Week 1 What Do You Like Best at School?

Day 1: Warm Up ........................................ 2
Day 2: Listening and Reading .......................... 4
Day 3: Phonics and Phonemic Awareness .......... 8
Day 4: Grammar and Usage .......................... 10
Day 5: Speaking and Writing .......................... 12

Week 2 Meet Jabron

Day 1: Warm Up ........................................ 14
Day 2: Listening and Reading .......................... 16
Day 3: Phonics and Phonemic Awareness .......... 20
Day 4: Grammar and Usage .......................... 22
Day 5: Speaking and Writing .......................... 24

Week 3 Country and City

Day 1: Warm Up ........................................ 26
Day 2: Listening and Reading .......................... 28
Day 3: Phonics and Phonemic Awareness .......... 32
Day 4: Grammar and Usage .......................... 34
Day 5: Speaking and Writing .......................... 36

Week 4 The Healthy Food Party

Day 1: Warm Up ........................................ 38
Day 2: Listening and Reading .......................... 40
Day 3: Phonics and Phonemic Awareness .......... 44
Day 4: Grammar and Usage .......................... 46
Day 5: Speaking and Writing .......................... 48
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Treasure Hunt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1:</td>
<td>Warm Up</td>
</tr>
<tr>
<td>Day 2:</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>Day 3:</td>
<td>Phonics and Phonemic Awareness</td>
</tr>
<tr>
<td>Day