. For each noun, you can ask something like, “What is something that belongs to the parents?” Have your student then write a sentence about his or her answer.

Check that your student formed the possessives correctly by adding ’s for singular nouns and just the apostrophe for plural nouns. Your student should recognize that the possessive nouns he or she wrote show ownership.

*Possible response:* They help me show what a character owns. I need to know how to form them so readers understand what I’m showing.

**Extension**

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

Auntie Nora was Grace’s mother’s big sister, and she had taken Grace in at the age of five, after Grace’s parents had died.
Then say, “This sentence uses possessive singular nouns to show ownership. Possessive nouns help you understand relationships when you read. You can use possessive nouns to show ownership when you write, too. You can use two possessives in a row to show different levels of ownership.”

Have your student write sentences based on these situations. Have your student use possessive nouns in his or her sentences.

- Sarah has a dog. The dog has a favorite toy. Write about the toy.
- Ben has a brother. The brother has a house. Write about the house.

Your student might write sentences like these:

- Sarah’s dog’s favorite toy is all beat up.
- Ben’s brother’s house is in the city.

Have your student explain how the sentences show ownership. Ask questions such as, “How do I know which person has the house?” (The owner is the possessive noun closest to the thing that is owned.)

Ask your student how knowing how to use possessive nouns helps him or her show relationships. Possible response: I can show when one person owns something, or I can show different levels of ownership with two possessive nouns in a row.

Last time, you read part of *Below Deck: A Titanic Story*. You learned how characters’ actions affect the sequence of story events. For example, Aunt Nora felt that Grace would be better off in America. This led to Grace boarding the *Titanic*.

Today, you will learn how characters’ actions help build the whole story. You will see how one action leads to the next to develop the story step by step.

As you read think about these things:

- What do the characters do to cause things to happen?
- How does the plot change after one of the characters acts?

Read chapters 4–5 of *Below Deck*. Pay attention to the characters’ choices and actions and how they influence the outcome of the story.
Have your student write sentences based on these situations. Have your student use possessive nouns in his or her sentences.

Sarah has a dog. The dog has a favorite toy. Write about the toy.
Ben has a brother. The brother has a house. Write about the house.

Your student might write sentences like these:
Sarah’s dog’s favorite toy is all beat up.
Ben’s brother’s house is in the city.

Have your student explain how the sentences show ownership. Ask questions such as, “How do I know which person has the house?” (The owner is the possessive noun closest to the thing that is owned.)

Ask your student how knowing how to use possessive nouns helps him or her show relationships. Possible response: I can show when one person owns something, or I can show different levels of ownership with two possessive nouns in a row.

Think about the action that took place in this part of the story. See if you can understand how the characters’ choices caused the story to build.

Discuss the following questions with your Learning Guide:

- Why does Grace go back down to the lower deck?
- What events would not have happened had Grace stayed up on the main deck?
- What memory made Grace change her mind about helping Catherine?
- How did Grace’s action in helping Catherine contribute to the sequence of events in the story?

Through discussion, guide your student in answering the following questions by asking him or her to find text evidence to support his or her answers. Point out that by analyzing each action in the story, it is easier to understand how characters’ choices influence the story.

- She wants to get her suitcase with Uncle Patrick’s address and Auntie Nora’s photograph.
- Grace would not have met Catherine or saved Catherine’s life. She herself might not have survived.
- Grace remembered Auntie Nora telling her she was too nice for her own good.
- Because Grace helped Catherine, she saved Catherine’s life. That action made Catherine’s parents grateful, so they helped her get a place on a lifeboat.

Remember that each part of a story is connected to the parts that came before and to the parts that follow it. Each part builds on the last. The parts of a story build on one another.

Grace and Catherine meet several times during the story. Each time, something happens that builds on the time before.

You can use a Story Sequence Chart to help you put the events in order. Start by focusing on when Catherine and Grace first met. Can you remember what happened?
Work with your Learning Guide to fill in the first entry on the chart. Then complete the rest of the chart on your own.

What happened when Grace and Catherine met for the second time?

**TEACHING NOTES**

Model filling in the first box. Point out that your student is sequencing a story about Grace and Catherine, two girls on the *Titanic*. The author has these two girls meet several times in the story. At the first meeting, Catherine accuses Grace of stealing. This information should go in the first box.

Ask your student to complete the rest of the chart.

The completed *Story Sequence Chart* should look like this.

![Story Sequence Chart]

You have been researching information to answer the question: *How did Rosa Parks impact her community?* Earlier in this lesson, you used a Web Graphic Organizer to sort your research notes into categories. Now you will begin the process of writing an opinion essay about Rosa Parks. *Prewriting* is the first step in this process. Prewriting means you must plan two things: the structure of your essay and the content. In other words, you must plan how to build your essay and where to fit in your information.
An outline is a written plan for your work. It is like a skeleton view of your final written essay—just the bones.

- It outlines the introduction to the topic. To outline of your introduction, write your opinion statement. You may also write the first sentence of your essay that will get your readers’ attention.
- Then it outlines the next paragraphs, which are your main points. To outline your body paragraphs, you should write the topic sentence of each paragraph. Then, you can list the facts and details that support each main point under the topic sentence. List your strongest supporting details first.
- The outline ends with a plan for your concluding paragraph and your concluding statement. To outline your concluding paragraph, restate your opinion statement in new words. You might wish to include the last sentence of your essay that includes your concluding statement.

Remember that the topic of your essay will be your opinion and will answer the question: How did Rosa Parks impact her community? Your main points will support your opinion. The facts and details you gathered will support those main points. Your outline will help you organize all this information. This will help you write a clear and strong opinion piece. Use the notes you sorted using a Web Graphic Organizer to help you build your outline.

### TEACHING NOTES

Make sure that your student understands the connection between the points in an outline and the categories into which he or she sorted his or her notes earlier in this lesson.

Explain that the main points in his or her outline can be the same as the categories he or she used to sort notes previously. Point out that categories might not always work as main points for an outline, but they are helpful for organizing your thoughts.

Guide your student as needed as he or she creates an outline.

### FORM POSSESSIVES

In reading and writing, it is important to recognize and understand possessive forms of nouns. To possess something means “to own” it. The possessive form of a noun tells us that the noun owns something.

For example, in Below Deck: A Titanic Story, tears streak Grace's cheeks. In the phrase Grace's cheeks, the word Grace's tells whose cheeks the tears are streaking. The ending, apostrophe plus s, changes the noun Grace into its possessive form.

Read this sentence from the story:

> It was Catherine's mother, pushing through the crowd. Catherine's father leaned over.
The possessive form of Catherine tells whose mother and father the writer is talking about. The noun Catherine is changed to its possessive form by adding an apostrophe (’) and an s.

Now read this sentence: In the story, Grace’s act changes Catherine’s parents’ minds.

Notice that the underlined word is the possessive form of a plural noun, parents. With a plural noun, such as parents, the possessive is formed with an apostrophe only. What are the other two possessive nouns in this sentence? Point them out to your Learning Guide. Explain who or what belongs to the possessive noun.

Sometimes a writer will use a phrase that begins with of, such as of the ship, to show who or what owns something.

Read these sentences: The ship’s bow lurched downward. The bow of the ship lurched downward.

Both of these sentences are correct. But the second sentence is clearer to the reader because the word bow can also be a verb.

Here’s another example: In her suitcase was Aunt Nora’s photograph. In her suitcase was a photograph of Aunt Nora.

The first sentence suggests that the photograph belongs to Aunt Nora. The second sentence makes it clear that the photograph is a picture of Aunt Nora.

Identify the possessive noun in this sentence: Grace was lost inside the ship’s maze of hallways. Point it out to your Learning Guide. Explain what belongs to the possessive noun.

Guide your student as needed as he or she works through the activity. Provide additional examples to help clarify the concept. It may be helpful to have your student glance through the text of Below Deck to pick out more examples of possessive nouns.

Point out that not every apostrophe plus s is the sign of a possessive. Contractions may also formed by adding apostrophe plus s (“Your father’s right;” “She’s with us”). Explain that it’s is a contraction of it is. The possessive form of it is its. Provide a few examples to clarify.

Please go online to view and submit this assessment.
Step by Step by Step: Every Story Has a Path - Part 3

**Objectives**
- To explain how characters’ actions contribute to the sequence of events in a story and how events build on earlier events
- To determine the central message of a story and explain how it is conveyed through key details
- To write the first draft of an opinion essay

**Books & Materials**
- *Below Deck: A Titanic Story* by Tony Bradman
- *Decodable Practice Readers 30A and 30B*
- ELA Journal
- Reading Log
- Computer
- Central Message Graphic Organizer

**Assignments**
- Read *Below Deck: A Titanic Story*.
- Explain how characters’ actions affect events in a story.
- Identify the central message of a story.
- Describe how events build in a story.
- Write notes in categories.
- Write an outline.
- Write a first draft of an opinion essay.
- Study vowel digraphs oo, ew, ue, and ui.
- Form and use possessives.

**LEARN**

You have read *Below Deck: A Titanic Story*. In the first part of the story, you saw how a character’s actions can move the action of the story along. In the second part of the story, you focused on how events of a story build on one another.

Now you will read the story again. This time, you will look for how the author reveals the central message in the story.

Reread Chapters 1–5. As you reread, think about what the central message of the story could be. Remember that good readers can figure out the central message by:

- Thinking about the lessons the characters learn.
- Looking for character actions that affect other characters.
- Finding connections between actions and their effects that repeat within the story.

Go back and reread. Look for details and evidence that will support your ideas about the central message.
After reading the story, share your ideas about the central message with your Learning Guide. Be sure that you can find text evidence to support what you think.

Answering the following questions will help support your ideas about the central message of the text.

- What does Catherine and Grace's first meeting reveal about each of the girls?
- What decision by Grace is an important turning point in the story?
- How do Grace's actions reveal the central message of the story?

Write the answers to these questions in your ELA Journal.

Your student should determine that the central message of *Below Deck* is the idea that helping others is the right thing to do.

Ask your student to think about the lessons the characters learned and then to find the events that led to the learning. Also guide your student to find events and actions that appeared more than once throughout the story. For example, on p. 9, Aunt Nora tells Grace she is “just too nice” for her own good. Grace recalls this later (p. 30) when she must decide what to do about Catherine. When your student has finished rereading the text, ask him or her to share his or her ideas about the central message. Ask him or her to explain what makes the idea seem valid and encourage your student to identify text evidence to support the idea.

If your student is struggling to identify the story's central message or find details to support it, guide him or her to pages throughout to find details pointing to this message. For example, a detail on p. 19 states that Grace knows right from wrong. On p. 30, Grace realizes it would be wrong to abandon Catherine. Other characters demonstrate this idea as well. Aunt Nora loves Grace, but sends her to America because she worries about Grace's future (p. 5–6). As the *Titanic* sinks, Catherine raises an objection when Grace is denied a place in the lifeboat. She says to her father, “But she saved me” (p. 37).

Answering the questions should lead your student to identifying a central message related to judging others too quickly or helping others in need. Be sure that your student understands that a turning point in a story is the time when the situation starts to change in an important way. This can involve a critical decision or course of action by the main character in the story.

- The meeting showed that Catherine was rich and too quick to judge others. It showed that Grace stood up for herself and for the boys who stole the cake.
- Grace decides to help Catherine even though Catherine has treated her badly.
- Grace's actions show that it is possible to do the right thing—to help people who need help—even when they have done harm to us.
Before deciding on the key central message in the story, take a look at the stories listed in your Reading Log. Think about the turning points in some of those stories. Do you remember if the main character changed? What was the lesson the character learned? What was the lesson you took away? Think back to how you identified the central messages in your favorite books to help you identify the central message in this one.

Now you will fill out a **Central Message Web** to help you decide on the central idea. Remember that the central message is what the author wants readers to learn from the story.

Work with your Learning Guide to fill in the first entry in the web. Then complete the rest of the web on your own with details to support the central message.

- What happens when Catherine asks Grace for help?
- How does Catherine respond to Grace?
- What does this interaction tell you about Grace?
- What lesson does the author want you to learn from the way Grace acted toward Catherine?

To show your understanding of the text, answer the questions below. Remember: you can go back to the text whenever you need to.

**TEACHING NOTES**

Model filling in the first oval. Point out that there was a turning point in the story on p. 30 and 31. Explain that you will look for the central message in that scene. The first detail is when Catherine asks for help. Have your student fill in this detail. Ask your student how Catherine's asking for help reveals a central message.

Then ask your student to complete the rest of the chart on his or her own.

The completed **Word Web** should look like this.

![Central Message Web](image-url)
PHONICS

RELATED WORDS

You can use your knowledge of prefixes and suffixes to decode related words. Look at these words.

- correct
- incorrect
- correctly
- correction

These words are alike in one way. They all contain the word *correct*. That makes them related words.

Now look at these sets of words. What makes them related words? What prefixes and suffixes can you find? Write the words and underline the prefixes and suffixes. Be on the lookout for words that have both a prefix *and* a suffix!

<table>
<thead>
<tr>
<th>perfect</th>
<th>possible</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>imperfect</td>
<td>impossible</td>
<td>reader</td>
</tr>
<tr>
<td>perfectly</td>
<td>possibly</td>
<td>readable</td>
</tr>
<tr>
<td>perfection</td>
<td>impossibly</td>
<td>unread</td>
</tr>
<tr>
<td>imperfection</td>
<td>impossibility</td>
<td>unreadable</td>
</tr>
</tbody>
</table>

Look at the two Decodable Practice Readers *30A* and *30B* (online only). Pick the one you would like to read today. Read the words on the cover. Which words are related words? Read the story.

Now read the story again and look for words that are related words. Make a list of the related words you find in your ELA Journal.

### TEACHING NOTES

Assist your student in completing the tasks.

**Answers:**

- They all contain the word *perfect*.
  - perfect, imperfect, perfectly, perfection, imperfection
- They all contain the word *possible*.
  - possible, impossible, possibly, impossibly, impossibility
- They all contain the word *read*.
  - read, reader, readable, unread, unreadable
Your student should pick one Decodable Practice Reader (online only) to practice reading related words. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

Finding the central message of a story takes some deep thinking. Watch the YouTube video *Central Message* (1:05) to learn different ways to identify the most important idea in a story. In your ELA Journal, write a helpful fact about the central idea you learned in the video.

Please go online to view this video ▶

**VOCABULARY**

**PRACTICE IDIOMS**

You have learned about *idioms*: commonly used phrases that mean something different than the literal words in the phrase. Watch this BrainPOP video to review more idioms that you may already know.

Let’s look at an example of an idiom from “Below Deck: A Titanic Story.” Reread p. 17 and find the idiom “I don't have a clue.” This phrase means “to not know something.” The author gives us clues to the meaning of this idiom by showing that Grace is being asked about the thieves and she doesn't know where they are.

Now find the following idioms in the text, and use the information on that page of “Below Deck: A Titanic Story” to make a guess about the meaning of each idiom. Tell your Learning Guide about your guesses. When you are finished, add these idioms to your word wall and/or your idioms chart from Unit 5. Use them in writing and speaking.

- none of your business (p. 18)
- pulled herself together (p. 27)
- take charge (p. 32)
TEACHING NOTES

Help your student locate each idiom and read the text to find clues to its meaning. Your student should use information from the sentence containing the word and other nearby sentences to produce definitions similar to the following answers. If your student is struggling you may look up the definitions. However, if you look up the definitions, ask your student to identify context clues in the story that help support the definition.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Definition</th>
<th>Context Clue</th>
</tr>
</thead>
</table>
| none of your business (p. 18)              | private information; something you do not need to know                     | “I was only trying to help.”
|                                            |                                                                           | On this page, the people talking are not connected to Grace's situation and don't need to know. |
| pulled herself together (p. 27)            | to gain control of your emotions; usually after being very upset, angry or excited | “tears streamed down Grace's cheeks”
|                                            |                                                                           | “wiped her eyes”                                                             |
| take charge (p. 32)                        | to be a leader or take control of a situation.                             | “Catherine screamed”
|                                            |                                                                           | “even though she felt terrified herself,” Grace is leading the way in the picture. |

When your student is finished, ask him or her to add the idioms to the word wall and/or the idioms chart from Unit 5. Encourage your student to use these idioms in writing and speaking.

Throughout this lesson, you have been preparing to write an opinion essay. The topic is Rosa Parks and her impact on her community. A draft is the first written version of an essay. Your draft should be based on your outline. Outlines are meant to help you keep on track.

Sometimes, a writer begins with one idea about a subject and finds that the idea changes in some way. It might become broader, or perhaps more focused. That’s okay! Writing is a process. That means it's not finished after the first try. The first draft is the first step in the process.

The goal of a draft is to get ideas down in the right order. There will be time to go back and revise your ideas later.

To write your draft, start with your completed outline. Expand it into sentences and paragraphs to create a draft. Your outline will help you to keep your writing focused.

Remember, the topic is: What impact did Rosa Parks have on her community?
Be sure to include all the features of opinion writing.

- Begin by introducing the topic and stating your opinion.
- Provide reasons that support your opinion.
- Each reason should be in its own paragraph with details that support the reason.
- The draft should end with a concluding paragraph with a strong concluding statement.

Get started on your draft today. You will have more time next time to complete it.

### TEACHING NOTES

Help your student to understand the relationship between an outline and a completed draft. In general, the structure of the draft should reflect the outline. Remind your student that drafts are not meant to be perfect, polished works. The goal of the draft is to get ideas down in the right order. There will be time to polish the drafts later.

Emphasize that even though this is a first draft, it should include all of the features of opinion writing.

If your student finds drafting the entire essay difficult, divide the assignment into smaller tasks that can be completed separately. It may be helpful for your student to draft one outline point at a time.

Your student should be drafting his or her essay in a word-processing platform such as Google Docs or Microsoft Word.

This first draft should be written in two sessions. Your student will have time to complete the assignment during the next session.
Step by Step by Step: Every Story Has a Path - Part 4

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| ● To explain how characters’ actions contribute to the sequence of events in a story and how events build on earlier events  
● To determine the central message of a story and explain how it is conveyed through key details  
● To write the first draft of an opinion essay                                                    | ● *Brave Girl* by Michelle Markel  
● "Honoring Code Talkers" in *Sleuth*  
● Computer  
● Story Sequence Graphic Organizer                                                          | ● Read *Below Deck: A Titanic Story.*  
● Explain how characters’ actions affect events in a story.  
● Identify the central message of a story.  
● Describe how events build in a story.  
● Write notes in categories.  
● Write an outline.  
● Write a first draft of an opinion essay.  
● Study vowel digraphs oo, ew, ue, and ui.  
● Form and use possessives.                                                                      |

**LEARN**

**SLEUTH CLOSE READING ACTIVITY**

Read the story "*Honoring Code Talkers*" in *Sleuth*. Find out how the Navajo Code Talkers helped the United States win World War II. Then work with your Learning Guide to answer the following questions:

- How does the author feel about the Code Talkers? Write down evidence from the article to support your answer.
- After reading the text, if you could talk to a Code Talker about his experiences, what would you ask him? Write two factual questions and two opinion questions that you would ask.
- What does a reader need to know about World War II to better understand this selection? How does knowing about history help you to better understand selections such as this one?

**TEACHING NOTES**

Guide your student in following the link to the pages in the *Sleuth* workbook.

If it is helpful, have your student create a word web so that he or she can organize evidence about how the author feels about Code Talkers.
Ask your student what someone needs to know about World War II in order to understand the selection. Have a discussion that addresses how knowing about history helps readers understand selections such as this one.

**FLUENCY**

**PUTTING IT ALL TOGETHER**

Great readers *read fluently*. When you read fluently you read accurately, with expression, with phrasing and at the correct pace.

Fluent readers will:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

To do all of these things you must think about the text, practice reading it, and then reread it again and again! The more you read, the better you get! Not only will your fluency improve, but you also get a better understanding of what you read.

Watch this video to listen to a girl reading a passage. Take a look at the **Fluency Rubric** to see how a good reader reads with fluency. How did the girl in the video do?

Please go online to view this video ▶

Now you will practice reading the story *Honoring Code Talkers*. Turn to p. 40. Practice reading pp. 40-41 to warm up. Your Learning Guide is going to see how many words on the pages you can read in one minute. Each time, you should get better at reading the page. Happy reading!

**TEACHING NOTES**

Discuss all four things great readers do to read with fluency in both fiction and nonfiction texts.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace
Watch the video to listen to a girl reading a passage. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the girl in the video did. She is developing on Reading Accurately, developing on Reading with Expression, developing on Reading with Phrasing, and needs improvement on Reads at the Correct Pace. Discuss with your student how rereading would help the girl in the video get better at reading.

Open Honoring Code Talkers and turn to p. 40. First, have your student read pp. 40-41 to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases.

Now time your student reading pp. 40-41 for one minute. Your student should get faster each time he or she reads the page. Your student should be reading at a reasonable pace to make meaning of the text. Your student should be able to read more words each time.

After reading the passage two times, look at the Fluency Rubric and discuss how your student did. If your student is reading too fast, then expression and reading accuracy will suffer. Read the passage two more times and look over the rubric again. If your student is struggling with this, model reading p. 40 one sentence at a time, having your student echo you.

USE

In this lesson, you learned how events in a story build on one another. You learned in this lesson how each part of a story is connected to the parts that come before and after it.

Now you will revisit Brave Girl. Then, answer these questions.

✓ USE FOR MASTERY

Why does the union hold a meeting?

- because bosses allowed workers to form unions
- because the small strikes were not working
- because Clara was having several large strikes
- because many women went on strike in New York
Match each effect with the related cause.

Effects

- Bosses let workers form unions, and people in other cities are inspired.
- Clara calls for a large-scale strike.
- Thousands of young women in New York go on strike the next day.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video
You started the first draft of your opinion essay yesterday using your outline as a model. Now is the time to complete your draft.

Remember to use your outline as a guide.

Also remember that this is your first draft. What’s most important is to get your ideas down on paper now.

Remember that writing is a process. You will be able to polish your essay when you go back to revise.

TEACHING NOTES

Check with your student to assess where he or she is in the drafting process. Encourage him or her to break writing into chunks if the process seems too daunting.

Remind your student to include all parts of the outline as well as all parts of an opinion essay.

If your student finishes early, encourage him or her to check to see that all the parts are included for the first draft.
Every action a character takes affects a story. You learned about this in the last lesson. In *Below Deck: A Titanic Story*, Grace's actions changed her future.

Good readers also understand how one event builds on the last. Grace saved Catherine. Later, she gets placed in a lifeboat. She was placed in the lifeboat because she saved Catherine.

You have also practiced finding the central message of a text.

Now you will compare the central message in two texts. To start, you will revisit the characters and events in two stories you have already read. Then you will compare Clara's character to Grace's character. This will help you see how similar themes in the two stories were revealed through character actions.

First, you will reread *Brave Girl*. Remember, its central message is that people can bring about positive change when they stand up for what they believe in.

Think about the following as you read:

- How does Clara cause change in the story?
- How does that change show the central message of the story?

Reread *Brave Girl* now.
Reintroduce *Brave Girl* and *Below Deck: A Titanic Story*. Remind your student that both of these stories are works of historical fiction. This means that they are fictional stories based on actual events.

Have your student read *Brave Girl* today and *Below Deck* in the next session. If your student has trouble reading the text independently, read the text aloud as your student follows along.

After the reading, your student should be able to discuss how information is shared in a literary text such as *Brave Girl*. Discuss how information is shared differently in an informational text. Ask your student to explain how the author of *Brave Girl* reveals her ideas and point of view through events and characters’ actions.

To work on expression, have your student listen to a page of *Brave Girl* as you read it with expression. Then have your student read aloud with you to show the expression and rate to be used. Select two more pages from the text. Monitor for expression.

After reading, answer the following questions about Clara in your ELA Journal:

- On p. 7 of *Brave Girl*, the text says that Clara has grit and is going to prove it. How does Clara prove she has grit?
- Read p. 21 of *Brave Girl*. What does this event tell you about Clara?

Guide your student to share specific facts about the factory workers’ strike that were gleaned from the historical fiction text. Ask your student to identify specific facts that were included to support the central message. Your student should understand that the story is about an actual incident that influences the characters, both fictional and real. Characters’ actions and interactions with other characters in the story relay and support the authors’ perspective.

Review answers to the questions with your student. Explain that he or she will be used in the next session to compare Clara’s actions to Grace’s actions in *Below Deck*.

- Clara works hard and fights against the harsh working conditions in factories. She is young, but she shows courage and determination.
- This event shows how brave Clara is. Even the most powerful union leader does not stand up for change. Clara is a young girl and shows the courage to lead the group.
Are Clara and Grace alike in any way? Think about something that happened in each of the stories that makes you think that they are similar. Use facts from the text to support your ideas.

**TEACHING NOTES**

After the reading, have your student share an opinion about how Clara and Grace are similar. Your student should share examples such as how they both kept on with their goals even in the face of difficulties and neither was well-off financially.

You’ve just compared characters. Now you will work on your essay about the character, Rosa Parks. Last time, you completed the first draft of your essay to answer the question: **What impact did Rosa Parks have on her community?** Remember that writing is a process that has five stages: prewriting, writing, revision, editing, and publishing. The next stage for you is revision.

The main purpose of the first draft is to get your ideas written down in a logical order. The purpose of the next step is to go back and improve the writing from the first draft. Good writers sometimes revise their drafts several times.

As you start your revision, follow these steps:

- Look for details that are not related to your opinion and can be removed.
- Check that linking words connect the details of your opinion.
- Make sure information is grouped by topic for the reader. Move information around as needed.

Taking these steps will improve your writing. Your ideas will be clearer and easier to understand. Now revise your essay using the steps above.

**TEACHING NOTES**

Remind your student that, at this step, he or she might take out details that do not support his or her opinion or add additional details that do. Your student might also combine or rewrite sentences to make text flow more smoothly.

If your student is having trouble with the revision, provide specific items to look for. For example, your student might add linking words or phrases or make sure that each paragraph is at least three sentences long.
**REVISING YOUR ESSAY**

Good writers don’t stop after they finish their first drafts! You can always improve on your writing by revising and editing your work! Writers revise their writing to make it more effective and easier to read.

You will revise your essay about the impact Rosa Parks had on her community. A good way to do this is to follow the **ARMS** (Add, Remove, Move, Substitute) strategy. The ARMS strategy of revision will improve your writing. You can also use this **Opinion Writing Revision Checklist** to make sure you have included all the necessary parts of your writing.

**TEACHING NOTES**

Your student has been asked to revise his or her essay on the impact Rosa Parks had on her community. If your student is having trouble identifying what he or she should change and revise, walk your student through the steps of the ARMS strategy. The ARMS strategy will help your student add, remove, move, or substitute information to make important revisions.

You may also provide your student with the revision checklist. Guide your student through the checklist, ensuring all the required elements are met.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Finding Truths in Historical Fiction - Part 2

**Objectives**
- To compare and contrast the most important points and key details in two texts
- To revise, edit, publish, and present an opinion essay

**Books & Materials**
- *Below Deck: A Titanic Story* by Tony Bradman
- ELA Journal
- Computer
- T-Chart

**Assignments**
- Read *Brave Girl.*
- Read *Below Deck: A Titanic Story.*
- Read *Back of the Bus.*
- Read *Rescue the Pufflings!*
- Compare and contrast two texts.
- Compare and contrast key details.
- Determine key details that support a central message.
- Revise, edit, publish, and record an opinion essay.
- Complete schwa exercises.
- Complete conventions of dialogue exercises.
- Write an on-demand opinion piece based on the central idea of a drama text.

---

**LEARN**

Last time you reread *Brave Girl.* You thought about how Clara stood up for her beliefs. Today, you will reread *Below Deck: A Titanic Story.* You will think about how Grace did the same kind of thing. Good readers look for what is the same and different in texts. That helps them see similarities and differences between characters, events, and important ideas in the text.

As you reread *Below Deck,* remember its central message: Helping others is the right thing to do.

Think about the following questions as you read:

- How would you describe Grace’s actions?
- How do Grace’s actions reveal the central theme of the story?

Reread *Below Deck: A Titanic Story* now.
After the reading, answer the following questions about Grace in your ELA Journal:

- On p. 30 of *Below Deck*, Grace recalls her aunt saying that she (Grace) is too nice for her own good. What does Grace do that proves she is so nice?
- On p. 32 of *Below Deck*, the text says, “Grace knew she would have to take charge.” How does she take charge? What does this say about Grace?

Review answers to the questions with your student. Explain that they will be helpful in comparing Clara’s actions to Grace’s actions in *Below Deck*.

- Grace decides to help Catherine, who was unkind to her earlier, find her way to the main deck.
- Grace leads Catherine through the dark passages on the sinking ship to the main deck. This shows her bravery and kindness.

Are Clara and Grace alike in any way? Think about something that happened in each of the stories that makes you think that they are similar. Use facts from the text to share your ideas with your Learning Guide.

After the reading, have your student share an opinion about how Clara and Grace are similar. Your student should share examples such as both kept on with their goals even in the face of difficulties and neither was well-off financially.
You can compare Clara and Grace to see how each of them was able to bring about positive change when they stood up for what they believed in.

You can use a Character Comparison T-Chart to help you compare characters more specifically.

Work with your Learning Guide to fill in the first entry on the chart. Then complete the rest of the chart on your own. Use your answers to the previous questions about Clara and Grace to help fill in the details.

**TEACHING NOTES**

Model filling in the first entry on the Character Comparison T-Chart. Have your student look at p. 8 of Brave Girl and p. 14 of Below Deck: A Titanic Story. Clara learns that her father cannot find work but that companies are hiring young girls as garment workers, so she knows that instead of going to school, she must work. Grace learns that she will not be able to view the first-class decks because she has a third-class ticket.

Have your student fill in these details. Then guide him or her in completing the rest of the chart.

The completed T-Chart Graphic Organizer should look like this:

### Comparing Characters

<table>
<thead>
<tr>
<th>Brave Girl (Clara)</th>
<th>Below Deck (Grace)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No one will hire Clara’s father, but companies will hire her.</td>
<td>As a third-class passenger, she will not be able to see the grand first-class decks.</td>
</tr>
</tbody>
</table>

**VOCABULARY**

**PRACTICE WORD SOLVING STRATEGIES**

You have learned so many word solving strategies this year! The best way to get better at figuring out the meaning of new words is to practice using the words while you are reading. You have learned how to use sentence-level connections, mood, definitions, pictures, root words, and prefixes/suffixes as context clues. You have also learned the Words in a List strategy. Make sure all of these strategies are on your Word Solving Strategies Chart from Unit 1.

Now you will practice using all of these strategies with words from “Below Deck: A Titanic Story.”
Find each of the following words in the story and read the sentence containing the word. Then, think about the word solving strategies you know and pick the one that would best help you figure out the meaning of the word. Use that strategy to figure out the definition and write the definitions in your ELA Journal.

- harbor (p. 4)
- terrifying (p. 6)
- enormous (p. 9)
- unsinkable (p. 24)
- shoving (p. 25)

When you are finished, add your new words to your word wall. Use them in your writing and speaking.

### TEACHING NOTES

Help your student locate each word in the story. Your student should use the word solving strategies he or she has learned to figure out the meaning. Encourage your student to use a different strategy each time. He or she should produce examples similar to the following answers, based on the pictures and sentence-level connections.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Word Solving Strategy</th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>harbor (p. 4)</td>
<td>a body of water where ships dock</td>
<td>Sentence-Level Connections</td>
<td>“stood by the harbor” “looking up at it”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Titanic is a ship.</td>
</tr>
<tr>
<td>terrifying</td>
<td>very scary</td>
<td>Mood as Context Clues</td>
<td>The mood of this paragraph is scared. Grace is scared to leave her family forever.</td>
</tr>
<tr>
<td>(p. 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enormous</td>
<td>very large</td>
<td>Pictures as Context Clues</td>
<td>In the picture of the Titanic, the boat is so much bigger than the people standing next to it.</td>
</tr>
<tr>
<td>(p. 9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unsinkable</td>
<td>not able to sink</td>
<td>Root Words and Prefixes</td>
<td>Sinkable means “able to be sunk” and the prefix un- means “the opposite of.”</td>
</tr>
<tr>
<td>(p. 24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoving</td>
<td>to push someone</td>
<td>Words in a List</td>
<td>pushing</td>
</tr>
<tr>
<td>(p. 25)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When your student is finished, ask him or her to add new words to the word wall. Encourage your student to use words from the word wall when writing or speaking.
Last time, you started the revision of your first draft about Rosa Parks by:

- looking for and taking out details not related to your opinion.
- connecting details of your opinion with linking words.
- making sure information is grouped by topic for the reader.

This type of revision is important. It makes your writing more organized and easier to understand.

Now that your writing is clear, it is time for the next step. Read through your essay again. Make sure you have included everything you need to support your opinion about Rosa Parks.

As you go back through your essay again, ask yourself the following questions:

- What details can I add or change to make my writing clearer?
- What linking words or phrases can I add to show connections between ideas?

This is when you can rethink word choices. You can also change the order of your ideas. Look for anything that might be unclear.

Use this list of linking words to help connect your ideas and to make them clearer for the reader:

- and
- but
- first
- since
- next
- last
- after
- finally
- therefore
- because
- for example
- by the time

As you continue to revise your essay, remember you are answering a question: What impact did Rosa Parks have on her community? Write your revised essay in your ELA Journal or use a word processing program.

**TEACHING NOTES**

Remind your student that, during the revision step, he or she should take this opportunity to clarify anything that is unclear. Encourage your student to use linking words and phrases to connect ideas. Provide guidance, as needed. Also remind your student that to make sentences flow better, he or she can replace an overly used word with a synonym.

Give your student feedback and support as he or she revises the opinion essay.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Finding Truths in Historical Fiction - Part 3

Objectives
- To compare and contrast the most important points and key details in two texts
- To revise, edit, publish, and present an opinion essay

Books & Materials
- Back of the Bus by Aaron Reynolds, in Text Collection
- ELA Journal
- Computer
- Character Comparison Chart
- Cause and Effect Chart

Assignments
- Read Brave Girl.
- Read Below Deck: A Titanic Story.
- Read Back of the Bus.
- Read Rescue the Pufflings!
- Compare and contrast two texts.
- Compare and contrast key details.
- Determine key details that support a central message.
- Revise, edit, publish, and record an opinion essay.
- Complete schwa exercises.
- Complete conventions of dialogue exercises.
- Write an on-demand opinion piece based on the central idea of a drama text.

LEARN

Last time, you compared characters’ actions in two different texts: Brave Girl and Below Deck. You explored how characters and real events work together to reveal a theme. You have learned that both stories have similar themes. Clara and Grace both stood up for what they believed to be right. In these stories and others like them, themes can often be seen through the characters and their actions.

Good readers often look for things that are alike and unlike in two or more texts. This helps them find the big ideas within the texts.

Today, you will go back to several texts you have already read. You will compare and contrast important details about characters from each text. Good readers compare and contrast similar characters. They try to understand the characters’ roles in different texts.

You remember key details from Brave Girl and Below Deck: A Titanic Story from the last two sessions. Today, you will reread Back of the Bus. You will compare characters from all three texts.

As you read, think about the following questions:
- What factual events do you learn about in the story?
- How do Rosa Parks’s actions reveal the central message of the story?

Now, reread Back of the Bus, found in Text Collection Volume 2, Unit 4.
Remind your student that *Back of the Bus* is also a work of historical fiction, like the previous texts. Ask your student to explain what this means. (It is a fictional story based on actual events.)

Have your student reread *Back of the Bus*. If your student has trouble reading the text independently, read the text aloud as your student follows along.

To connect with the previous sessions, highlight the link between *Back of the Bus* and the other two texts. Discuss how all three are literary texts that share information about a real event. Point out that the writer also uses the story to express a central message. Then discuss how the writer of *Back of the Bus* reveals his point of view though the events and characters’ actions.

After you read, talk about the following questions with your Learning Guide:

- In *Back of the Bus*, why does the bus remain stopped even after the people have gotten on? What happens to Rosa Parks because of this?
- In *Brave Girl*, the men at the factory do not think the women are tough enough to strike. What does Clara do next? How do her actions affect what happens next?
- In *Below Deck*, why does the steward grab Grace?
- Why does Grace want to go back to the third-class cabins even though the ship is sinking?

Guide your student as needed in answering the following questions. Have him or her point out the text evidence that supports his or her answers:

- Rosa Parks is sitting up front and will not give up her seat. The police come to arrest her.
- Clara proves them wrong by getting the girls to strike. Because Clara keeps striking even though she has been hurt, the other girls believe they can keep striking, too.
- Grace should not be near the first-class section of the ship because she is a third-class passenger, and Catherine accuses her of being friends with the boys who stole cake from the first-class section.
- Grace wants to go back to the third-class cabins because she wants to get Uncle Patrick’s address and Auntie Nora’s photograph.

If your student is having trouble understanding how characters’ actions influence the events in a text, show your student a *Cause and Effect Chart*. Have your student record the characters’ actions in the “Causes” section and then search the text for what happened as a result of each action (“Effects”).
The texts you are reading have similar characters. This means you can compare their feelings and actions. This will help you understand the characters better.

Think about Rosa Parks, Clara, and Grace. A **Comparison Chart** will help you compare the characters.

Work with your Learning Guide to fill in the first entry on the chart. Then complete the rest of the chart on your own.

Use the following questions to help you:

- How does the author describe Clara? What is her personality like?
- How is Grace described? How does she feel when she is faced with a problem?

![Comparison Chart](image)

Model filling in the first box. Point out that in *Back of the Bus*, the author describes how Rosa Parks smiles and winks at a boy. But when she refuses to give up her seat, “[h]er voice is all soft, but she’s got on her strong chin.” Have your student fill in the first column of the chart with this information.

Ask your student to complete the rest of the chart.

The completed **Comparison Chart** might look like this.
USE COMMAS AND QUOTATION MARKS IN DIALOGUE

As a reader, you know how important punctuation is. Punctuation gives meaning to written words. It helps you understand what a writer is saying. For example, in the story Below Deck, somebody at a table yelled, “Stop! Thief!” The quotation marks (” ”) tell you which words were yelled. The punctuation mark at the end of each word tells you that the speaker was upset. Today, let’s look at how writers use commas in dialogue to help readers understand their writing.

Commas are used to make readers pause. Commas in dialogue are used before or after the words in quotation marks. These are the words spoken by a character, or the character’s dialogue.

Look at this sentence again: Somebody at a table yelled, “Stop! Thief!” Notice the comma before the quotation. This places a break between the quotation and the rest of the sentence. It also calls for a pause in the pace of reading before the quotation is read.

Read this excerpt: “Good-bye, Auntie,” she whispered. “I won’t forget you, I promise.” Notice that when a quotation comes first in a sentence, the comma goes inside the closing quotation mark.

Try adding a comma to this sentence:

“‘We’ll never catch them’ said one of the stewards.

Explain to your Learning Guide where the comma should go and why.

TEACHING NOTES

Your student should understand that the comma in the test sentence should be placed after them, inside the quotation mark because the quotation comes first. If your student has difficulties with this concept, review the instruction and practice punctuating several more sentences.

Let’s look at how writers use quotation marks to help readers understand their writing. Quotation marks are used to point out the exact words that a character is speaking.

Look at these sentences from Below Deck: “You’re lying,” said the girl. “You were standing right there with them.”

Notice that the first quotation mark is used before the first word the character says. The closing quotation mark shows where the character’s words end. When she begins to speak again, a new set of quotation marks is used to show the beginning and ending of her statement.

Read this sentence: “Go away,” he hissed at her. “And don’t let me see you here again!” What other punctuation marks do you notice? Point them out to your Learning Guide.
End punctuation marks may include commas, periods, exclamation marks, and question marks. When they are part of a quotation, they go inside the closing quotation mark.

Try adding quotation marks to these sentences:

Maybe they were hungry, said Grace pointedly.

It’s an iceberg! one man yelled. We’ve hit an iceberg and we’re going to sink.

Explain to your Learning Guide where the punctuation should go and why.

Your student should understand that the sentences should be punctuated as follows:

“Maybe they were hungry,” said Grace pointedly.

“It’s an iceberg!” one man yelled. “We’ve hit an iceberg and we’re going to sink.”

If your student has difficulties with this concept, review the concept and rules, and practice punctuating several more sentences.

You may have included dialogue in your opinion essay about Rosa Parks. Go through your revision draft now. Look for quotes from the text that you have used in your writing.

Use what you have just learned to edit your paper. Work with your Learning Guide to find the quotes. Correct any mistakes in punctuation.

Please go online to view and submit this assessment.
# Finding Truths in Historical Fiction - Part 4

## Objectives
- To compare and contrast the most important points and key details in two texts
- To revise, edit, publish, and present an opinion essay

## Books & Materials
- *Rescue the Pufflings!* by Don Abramson
- *Decodable Practice Readers 27A and 27B*
- ELA Journal
- Computer
- Dictionary
- Index cards

## Assignments
- Read *Brave Girl*.
- Read *Below Deck: A Titanic Story*.
- Read *Back of the Bus*.
- Read *Rescue the Pufflings!*
- Compare and contrast two texts.
- Compare and contrast key details.
- Determine key details that support a central message.
- Revise, edit, publish, and record an opinion essay.
- Complete schwa exercises.
- Complete conventions of dialogue exercises.
- Write an on-demand opinion piece based on the central idea of a drama text.

## LEARN

## GRAMMAR

### COMPARATIVE AND SUPERLATIVE ADVERBS

**Step 1**

You have been reading to understand details in stories. You can break down a sentence to understand how an author uses words to make comparisons.

Read this sentence from *Below Deck: A Titanic Story*.

> But now the floor started to shake, and the hallway seemed to tip even more sharply...

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3

Your Learning Guide has divided this sentence into chunks. Can you find the chunk with an adverb? Pull that chunk out of the sentence.

An adverb is a word that modifies a verb. *More sharply* is a comparative adverb. For most adverbs that end in “–ly,” you add *more* to make them comparative.

Comparative adverbs show comparison. Look at the chunk before the one you pulled out. The verb is tip. How is the comparative adverb showing the change in the way the floor tipped?

How does knowing that this is a comparative adverb help you understand the sentence?

When you read, you will come across comparative and superlative adverbs. How does stopping to think about a comparative or superlative adverb help you when you read?

Step 4

Adverbs have superlative forms, too. For most adverbs that end in “–ly,” you add *most* to the beginning to make them superlative. What if the hallway tipped so sharply that it couldn’t get any higher? How could you describe that?

Comparative and superlative adverbs help an author show comparisons. They can help an author show changes.

You can use comparative and superlative adverbs, too.

Think about this adverb: *quietly*

What does it mean? Can you use your voice to show your Learning Guide what it means to speak quietly?

Now show your Learning Guide that you can speak more quietly. Can you speak even more quietly? See how quietly you can speak before you’re not making any sound at all. That’s when you’re speaking most quietly.

Write about how you changed your voice each time you spoke more quietly. Write about how you sounded when you spoke most quietly. Could you get any quieter than that?

When you’re speaking so quietly that you can’t get any quieter, that’s the superlative.

How do comparative and superlative adverbs help you make descriptions when you write?

- quietly
- slowly

Knowing about comparative and superlative adjectives helps you understand ideas when you read. You can use comparative and superlative adjectives when you write, too.
Here are some adjectives you can use to write about the weather. The comparative and superlative forms of these adjectives are made in different ways. Can you write them?

- wet
- humid

Now, write two sentences about the weather. Use a comparative adjective in one sentence and a superlative adjective in the other sentence.

How does knowing about comparative and superlative adjectives help you when you write?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- But now
- the floor
- started to shake,
- and the hallway
- seemed to tip
- even more sharply...

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to listen to the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that things are getting worse on the *Titanic*.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as this: I see the coordinating conjunction and. It links parts of the sentence. It shows addition.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: Do you see a conjunction? What kind? What does it do?
Step 3

Your student should pull out this chunk:

- even more sharply...

Answer: It means it was tipping sharply before and now it has tipped even higher.

Possible response: It helps me understand that things are getting worse. It’s more dangerous now.

Possible response: I can stop and think about what comparison is being made. It helps me understand more details about what I read.

Step 4

Answer: By saying it tipped most sharply.

Possible response: First, I spoke quietly. When I spoke more quietly, the volume of my voice got lower and lower. When I spoke most quietly, I was barely making a sound. I couldn’t speak any more quietly than that.

Possible response: They help me show changes. I can make comparisons that a reader will understand.

Write “more sharply” and “most sharply” on index cards. Ask your student which is comparative and which is superlative. Add the cards to your word wall.

Extension

You might extend the above activity with your student by doing the following:

Read this sentence to your student:

But now the floor started to shake, and the hallway seemed to tip even more sharply...

Then say: “This sentence has a comparative adverb in it. The comparative adverb is used to make a comparison. It shows a change in how the floor was tipping. The author made the comparative adverb by adding the word more before the adverb. Comparative adverbs modify verbs. They’re like comparative adjectives, which modify nouns. You choose between adverbs and adjectives based on what is being modified.”

Have your student look at these words:

- bike
- ride

Ask your student to identify the noun (bike) and verb (ride). Say: “It’s important to know the part of speech of the word you are modifying. This helps you understand whether you need to use an adjective or an adverb.”
Have your student look at these words:
- slow
- slowly

Ask your student to identify the adjective (slow) and the adverb (slowly). Then have your student make them into their comparative and superlative forms (slower, slowest; more slowly, most slowly). If your student struggles to change their forms, remind him or her that for most one-syllable adjectives you add “–er” and “–est” and that for most adverbs ending in “–ly” you add more or most.

Say: “Think about what you know about adjectives and adverbs. Look at these sentences and fill in the blanks with comparative and superlative adjectives and adverbs. Remember to choose carefully based on what you are modifying.”

- I had already slowed down, but I rode ________ as I got to a stop sign.
- My bike is ________ than Steve’s bike.
- To be safe, you should ride ________ through this area.
- Sometimes I think my bike is the ________ in the whole neighborhood.

Answers:
- most slowly
- slower
- more slowly
- slowest

Ask your student why he or she made the selections for the sentences. Your student should recognize that adverbs are used to modify verbs and adjectives are used to modify nouns. Making them comparative or superlative doesn’t change this.

Ask, “What do you need to think about when you are choosing between comparative and superlative adjectives and adverbs?” Answer: if I am modifying a noun or a verb

You have been comparing characters and ideas in historical fiction texts. You have found key ideas to understand the stories better. You compared characters’ actions. You compared central messages. You discovered that these stories are alike in many ways.

Today, you are going to read a different kind of story. It is called a drama. A drama is like a play. In a drama, the characters tell the whole story. What they say and how they act is how the story is told.

As you read a drama, pay attention to the characters to uncover the central message the author wants you to find.
You will also need to learn some special words that go with a drama:

- script—the name for the text of a drama
- lines—what the characters say in the drama
- scenes—the different parts of a drama
- stage directions—instructions for character actions and emotions

With your Learning Guide, look at the first pages of the play Rescue the Pufflings! and identify the different parts of the text. The script for the play Rescue the Pufflings! is located at the bottom of this lesson.

### TEACHING NOTES

Introduce Rescue the Pufflings! Review the different parts of the script with your student. Point out the Cast of Characters, the Scene 1 in large font, the italics for the stage directions, the character names in bold, and the absence of quotation marks around the dialogue.

Read the first page together, alternating character parts so that your student understands that dramas are read differently than more familiar types of texts.

Explain that the setting notes and narrators’ scripts offer background information that helps readers understand what the characters are saying and doing. Typically, all scenes in a drama lead up the final scene.

Point out that the stage directions (in parentheses) give clues to the characters’ thoughts and actions.

If your student is struggling with reading dramatically, model reading the first few pages aloud or assign your student specific roles he or she can take while reading the entire play aloud together.
Rescue the Pufflings!
by Don Abramson

The baby birds may be doomed unless the children can capture them—and then let them go!

---

**Cast of Characters**

LAURA BRIDGES, 8 years old  
KEITH BRIDGES, 10 years old  
MR. BRIDGES  
MRS. BRIDGES  
MAGGIE JONSON, 12 years old

FRED JONSON, 9 years old  
MR. JONSON  
MRS. JONSON  
STOREKEEPER  
HOTEL CLERK

GIRL 1  
BOY 1  
GIRL 2  
BOY 2  
NARRATORS 1–6

---

**SCENE 1**

*A ferryboat headed to Heimaey, Iceland, present day.* KEITH, MAGGIE, LAURA, and FRED are standing at the front of the boat.

NARRATOR 1. Laura and Keith Bridges are on a vacation.

NARRATOR 2. They are also on an adventure.

NARRATOR 3. It is early in August, and they have traveled with their mother and father to visit their cousins, Maggie and Fred Jonson, in Iceland.

NARRATOR 4. Iceland is a large island in the North Atlantic Ocean, between Greenland and Norway.

NARRATOR 5. Right now they are riding on a ferryboat, heading for another island, a place called Heimaey (HAY my).

NARRATOR 6. All the cousins are leaning over the railing at the front of the boat, watching the choppy ocean water pass below.

KEITH. Maggie, how much longer until we get to this island?

MAGGIE. The boat ride is supposed to take about two hours, so we’ll be there pretty soon, Keith.

LAURA. Is there a lot of fun stuff to do there?

MAGGIE. Well, no, Laura. There’s not a lot to do there at all. Heimaey is a pretty small island. And the town isn’t really very big.

FRED. But you’re going to have fun anyway—just wait and see.

KEITH. How do you know, Fred?

FRED. Because we’re going to rescue pufflings. I bet you’ve never done anything like that back in [fill in your state].

KEITH. We sure haven’t.
LAURA (looks puzzled). What’s a puffling? Mom and Dad told us about puffins, and showed us a picture—

MAGGIE. A puffin is the adult bird, with all its black and white feathers.

FRED. And its orange legs and feet, and its funny orange beak. That’s why I like puffins!

MAGGIE. But the baby chick is called a puffling.

KEITH. But why do we have to rescue them?

(MAGGIE sees her parents and her aunt and uncle coming toward them.)

MAGGIE. Just a minute. There are your parents, with ours. (Calls out.) Mom, Dad! We’re over here!

MR. JONSON. There you are. Hi, kids. Keith, Laura, are you enjoying your boat ride?

LAURA. We sure are, Uncle Stefan. We’ve never been on a ferryboat before.

MRS. JONSON. There’s a plane that only takes about thirty minutes, but we thought this would be more fun.

LAURA. It is, Aunt Helga, it is.

KEITH. Mom and Dad, Maggie was just telling us about rescuing pufflings.

MRS. BRIDGES. Good, then we can all hear it.

MR. BRIDGES. It’s the reason you told us we should come visit in August, isn’t it?

MRS. JONSON (nods head). Yes, it is, really.

MAGGIE. Well, when the little pufflings come out of their caves—

KEITH (looks surprised). Wait a minute! Birds don’t live in caves!

MAGGIE (laughs). You’d better tell them, Dad.

MR. JONSON. Yes, they do, Keith. Actually, they live in burrows in the cliffs facing the sea. The puffins dig these burrows in the sides of the cliffs to lay their eggs in.

MRS. JONSON. Then when the eggs hatch, the mother and father puffins take turns catching fish to feed their baby chicks.

MR. JONSON. And so every year about this time, the pufflings are ready to leave their nests. They crawl out of their burrows at night, and they’re supposed to fly right into the ocean, where they will live for the next couple of years.

FRED. But that’s when things go wrong, huh, Dad?

MR. JONSON. We don’t know for sure whether some of the pufflings get confused by the lights of the town or what. But some of the babies start flying in the wrong direction instead of toward the ocean. And then they find themselves on the streets and all over the town.

MRS. JONSON. And the trouble is, their wings aren’t strong enough yet, so they can’t take off from the ground.

MAGGIE. So there they are, stuck.

FRED. And it’s dangerous, because there’s all this traffic on the streets. They could get run over by a car or a truck.
MAGGIE. Or worse—there are cats and dogs roaming around, and if they get hold of a puffling—
FRED. It’s good-bye, puffling!
LAURA (looks disgusted). Ewww! Gross!
KEITH. So we have to rescue them?
MRS. BRIDGES. That’s right, Keith.
KEITH. Then we’ll be heroes, right, Dad?
MR. BRIDGES (laughs). I guess you will.
(Boat nears island.)
NARRATOR 1. Just then they hear a shout.
NARRATOR 2 (shouts). There they are, the puffins!
NARRATOR 3. Look! The puffins!
NARRATOR 4. And all of a sudden, the air is filled with birds—
NARRATOR 5. Puffins, gulls, and other sea birds—
ALL AVAILABLE VOICES (ad lib caws, screeches, and other bird calls, so that the air is filled with noises).

SCENE 2
The families are walking down a street on the island, near a small storefront grocery store.

NARRATOR 2. Later, on the island, the two families head for their hotel.
MR. JONSON (holds his hand up to stop everyone from walking on). Wait a minute, everyone. We need to stop in here for something.

MRS. BRIDGES. The grocery store?
MR. JONSON (nods his head). Yes.
MR. BRIDGES (with a questioning look). But I thought we were going to eat at our hotel.
MRS. JONSON. Oh, we are. We’re not here to buy food.
(Families enter store.)
STOREKEEPER (smiles). Good afternoon, folks. And what can I help you with today?
MRS. JONSON. Maggie?
MAGGIE (smiles at shopkeeper). Hello. We would like some of your cardboard boxes, please.
STOREKEEPER. Oh ho, here to rescue pufflings, are you?
MAGGIE (nods). Yes, we are.
STOREKEEPER (points to a stack of boxes at the back). Well, there’s a stack of boxes over there against the wall. I’ve been saving them for weeks. You can take as many as you like.
MAGGIE. Thank you.
(KEITH and FRED each go and take a box and return to front of store.)
STOREKEEPER. You folks aren’t from around here, are you?
KEITH. No, we’re not.
LAURA. We’re from [fill in your town and state]. How did you know?
STOREKEEPER. Oh, I know just about everybody on this island. I think it’s terrific, all you kids willing to rescue the
poor baby birds. Sometimes people have got to help nature out a bit.

(Families leave grocery store and walk to hotel. They enter the hotel lobby.)

NARRATOR 3. Next, the families go to check into their hotel.

HOTEL CLERK (smiles). Welcome to Heimaey, and here are your keys. Your rooms are on the second floor, right up those stairs.

MR. BRIDGES. Thank you.

FRED. I hope your hotel allows pets.

HOTEL CLERK (laughs). Why, yes, we do—overnight pets. Just be sure you release them in the morning.

FRED (excited). Oh, we will!

MRS. BRIDGES. I was wondering—what time do you think we should go out?

HOTEL CLERK. Oh, ten o'clock, maybe. Things start getting pretty busy after that.

MR. BRIDGES. Good. Well, kids, that gives us plenty of time to unpack, look at the town a bit, have dinner—

MRS. BRIDGES. And maybe even catch a nap before we go out.

LAURA (surprised). A nap! Mom, we don’t need a nap!

KEITH. We’re too excited to sleep!

(Families walk to their rooms.)

NARRATOR 4. However, later that night—

MR. BRIDGES. Kids, wake up. Laura, Keith, it’s ten o’clock.

MRS. BRIDGES. Get dressed quickly. It’s time to go out and be heroes.

MR. BRIDGES (hands kids flashlights). Here’s a flashlight for each of you. And be sure to wear your gloves. These birds may be babies, but they still have sharp claws and beaks.

MRS. BRIDGES. And don’t forget your cardboard box.

(LAURA and KEITH grab their gloves and box, and the family heads out of the room and meets up with the Jonsons on the street. Other children are running up and down the street. It is dark outside, and flashlight beams are everywhere.)

NARRATOR 5. As the Bridges and Jonson families come out of the hotel, they see the streets are already filled with children running and hunting.

NARRATOR 6. The beams of their flashlights dance from trees to fences to houses.

NARRATOR 1. A couple of island children approach them, carrying their own cardboard boxes.

GIRL 1 (smiles). Hello, you’re visitors here, aren’t you?

MAGGIE (returning the smile). Yes, we are.

BOY 1. Well, good luck. We made a good start.

FRED (with a questioning look). Have you caught a puffling? Can we see it?

SCENE 3

The Bridges’s hotel room. The kids are sleeping.
GIRL 1 *(holds out cardboard box).* Sure, just shine your flashlight in the box here.

LAURA *(excited).* Ooooh! It’s cute!

KEITH. That doesn’t look like a puffin, though.

BOY 1. That’s because it hasn’t got its adult feathers yet. Give it a month or so.

LAURA. It doesn’t seem to mind being in your box.

GIRL 1. Maybe the box reminds it of its home nest. Well, we’ve got to go now.

MAGGIE. There are still some pufflings out, aren’t there?

BOY 1. Oh, there will be plenty. Just you wait.

BOY 2 *(calls out).* Look, there goes one!

GIRL 2 *(calls out).* Quick, chase it!

BOY 2. Where’d it go?

GIRL 2. It ran behind that mailbox.

*(Girls and boys run off looking for more pufflings.)*

NARRATOR 2. And so Laura and Keith, Maggie and Fred start their own puffling hunt.

KEITH *(points flashlight).* I see one—there—there it goes!

LAURA. I didn’t think they could run so fast!

KEITH. Shine your flashlight over here—it’s backed up against this fence.

LAURA. Careful, don’t hurt it!

KEITH. I won’t. *(Picks up puffling and gently puts it in his box.)* Uh—there! Into the box you go, little guy!

LAURA. Now I want to catch one.

NARRATOR 3. And so into the night, children run up one street and down another, searching through alleys, behind shops, underneath parked cars.

GIRL 2. There goes another one!

BOY 2. I see it. Quick!

GIRL 1. I’ve got another one!

NARRATOR 4. Laura and Keith end up with four pufflings. The little birds spend the night—as “overnight pets”—in the cardboard box in the bathtub.

SCENE 4

The next morning. Both families are on a bus heading toward a lighthouse and the sea cliffs. Each family has a box.

NARRATOR 5. The next morning, the two families set out on the second part of their adventure—releasing the pufflings they have caught.

KEITH. I’ll bet when these little birds crawled out of their burrows last night, they never expected to be riding in a cardboard box on a bus.

MAGGIE. Well, we’ve got to take them to the other side of the island to release them.

LAURA. But there’s a harbor right in town. Why can’t they just go swimming there?

MR. JONSON. Laura, did you notice the water in that harbor?
MRS. JONSON. This is a fishing town, and there’s a lot of boat traffic in and out of that harbor, in addition to the ferries and shipping. It leaves the water polluted with oil and other gunk.

MAGGIE. If they got that oil on their feathers, they could die.

MR. JONSON. But here we are at the lighthouse. Now we’ll climb down to the edge of the cliff.

(Both families walk to the edge of the cliff.
The fathers each carry a cardboard box.
There are other kids at the edge of the cliff with boxes.)

MRS. BRIDGES. Careful—don’t go too near the edge.

LAURA. What do we do now?

MR. BRIDGES. Well, here are some other kids, releasing their catches from last night.

(Fathers place boxes near the children.)

GIRL 2 (smiles). Hello. Is this your first time releasing pufflings?

LAURA (returns smile). Yes, it is.

KEITH. How do you let the pufflings go? I guess you don’t just dump them out of the boxes.

GIRL 2. Oh, no. Hold the puffling in both hands, like this. (She holds the puffling with her hands underneath its wings so the wings are free.) Loosely, so it can flap its wings. And then you swing it down and up, down and up, down and then throw it up as high as you can over the water. And I always say, “Fly away!”

KEITH. Here, let me try. (KEITH takes a puffling from his cardboard box.) One, two—Fly away!

LAURA. Look at it go! (Laughs.) It’s flapping its wings as hard as it can!

FRED. Huh, it didn’t fly very far, did it? Only just plunked down in the water.

MAGGIE. But at least it’s in the ocean, where it’s supposed to be. And now it can fish and take care of itself.

LAURA. My turn, now.

KEITH. Here’s the box—

LAURA (takes a puffling from the box). Don’t be scared, little puffling. I won’t hurt you. You’re going to fly now. You’re going home. One, two—Fly away!

ALL AVAILABLE VOICES (ad lib, so the effect is that of dozens of children all over the island releasing birds). Fly away!

KEITH (excited). Mom, Dad, you know what? This is the best vacation ever!

LAURA. You know what I like? First it’s fun to catch the pufflings, to run around at night and put them in boxes and all. But you know what’s even better? To let them go!

ALL AVAILABLE VOICES (whispering ad lib). Fly away! Fly away!
You know that we have been reading stories about real events that happened in the past. These kinds of stories are historical fiction.

This drama is based on an actual event. It happens every year in Iceland. The event is real. The characters are fictional. That makes this drama realistic fiction.

As you read, think about the following two questions:

- What do readers learn about saving pufflings through this drama?
- How does the author feel about saving pufflings through character dialogue?

By yourself or with your Learning Guide, read the first two scenes of Rescue the Pufflings!

---

**TEACHING NOTES**

As your student reads, pause to ask questions that monitor your student’s understanding of the text. By the end of the reading, your student should understand that pufflings are baby birds and that to rescue them from danger, children in Iceland capture the pufflings and let them go in a safe place in the wild.

Provide support by reading aloud with your student or by encouraging him or her to do so alone. Explain that dramas are meant to be performed, so when reading a drama, it is important to read the stage directions (in parentheses) and to read with expression and fluency. To do that, your student needs to understand what is going on in the story. It may take more than one reading to accomplish that. Encourage your student to reread the first two scenes until he or she understands the story as well as how to read the script.

---

After reading, discuss your answers to the questions with your Learning Guide.

**TEACHING NOTES**

Your student should understand that puffins live in burrows in cliffs along the coast of Iceland. Here, they lay their eggs. Every year in August, the pufflings are born and need help to find their way to the ocean and safety. People come from all over to guide and protect the young birds. These facts are revealed through dialogue and character interactions. Through lines of dialogue such as “Then we’ll be heroes, right Dad?” (Keith, Scene 1, p. TR73), the author asserts that saving the pufflings is the right thing to do.
Last time, you revised your essay to make it clearer. You took out details that were not needed. You might also have added details. You also looked at any dialogue you had to be sure that you used commas and quotation marks correctly. You are spending time revising your essay to make it the best that it can be.

Today, you will edit your essay. Follow the following steps:

- Check grammar, capitalization, punctuation, and spelling.
- Get ready to publish, or present your work for others to read. This may be done by hand or electronically.

As you edit your essay, remember that good writers read their writing multiple times to make sure they have found all the errors.

Keep in mind what you have learned about commas, quotation marks, and punctuating dialogue. Errors in punctuation and spelling can make writing difficult to read.

Before you begin work on your essay, let's practice editing. The following paragraph contains several errors for you to correct. Write the corrected paragraph in your ELA Journal. Then discuss the corrections with your Learning Guide.

```
the bus slows down and that marbel roles and roles, But a dark hand jumped out from a seat up front and grabs my marble good!
```

**TEACHING NOTES**

Your student should be able to edit the test paragraph as follows:

```
The bus slows down and that marble rolls and rolls. But a dark hand jumps out from a seat up front and grabs my marble good!
```

Review rules of punctuation as needed. Provide a few more sentences for your student to edit that address any misconception and reinforce the relevant rule.

Think about the following questions as you edit your essay:

- Do all proper nouns have a capital letter?
- Does the first word of every sentence have a capital letter?
- Have I correctly used punctuation?
- Are all words spelled correctly?

Now edit your essay on the impact that Rosa Parks had on her community.
Review the basic rules of grammar, usage, spelling, capitalization, and punctuation with your student. You may wish to provide these rules on a handout. Your student can use the handouts, along with his or her checklists, to look for mistakes in his or her writing.

Encourage your student to look a word up in a dictionary if he or she is unsure how it is spelled. Explain that writers use different strategies when editing. They may read their work aloud. This can help them spot missing words and grammar errors. They may place a ruler or card under each line of text. This helps them focus on spelling and capitalization errors. They might look for one kind of error at a time, reading first for spelling errors, then for punctuation errors, and so on. Point out that good editing generally means reading a written piece more than once.

Have your student use the spelling and grammar check of the word processing platform that he or she is using to publish his or her essay.

Guide your student as necessary as he or she revises his or her opinion essay.

PHONICS

SCHWA SOUND

Let’s focus on the schwa sound. The schwa sound is a vowel sound in the unaccented syllable of a word. There can be more than one schwa sound in a word. Sound confusing? Watch this video with your Learning Guide to see some examples.

Say the word paper slowly a few times and listen to the sounds. Paper has two syllables: pa/per. Say the first syllable aloud. Do you hear the vowel sound? It’s a long /a/ sound.

Say the second syllable aloud. Do you hear the vowel? The vowel is an e, but it does not sound like a long /e/ or a short /e/! That’s a schwa sound!

Read these words. Which vowel in each word has the schwa sound?

- pencil
- carrot
- ladder
- elephant
- reaction

Look at the two Decodable Practice Readers 27A and 27B (online only). Pick the one you would like to read today. Read the words on the cover. Which words have a schwa sound? Read the story.
Now read the story again and look for words that have a schwa sound. Make a list of the words you find in your ELA Journal.

### TEACHING NOTES

Assist your student in completing the tasks.

<table>
<thead>
<tr>
<th>pencil</th>
<th>pen/cil</th>
</tr>
</thead>
<tbody>
<tr>
<td>carrot</td>
<td>car/rot</td>
</tr>
<tr>
<td>ladder</td>
<td>lad/der</td>
</tr>
<tr>
<td>elephant</td>
<td>el/e/phant</td>
</tr>
<tr>
<td>reaction</td>
<td>re/ac/tion</td>
</tr>
</tbody>
</table>

Your student should pick one Decodable Practice Reader (online only) to practice reading words with the schwa sound. Rereading the Decodable Practice Readers provides practice with the skill and leads to more fluent reading. If more work is needed, have your student read the other Decodable Practice Reader at another time.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You learned the parts of a play so that you could learn how to read a script. In the first two scenes of *Rescue the Pufflings!,* you learned a lot about real pufflings from the characters’ lines.

Before you read the rest of the drama, you can watch this video on puffins (2:15) so that you know more about them. Then, return to the previous lesson to read the rest of the script.

Please go online to view this video ▶

**TEACHING NOTES**

After viewing the video with your student, discuss how it helps with understanding the drama. Compare the information in both to determine whether it is the same or if there are differences in what is presented.
With your Learning Guide, decide how you want to read the rest of the script, found in Part 4 of this lesson. You can read alone or take turns reading different characters.

As you read the drama, think about this question:

How does the dialogue tell you things about the characters?

Now read the rest of the play. After you read, discuss your ideas with your Learning Guide.

**TEACHING NOTES**

Support your student while reading the rest of the drama either by reading aloud or taking turns with different parts. Guide your student to infer what characters are like based on the things they say. After reading, ask what the main characters are like based on what they say aloud and what they do not say but is hinted at in the asides and stage directions.

A drama is a kind of text that has a different format. It has scenes with spoken parts and stage notes.

You will fill out a Four-Column Chart to help you identify some of the characteristics of a drama.

Title the columns “Setting, Actions of Characters, Information on Pufflings, and Big Idea.” Work with your Learning Guide to fill in the first entry on the chart. Then complete the rest of the chart on your own.

**TEACHING NOTES**

Then model filling in the first box. Point out that in Rescue the Pufflings!, the setting in Scene 1 is a ferryboat on the way to the island of Heimaey.

Explain to your student that he or she should identify the characters in the scene, the information that he or she learned about pufflings, and the big idea of the scene.

The completed Four-Column Chart Graphic Organizer for the first scene might look like this.
Please go online to view and submit this assessment.

To gain experience and practice reading dramas, try reading *Grandmother Spider Steals the Sun: A Cherokee Tale* aloud with your Reading Guide. While you are reading, identify the characters, setting, stage directions, scenes, and the dialogue, and record them in your ELA Journal.

Use the parts of the script to guide your reading. Use expression and relay meaning with your voice after reading through the script for understanding and practicing for dramatic effect.

You can look at how scenes in a drama build on one another to convey the central message. Answer the questions below in your ELA Journal, and then share them with your Learning Guide.

- How are Laura and Keith related to Maggie and Fred? Which characters are the visitors? Which are the hosts?
- Where do the hosts take their visitors? What do they do there?
- What do Laura and Keith learn about pufflings? How do they learn it?
- Can you find a line in Scene 2 that states the central message? Hint: It is a line spoken by a character who does not have a name.
- Can you find key details in the text that support the central message?

Guide your student in answering the following questions, if necessary. Have your student point out the text evidence that supports his or her answers.

- Laura and Keith Bridges are visiting their cousins Maggie and Fred Jonson, so Laura and Keith are the visitors and Maggie and Fred are the hosts.
- The Jonson family takes the Bridges family to the island of Heimaey, where they help rescue some pufflings.
- In Scene 1, Laura and Keith learn what pufflings are and why they need rescuing. In Scene 2, they discover that rescuing the pufflings is a regular community event. In Scene 3, they capture pufflings, and in Scene 4, they release them into the wild.
- The Storekeeper says, “Sometimes people have got to help nature out a bit.”
- Have your student identify some of the key details that support this central message.
PHONICS

PRACTICE: VOWEL SOUNDS, SCHWA SOUND, PREFIXES, FINAL SYLLABLE, RELATED WORDS

Play “Pack Up the Skills” to practice the phonics skills you have learned during this unit! You can play these games many times.

To play, look carefully at each box. Click or tap on each picture to hear the word that goes with that picture. Drag each box under the tube that makes the most sense. Click or tap “ready” to send the boxes on their way.

![TEACHING NOTES]

Play the game “Pack Up the Skills” with your student to review phonics. This activity can be broken up and completed over a period of days.

Your student can repeat and play a zone again depending on your student’s needs. Note any difficulty your student has while completing the task and review as needed.
Last time, you revised your writing. You made sure it was free of mistakes. You also made sure your essay has all the needed details. You have taken out unnecessary details. Now it is time for the final editing.

Your finished essay should be neat and easy to read. Read through it one more time to be sure your writing is clear. Check again for spelling and punctuation errors.

Spend time taking your edited draft to the next level, and type a final draft of your essay. If you have not yet used a word processing program to write and edit your essay, do so now. Be sure to use your word processing program’s spelling and grammar check to help with any final editing.

When you are finished, make a printed proof copy of your essay. A printed proof gives you one last chance to find and correct mistakes. Remember: A word processing program may not recognize every error. Print a copy of your essay to proof. Good writers read their proof copy a final time to catch mistakes they might not have seen in the previous drafts.

Read your essay aloud. This will help proof your work. You will be able to make final edits on the proof before it is ready to share.
Review with your student how a writer produces a final, polished draft of an opinion piece.

Explain to your student that it is the practice of publishers to print proofs, or trial runs, of books. Mistakes that may have been missed in the digital version may be found when the essay is read in a proof.

Encourage your student to create and review a proof. Guide him or her in using a word processing tool if necessary.

Please go online to view and submit this assessment.
UNDERSTANDING THE SCHWA SOUND

You have learned that every syllable has a vowel sound. You have also learned that in words with more than one syllable, one syllable will be stressed, or accented.

Read aloud this word from Below Deck: alone. Discuss the following questions and ideas with your Learning Guide:

- How many vowel sounds do you hear?
- Do you hear a soft /uh/ vowel sound?
- Remember that every syllable in English has a vowel sound. Notice that the soft /uh/ sound is in the unaccented syllable of the word alone.

That soft /uh/ sound is called the schwa sound. It is a very common sound in the English language. It is represented by the symbol /ə/.

Read aloud these words from Rescue the Pufflings:

- ocean
- grocery

Discuss with your Learning Guide how many syllables each word has. In which syllable does the schwa sound occur? Is the syllable accented or unaccented?
Now say aloud the words *carrot*, *comma*, and *support*. Identify the accented and unaccented syllables. Identify the syllable with the *schwa* sound.

### TEACHING NOTES

Be sure your student understands that there are two vowel sounds in the word *alone*. Explain that the second syllable is stronger than the first. It is accented. When a vowel has the /a/ sound, it will be in an unaccented syllable. In *alone*, the first syllable, *a*, is unaccented, and the second syllable, *lone*, is accented. The first, unaccented syllable has the /a/ sound. Similarly, *ocean* and *grocery* have the *schwa* sound, this time in the second unaccented syllable.

### BENCHMARK VOCABULARY

When you read, sometimes you find words you have not seen before. Here are some ways to figure out what the new word means:

- Look for clues on the page. There might be other words that mean the same thing. There could even be a definition.
- Look closely at the word, and break it down into parts.
- Look in a dictionary to find out the meaning of a word.

Let’s try the different ways, using the word *imagined*. Find it in *Brave Girl* on p. 14.

Write the word down. Break it into syllables. Then say it out loud.

Read the sentences around where the word appears. Can you find any clues to its meaning?

Are there any parts of the word that can help you figure out what it means? Do you know any words that look like part of this one?

Finally, look up *imagined* in a dictionary or online. What does the dictionary say? It might list more than one meaning. When this happens, think about the story again. Which meaning makes the most sense in the story?

You can also help yourself understand the word. One way is to use it yourself. Try it now. Write some sentences using the word *titanic*.

Finally, you can use the word in a conversation with your Learning Guide or another partner.

Let’s put this into practice. Try some other words from the selections that you read in this lesson.

- patience (p. 23, *Brave Girl*)
- hazardous (p. 31, *Brave Girl*)
- abandon (p. 23, *Below Deck*)
• burrows (p. TR72)
• harbor (p. TR75)
• plunked (p. TR76)

**TEACHING NOTES**

Help your student through the process. Deepening his or her understanding of these words will help him or her as your student designs his or her narratives by providing a richer vocabulary and deeper understanding of the ways in which word choice can affect mood, add interest, and reveal details about setting and character. Your student may find that he or she has a preferred way of working out the meaning of new words, but encourage him or her to use the others as well.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
You have spent a lot of time writing, revising, and editing your opinion essay. Now it is time to publish your work!

You will publish your essay in print. You will also publish your essay by recording it to share with an audience. This is a great way to get people excited about your writing!

Start by working with your Learning Guide to practice making an audio or video recording with a smartphone or tablet.

Once you are comfortable with that, practice for your presentation. Use the final draft of your essay to practice reading fluently and with expression. Read it several times so that you are relaxed and confident. Next, present your opinion essay to your class. Your teacher and classmates will provide feedback on your presentation.

TEACHING NOTES

Go over the process of how to record the essay with a smartphone or tablet. Practice with your student, and do test runs so that you are sure he or she can operate the recording device properly.

Have your student practice reading over his or her essay several times until he or she is comfortable with it and can read fluently with few errors. Give feedback as well as encouragement to increase confidence.
Guide your student in using the website to create the presentation. Web-based visuals can be added to support his or her reading.

In lieu of recording the essay, your student may present his or her essay to you by reading it aloud after practicing and polishing fluency and expression.

Post a link to your uploaded presentation, or upload a copy of the opinion essay below.

### USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Clearly give your opinion in your opening sentence?
- Give two reasons from the text that support your opinion?
- Use three linking words or phrases that connect your opinion with the reasons you provided?
- Write a concluding statement at the end of the essay?
- Use correct grammar and spelling?

### TEACHING NOTES

If you have a preferred reading assessment platform, such as [www.raz-kids.com](http://www.raz-kids.com), assess your student's reading ability at this time. You may choose to take one or more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
Unit Quiz: Reading Skills Challenge

UNIT QUIZ

Please go online to view and submit this assessment.
Appendix
This form is to be used when completing Use for Mastery assessments or Projects offline. Your assessment can then be scanned and uploaded into the correct lesson online.

<table>
<thead>
<tr>
<th>Please Fill In This Form Completely</th>
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<tbody>
<tr>
<td>Student's Name</td>
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<tr>
<td>Grade</td>
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<tr>
<td>Course Name</td>
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<tr>
<td>Lesson Title</td>
</tr>
</tbody>
</table>

Provide your answer in the space below.
Tell the World Your Story!
**Student Facing Project Rubric**

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Story has an interesting beginning that tells what happened, who was there, and what was said.</td>
<td>Story has a beginning that tells what happened or who was there and what was said.</td>
<td>Story has a beginning. It mentions what happened as well as at least one character. It may not be clear.</td>
<td>There is no beginning. It is hard to know what happened. There may be no characters.</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>Events in the story are connected in an interesting way.</td>
<td>Events in the story are clearly connected.</td>
<td>Events in the story are sometimes connected.</td>
<td>Events in the story are not connected.</td>
</tr>
<tr>
<td><strong>Dialogue and narration</strong></td>
<td>Story is interesting. It uses dialogue and narration to describe what characters do, think, and feel.</td>
<td>Dialogue and narration are used to describe what characters do, think, and feel.</td>
<td>Story sometimes describes what characters do, think, and feel. There is some dialogue.</td>
<td>Story does not describe what characters do, think, and feel.</td>
</tr>
<tr>
<td><strong>Time words</strong></td>
<td>Time words are often used to show the order of events in a creative way.</td>
<td>Time words are correctly used to show the order of events.</td>
<td>Time words are sometimes used, but may be used incorrectly.</td>
<td>Time words are not used.</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td>Ending is interesting. It makes the theme of the story stronger.</td>
<td>Ending is clear and fits the theme of the story.</td>
<td>Ending is clear but does not quite fit the theme of the story.</td>
<td>Story does not end clearly.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
Welcome to Earth, the Perfect Vacation Spot

### Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Brochure describes two features of Earth.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Brochure describes three features of Earth.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure describes three or more features of Earth. It includes both natural and human-made features.</td>
<td></td>
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</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Introduction explains the topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction leads the reader through the topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction is not clear or confused.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Facts, Definitions, and Details</strong></td>
<td></td>
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</tr>
<tr>
<td>Brochure has three or more interesting facts on each feature. Terms are clearly defined.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Brochure has three important facts on each feature, defines terms, and details showing why each feature is interesting.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Brochure has at least two interesting facts on each feature. Terms are not very well defined. There are some added details that try to show why features are worth visiting.</td>
<td></td>
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</tr>
<tr>
<td>Brochure has less than two facts on each feature. Terms are not defined. There are few details, or details are not interesting.</td>
<td></td>
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</tr>
<tr>
<td><strong>Linking Words</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Brochure has many linking words. Each feature is worth visiting.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Brochure has some linking words that connect facts and details.</td>
<td></td>
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</tr>
<tr>
<td>Brochure has a few linking words to connect facts and details, but some are used incorrectly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure does not include linking words to connect facts and details.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Illustrations, Captions, and Other Text Features</strong></td>
<td></td>
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</tr>
<tr>
<td>Brochure includes both natural and human-made illustrations, captions, and other text features.</td>
<td></td>
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</tr>
<tr>
<td>Brochure includes interesting facts on each feature. Brochure does not include linking words to connect facts and details.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure has pictures and captions, but captions do not give new facts. There are few details, or details are not interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure has a few linking words to connect facts and details.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure has no linking words. The information is not organized in a clear way. Introduction is not clear. The introduction does not have either an introduction or a conclusion. The brochure does not have either an introduction or a conclusion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Possible Points: 20

Calvert Learning • Grade 3 ELA • Unit 2
## Coming to You Live from . . .?
### Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Clearly introduces the topic of the ad and includes interesting visuals to support topic and opinion.</td>
<td>Introduces the topic of the ad and includes visuals that have to do with the topic.</td>
<td>Lacks a clear introduction and relevant visuals, leading to audience confusion.</td>
<td>Does not clearly introduce the topic or include relevant visuals.</td>
</tr>
<tr>
<td>Opinion</td>
<td>Ad includes a clear opinion about which location from the readings is being suggested as the best place to live.</td>
<td>Ad states an opinion about one of the locations discussed in the readings.</td>
<td>Ad states an opinion, but a specific location from the readings is not made clear.</td>
<td>Ad does not include a clear opinion statement.</td>
</tr>
<tr>
<td>Reasons</td>
<td>Opinion is supported with reasons, facts, and definitions from the readings.</td>
<td>Opinion is supported with some reasons, facts, and definitions from the readings.</td>
<td>Opinion is supported with reasons and facts, but they are not all from the readings in the unit.</td>
<td>Opinion is not appropriately supported with reasons or facts.</td>
</tr>
<tr>
<td>Linking Words</td>
<td>Linking words are used to organize information and make it flow in a clear way.</td>
<td>Linking words are sometimes used to organize information.</td>
<td>A few linking words are used to organize information and help it flow.</td>
<td>Does not include linking words.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Writing includes a strong conclusion that restates the opinion and summarizes the reasons for it.</td>
<td>Writing includes a conclusion that restates the opinion of the ad.</td>
<td>Writing includes a weak conclusion that does not restate the opinion of the ad.</td>
<td>Writing does not include a conclusion.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
Adding Dialogue

Reread your narrative and find at least three sections that show actions, thoughts, or feelings. For each of the sections, draw a picture that shows what is happening in the section. Next to your picture, write dialogue between two characters that tells what the picture is showing.
## ARMS Strategy

### Add

What else does the reader need to know?

- More detail
- Sensory words
- Descriptive words

### Remove

Is there any information that does not need to be in my writing?

- Words that do not make sense
- Sentences that do not make sense

### Move

Is the information in the right order?

- Words that could go in another spot
- Sentences that could go in another spot

### Substitute

What can I replace and make more expressive or more clear in my writing?

- Dead words
- Boring words
- Repetitive words
As long as there have been people, there have been stories. From the stories told in paintings on the ancient caves at Lascaux (Google it!) to the bedtime stories told to young children, stories make up our history and guide our future.

You are surrounded by stories every day. The news on television, radio, and in the newspaper is nothing but stories. The lessons teachers give in school are often stories. Songs tell stories. Pictures tell stories. Movies tell stories. Comedians make up their routines with stories. When you tell a friend about something that happened to you, you are telling a story. Can you think of the last story you heard? Think hard: it may be something you just heard a few minutes ago! Some stories have lasted hundreds and even thousands of years and are still being told. Stories began with the oral tradition, meaning they were passed on by being heard and retold. Later, people began to write the stories down, but we still love to hear stories told out loud. Stories are powerful. They can teach morals – the values that the author of the story thinks people should live by. They can teach history. They can entertain us. They can make us think about things in ways we’ve never thought of them before. They can make us laugh. They can make us cry. Telling stories is a large part of what makes people connected to each other. Stories are a part of every culture. Stories about our country and its history help us feel proud of our nation. Stories about our ancestors teach us about where we came from and the things we have in common with other people around us.

You probably have favorite stories of your own. Maybe they’re stories about your family that you hear from your grandparents. Maybe they’re books you’ve read over and over. What is your favorite story?

A man named Robert Moss said that the Australian Aborigines think that the important stories are always seeking the right person to tell them, looking for the storyteller like an animal hunting its prey. Do you think there could be a story looking for you?
Cause and Effect Graphic Organizer

Title: ____________________________________________

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
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<tr>
<td></td>
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<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>

Title: ____________________________
Central Message

Event/Detail

Explain how this event/detail connects to the theme:

Event/Detail

Explain how this event/detail connects to the theme:

Event/Detail

Explain how this event/detail connects to the theme:
Character Sketch

Fast Facts

Name:

Age:

Family Members:

Where does your character live?

Draw a picture of your character.

Three adjectives that describe how your character looks:

1.

2.

3.

Character traits and an example that shows each trait:

1. Example:

2. Example:

3. Example:

How does your character change? What is the character like at the beginning? What is the character like at the end?
## Character Trait

Use key details/evidence from the text to infer the boy’s character traits. These key details are actions and dialogue.

<table>
<thead>
<tr>
<th>Dialogue From the Text</th>
<th>Actions From the Text</th>
<th>Inferred Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 9</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“But I didn’t die, did I?”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 12</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“And I grew strong, didn’t I?”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 13</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“I already have crossed some of the dark mountains.”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 13</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“But there are many ways to see, Grandfather.”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 17</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“Rainbow is my eyes, Grandfather.”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 18</td>
<td>“I leaned forward on Rainbow’s neck. I grabbed her mane tight.”</td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“I was afraid Grandfather until you called to me”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 19</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“I wasn’t afraid, Grandfather. I could see through the dark every turn of the race.”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>Page 20</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
<tr>
<td>“I always feel strong when you are with me, Grandfather.”</td>
<td></td>
<td>Strong/Courageous</td>
</tr>
</tbody>
</table>
Craft an Effective Conclusion
Summarize the main point & supporting details, and leave your reader with something to think about!

Restate your opinion:

Restate your most important reason and detail:

Concluding Statement: Leave the reader with something to think about.
Dialogue Examples
Writing Dialogue in a Story

Dialogue is what happens when two or more characters speak to one another. We experience dialogue all the time in our everyday lives. Dialogue in a story should do one, if not all, of the following:

1. Move the story forward
2. Increase the tension
3. Help to define characters

Dialogue that moves the story forward:

The phone rang, and Jerry picked it up.

“Hello?”

There was a moment of silence on the other end.

“Jerry? Is this Jerry Simmons?” questioned a voice.

“Yes. Who’s this?” Jerry asked.

“Jerry...”

The other man paused. Jerry could hear him take a deep breath.

“Jerry, my name is Dave. I’m your brother.”

“I don’t have a brother,” Jerry quickly replied, losing his patience. “My family died years ago.”

“Not your whole family,” Dave whispered.

Right away, we want to know who this Dave fellow is, if he’s telling the truth, and how he found Jerry. Basically, we want to know what will happen next. In fact, this is a great initiating event. The discovery of a long-lost sibling is certain to move your story forward in interesting ways.
Drafting Your Conclusion

Example

Sentence One:
-(My topic) is the best because ...
-(My topic) is interesting because ...
-(My topic) is fun because ....
-One thing I know for sure is that ...

Sentence Two:
-You might want to ...
-Maybe you will try ...
-Why don't you ...
-Maybe someday you will want to ...

Write a conclusion below using the above sentence starters:

One thing I know for sure is that dogs are a lot of fun! Maybe you will get a dog now that you know everything you need to know to care for one!
Effective Introductions

What is the central message of the text? This is your opinion statement.

Provide a quick summary of the story. (Explain what the story is about in a sentence or two)

Hook your reader. Write a sentence or two that catches your reader’s attention.

Now write your introduction. The format of your introduction should be the following:

Hook
Quick Summary
Opinion Statement
Effective Introduction Examples – The Hook
Good writers hook their reader from the start.

A quote from the text or a character.

“Tell me who I am, Grandfather.” The story of who we are begins with the stories of our elders.

Ask a question.

Have you ever wondered about the history of your family? Have you ever heard the story of the day you were born?

One powerful word or phrase.

Courage. That’s what it takes to live your fullest life. That’s what it takes to be the grandson.
Title: ____________________________________________

Fluency Rubric

Needs Improvement

Reads accurately
Makes many mistakes when reading and does not self-correct

Developing

Makes a few mistakes and self-corrects some mistakes

Proficient

Makes no mistakes or self-corrects all mistakes; rereads as needed when correcting

Reads with Expression

Reads like a robot with no inflection (does not make voice go up and down)

Starts to use a storytelling voice but has just a little inflection

Uses a storytelling voice by changing the tone of voice when reading quotation marks; attends to ending punctuation

Reads with Phrasing

Reads like a robot with little or no phrasing

Sometimes reads in 2-3 word phrases

Reads in phrases of 2-3 words; uses ending punctuation and quotation marks to help

Reads at the Correct Pace

Reads very slowly or way too fast to make meaning

Reads a little slowly or a little too fast; usually making meaning

Reads at a reasonable pace to make meaning
## Fluency Rubric

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reads Accurately</strong></td>
<td>Makes many mistakes when reading and does not self-correct</td>
<td>Makes a few mistakes and self-corrects some mistakes</td>
<td>Makes no mistakes or self-corrects all mistakes; rereads as needed when correcting</td>
</tr>
<tr>
<td><strong>Reads with Expression</strong></td>
<td>Reads like a robot with no inflection (does not make voice go up and down)</td>
<td>Starts to use a storytelling voice but has just a little inflection</td>
<td>Uses a storytelling voice by changing the tone of voice when reading quotation marks; attends to ending punctuation</td>
</tr>
<tr>
<td><strong>Reads with Phrasing</strong></td>
<td>Reads like a robot with little or no phrasing</td>
<td>Sometimes reads in 2-3 word phrases</td>
<td>Reads in phrases of 2-3 words; uses ending punctuation and quotation marks to help</td>
</tr>
<tr>
<td><strong>Reads at the Correct Pace</strong></td>
<td>Reads very slowly or way too fast to make meaning</td>
<td>Reads a little slowly or a little too fast; usually making meaning</td>
<td>Reads at a reasonable pace to make meaning</td>
</tr>
<tr>
<td></td>
<td>Character Name</td>
<td>Character Name</td>
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<td>----------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td></td>
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<tr>
<td>What the character looks like.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Same □</td>
<td>Different □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td></td>
<td></td>
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<tr>
<td>How the character acts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same □</td>
<td>Different □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What the character does.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same □</td>
<td>Different □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affinity</strong></td>
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<tr>
<td>What the character loves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same □</td>
<td>Different □</td>
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</tbody>
</table>

After comparing, state what you noticed about the characters.


<table>
<thead>
<tr>
<th>Title:</th>
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<tbody>
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</tbody>
</table>
High Frequency Words

<table>
<thead>
<tr>
<th>Agree</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behave</td>
<td>Biplane</td>
</tr>
<tr>
<td>Bugle</td>
<td>Candle</td>
</tr>
<tr>
<td>Circle</td>
<td>Coin</td>
</tr>
</tbody>
</table>
High Frequency Words

Complex

Decode

Disagree

Distrust

Eagle

Feet

Final

Finish
High Frequency Words

Foil

Foot

Geese

General

Goose

Grouch

Happy

Hoof
High Frequency Words

Hooves

Hundred

Judge

King

Mice

Midyear

Misbehave

Misunderstand
High Frequency Words

Model  Monster

Mouse  Nonsense

Nonvoter  Open

Outgrow  Overeat
<table>
<thead>
<tr>
<th>Pack</th>
<th>Plow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preheat</td>
<td>Proud</td>
</tr>
<tr>
<td>Puddle</td>
<td>Reopen</td>
</tr>
<tr>
<td>Revisit</td>
<td>Robin</td>
</tr>
</tbody>
</table>
High Frequency Words

- Robot
- Sandwich
- Scarf
- Scarves
- Schedule
- Sense
- Shout
- Silent
# High Frequency Words

<table>
<thead>
<tr>
<th>Teeth</th>
<th>Thimble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tie</td>
<td>Tooth</td>
</tr>
<tr>
<td>Tower</td>
<td>Toy</td>
</tr>
<tr>
<td>Transform</td>
<td>Trust</td>
</tr>
</tbody>
</table>
High Frequency Words

Understand

Unhappy

Untie

Visit

Voice

Voter

Voyage

Wiggle
High Frequency Words

Woman
# Interesting Introductions

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
<th>Your Turn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paint a Picture:</strong></td>
<td>The wind is blowing and the rain is pounding against the window. As the drops fall to the ground, I think about what is causing the rain. Rain is just one type of precipitation that falls from the clouds. There is also snow, sleet and hail.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask a Question:</strong></td>
<td>Have you ever wondered why some places hardly get any rain and other places get a lot? Rain is one type of precipitation that falls to the ground. What causes precipitation and what determines whether it is rain, snow, or ice?</td>
<td></td>
</tr>
<tr>
<td><strong>Share an Interesting or Surprising Fact:</strong></td>
<td>The wettest place on Earth is Mawasynram, India which gets about 468 inches of rain a year, while the driest place is in Antarctica. Known as the Dry Valley, this place has not seen any precipitation in almost 2 million years. Precipitation is any water, snow, or ice that falls to the ground.</td>
<td></td>
</tr>
</tbody>
</table>
K-W-L Chart

Title: ____________________________________________

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Key Details and Main Idea

<table>
<thead>
<tr>
<th>Title:</th>
<th>Key Details</th>
<th>Supports Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Title</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Events Chart

Title: ________________________________

Beginning

Middle

End
Moving From an Outline to a Draft

**Introduction**

Hook: How will you get your reader’s attention? Begin with a surprising fact or story.

Topic Sentence: (copy your topic sentence from your outline):

**Body Paragraph #1**

In one or two sentences, introduce the first category to your reader.

Describe the first fact or detail.

**Body Paragraph #2**

In one or two sentences, introduce the second category to your reader.

Describe the first fact or detail.

**Conclusion**

Restate your topic sentence:

What do you want your reader to know after reading this?
My Revisions

Name of the writing piece:

Use Strong Word Choice

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List three synonyms:</td>
<td>List three synonyms:</td>
<td>List three synonyms:</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Show, Don’t Tell

Tell Sentence: ___________________________

Show Sentence: ___________________________

Transition Words Used

Add a Sensory Image or Detail
Myth Planning Sheet

Natural Event Myth is explaining:

Characters:

Setting:

Problem/Solution:

Answer/Explanation:
Myth Story Plan Organizer

Myths should be exciting. They need:

- To be set long ago in the past
- A hero or heroine as the main character
- Gods or Goddesses who have special powers
- A strange or powerful beast
- A dangerous journey or problem
- A battle or struggle
- An ending with a message

The characters in my myth:

Describe or draw a picture of the beast:

Natural Event myth is explaining:

Mythical Answer:

Dangerous problem/journey:

Hero or heroine’s best qualities. How does this help him or her solve the problem?

God or Goddesses’ special power:
Notetaking

Main Question:
Opinion Graphic Organizer

**Topic:**

O  Opinion

R  Reason 1
   Evidence 1

R  Reason 2
   Evidence 2

R  Reason 3
   Evidence 3

R  Reason 4
   Evidence 4

O  Opinion Restated in Different Words
Opinion Writing Revision Checklist

Introduction:

☐ Did you use one or two sentences to introduce your topic?
☐ Do you have a way to catch the reader’s attention?
☐ Is your opinion clearly stated?

Body:

☐ Do you have a paragraph for each of your main reasons?
☐ Does each paragraph start with a clear topic sentence?
☐ Did you back up each reason with factual evidence?
☐ Did you use appropriate transitions?

Conclusion:

☐ Did you restate your opinion?
☐ Did you summarize the most important point from your essay?
☐ Did you finish with a solution or something for the reader to think about?

Overall:

☐ Did you use facts and logical information?
☐ Did you use strong and vivid words?
☐ Did you vary your sentence beginnings?
☐ Is your writing clear and easy to follow?
### Opinion Writing Sentence Starters/Frames

#### How to begin your Opinion (Stating Your Opinion)*

- Choose only one sentence starter OR write your own!
- In my opinion
- __________ is the best ________.
- My favorite ____________ is ________________.
- I believe that
- ____________ is just wonderful!
- I think ____________ is great for many reasons.

#### How to begin your Reasons*

- Choose three sentence starters OR write your own!
- ____________ is great because
- I enjoy ____________ because
- ____________ is my favorite ________ because
- I like ____________ because
- One reason
- Another reason
- Also,
- In addition,
- ____________ also
- It

#### How to begin your Conclusion sentence*

- Choose one sentence starter OR write your own!
- Now you know why ____________ is the ________!
- As you can see ____________ is the ________!
- If you ____________ you will ____________!
## PEELing Paragraphs Apart

<table>
<thead>
<tr>
<th></th>
<th>Your Turn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point</strong></td>
<td>Make the main point by writing a topic sentence.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Provide evidence that supports your main point (these are your facts).</td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td>Explain how the evidence supports the point. Connect the fact to the main topic.</td>
</tr>
<tr>
<td><strong>Link</strong></td>
<td>Bridge to the next paragraph. Use transitional phrases and refer back to the main point.</td>
</tr>
</tbody>
</table>
Rainbow Revision Checklist

Closely read your writing looking for the following elements. Use the colors to underline the place in your paragraph that shows the element or trait. As you read your writing, identify places where you can revise for that trait or technique. Mark the spot with a carat (^).

☐ Locate your topic sentence. Underline it in GREEN. Does your topic sentence clearly introduce the topic?

☐ Identify your facts. Underline each of the facts in RED. Do you include three unique facts?

☐ Locate the details you use to describe each fact. Underline each detail in BLUE. Do you use strong words and adjectives?

☐ Identify your transition words. Highlight each transition word in YELLOW. Do you vary the transition words used?
Researching a Topic

Topic:

Question about your topic:

<table>
<thead>
<tr>
<th>NOTE/FACT/DETAIL</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Summarize the information learned into a sentence or two:
## Researching Your Pet

<table>
<thead>
<tr>
<th>Question:</th>
<th>Fact</th>
<th>Fact</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
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<td>Question:</td>
<td>Fact</td>
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<td>Question:</td>
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<tr>
<td>Revision Suggestions</td>
<td>Revision Tally</td>
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<tr>
<td>-----------------------</td>
<td>----------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Add</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Details and descriptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Transition words and phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interesting words and sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remove</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Words and sentences that do not make sense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Move</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Words and sentences to a different spot where they sound better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ideas and descriptions so they are grouped with similar ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Substitute</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Boring Words -&gt; interesting words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simple sentences -&gt; powerful sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Repeated words -&gt; new words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revision Checklist

☐ I have an attention-grabbing beginning

☐ Includes one realistic problem that could happen in real life

☐ Includes transition words (first, next, the next day) to move the action of the story

☐ The writer shows the action to the reader, doesn’t “tell” it (details, descriptions, dialogue, strong adjectives)

☐ Includes a realistic solution to the problem

☐ An ending that follows the action of the story and leaves the reader satisfied
### Satisfying Conclusions Examples

<table>
<thead>
<tr>
<th>So What: Answers the question of why it matters.</th>
<th>Knowing about the three types of precipitation is important because it helps predict what the weather will be like.</th>
<th>Your Turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Learned: What you want your reader to know.</td>
<td>From the last few droughts we have learned valuable lessons. We know we need to conserve water to make it easier to survive when there is no precipitation.</td>
<td></td>
</tr>
<tr>
<td>End with a Question</td>
<td>Since the type of precipitation is determined in part by the temperature of the air, will Southern California ever have a major snow storm?</td>
<td></td>
</tr>
</tbody>
</table>
# Sequence Chart

**Title:** __________________________________________

<table>
<thead>
<tr>
<th>Event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Story Sequence Chart

Title: ____________________________________________

<table>
<thead>
<tr>
<th>Title</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Events</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First</td>
<td></td>
</tr>
<tr>
<td>2. Next</td>
<td></td>
</tr>
<tr>
<td>3. Then</td>
<td></td>
</tr>
<tr>
<td>4. Last</td>
<td></td>
</tr>
</tbody>
</table>
Story Structure Plan

Introduction: Introduce the hero. Say why they are special.

Introduce the problem or dangerous journey. What happens? Who is in danger and why?

How does the hero plan to solve the problem?

How does the beast make it difficult for the hero?

How do the Gods help or interfere with the problem?

What happens in the battle or struggle?

How does it end? What is the message (lesson learned)?
Sound Cards

squ

str

31 square

32 strawberry

34 chair

35 school
3-letter consonant blend

/k/

Ｃｃｋ

Ｃ_ck

ch

consonant digraph

/ch/

ч_тч
Sound Cards

gh
39 laugh

tr_
41 train

ph
46 phone

sh
47 shark
consonant blend

consonant digraph

/f/

f
_ff
ph
_gh

consonant digraph

/sh/

sh

consonant digraph

/f/

f
_ff
ph
_gh
Sound Cards

**st**

48 whistle 50 thermometer

**th**

51 feather 52 whale
consonant digraph /th/
  th

consonant pattern /s/
  s
  _ss
  ce
  ci_
  st

consonant digraph /hw/
  wh_

consonant digraph /TH/
  th
Sound Cards

wr
wrench
53

ar
artist
55

au
audience
56

aw
hawk
58
**r-controlled vowel**

 /////är///

 ar

---

**consonant pattern**

 //rö///

 r

 wr_

---

 ///ô///

 aw

 au_

 augh

 a

 al

 ough

---

 ///ô///

 aw

 au_

 augh

 a

 al

 ough
Sound Cards

ay
hay
59

ea
bread
60

ea
easel
61

ee
bee
63
Sound Cards

ei
ceiling
64

er
fern
67

ew
newt
68

ie
field
69
### r-controlled vowel

<table>
<thead>
<tr>
<th>/ér/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>er</td>
<td>ea</td>
</tr>
<tr>
<td>ir</td>
<td>ee</td>
</tr>
<tr>
<td>ur</td>
<td>e_e</td>
</tr>
<tr>
<td>or</td>
<td>e</td>
</tr>
<tr>
<td>ear</td>
<td>_y</td>
</tr>
<tr>
<td></td>
<td>ie</td>
</tr>
<tr>
<td></td>
<td>ei</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/é/</th>
<th>/ü/</th>
</tr>
</thead>
<tbody>
<tr>
<td>ea</td>
<td>oo</td>
</tr>
<tr>
<td>ee</td>
<td>u_e</td>
</tr>
<tr>
<td>e_e</td>
<td>_ew</td>
</tr>
<tr>
<td>e</td>
<td>_ue</td>
</tr>
<tr>
<td>_y</td>
<td>ui</td>
</tr>
<tr>
<td>ie</td>
<td>ü</td>
</tr>
<tr>
<td>ei</td>
<td>ou</td>
</tr>
</tbody>
</table>
Sound Cards

ie

70
pie

ir

72
girl

oa

86
soap

oar

87
keyboard
$r$-controlled vowel

\[
\text{/èr/}
\]

- er
- ir
- ur
- or
- ear

$\text{/ôr/}$

- or
- _ore
- oar

$\text{/I/}$

- i_e
- _y
- i
- _ie
- _igh
- eigh

$\text{/ô/}$

- o_e
- o
- oa
- ow
- ou
Sound Cards

oi  oil
88

oo  book
89

oo  moon
90

or  orchestra
91
Sound Cards

or

ore

92  worm  93  score

ou

ou

94  mouse  95  soup
$r$-controlled vowel

\[ /\text{o}r/ \]

or
_ore
oar

\[ /\text{er}/ \]

er or
ir ear
ur

\[ /\text{ou}/ \]

oo
u_e
_ew
_ue
ui
ou
Sound Cards

ou 96  shoulder  98  owl

ow 99  snow  100  boy
Sound Cards

ue

102 glue 103 fruit

they’d
(or had) =

she’ll

109 contraction ’d 110 contraction ’ll
/ü/

- oo
- u_e
- _ew
- _ue
- ui
- ou

contraction
<table>
<thead>
<tr>
<th>Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>I + am = I’m</td>
</tr>
<tr>
<td>can + not = can’t</td>
</tr>
<tr>
<td>you + are = you’re</td>
</tr>
<tr>
<td>he + is = he’s</td>
</tr>
</tbody>
</table>

© Pearson Education
we + have = we’ve

ending -es

we’ve

ending -s

ending -es

115  ’ve  124  tosses

129  pulls  130  cries
**ending**

- es

no spelling change

**contraction**

**ending**

change y to i

**ending**

-s
Sound Cards

plural -es

139 peaches

plural (v)es

140 wolves

plural -s

141 dogs

plural -es

142 babies
irregular plural
change $f$ to $v$

plural
add -es
no spelling change

plural
change $y$ to $i$

plural
add -s
Sound Cards

im-  imperfect  153
in-  incorrect  154

-er  painter  165

© Pearson Education
prefix  prefix

suffix
T-Chart

Title: ________________________________
Theme
The Message, Moral, Lesson

Finding the theme of a story involves looking at key details in a text. These key details include looking at a character's traits and a story's problem and solution.

**Key Details In a Text to Infer the Theme**

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Problem and Solution</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy is happy and strong</td>
<td>The boy is blind but learns how to overcome this challenge</td>
<td></td>
</tr>
</tbody>
</table>

**Some universal themes in fiction stories are:**

- **Honesty** - Characters that have learned to tell the truth
- **Courage** - Brave and strong characters that face challenges
- **Friendship** - Friendly characters that share
- **Perseverance** - Characters that do not give up and overcome challenges
<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Three Column Chart

Title: __________________________________________
Three Sorting Circles Graphic Organizer

Title: ______________________________________
Two-Column Chart

Title: __________________________________________________________
Two Sorting Boxes Graphic Organizer

Title: __________________________________________
Topic: (Type of Home) ____________________________

What is it?
(definition of home)

What does it look like? (use describing words)

Where do you find this type of home?

Any other facts or details?
Title: ____________________________
Web Graphic Organizer

Title: ______________________________________
Web A Graphic Organizer

Title: ____________________________________________
Web B Graphic Organizer

Title: ________________________________
**Words Used to Compare & Contrast**

<table>
<thead>
<tr>
<th><strong>Compare</strong></th>
<th><strong>Contrast</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>same</td>
<td>differ</td>
</tr>
<tr>
<td>similar</td>
<td>different</td>
</tr>
<tr>
<td>similarly</td>
<td>difference</td>
</tr>
<tr>
<td>in the same way</td>
<td>however</td>
</tr>
<tr>
<td>the same as</td>
<td>but</td>
</tr>
<tr>
<td>both</td>
<td>like</td>
</tr>
<tr>
<td>like</td>
<td>although</td>
</tr>
<tr>
<td>in common</td>
<td>even though</td>
</tr>
<tr>
<td>as well</td>
<td>on the other hand</td>
</tr>
<tr>
<td>also</td>
<td>while</td>
</tr>
</tbody>
</table>

*Created by R.Rojas at Create.Teach.Share*
# Writing a Research Paragraph

**Topic:**

**Sentence:**

<table>
<thead>
<tr>
<th>Linking Word:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example/Description</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion/ Ending Sentence:**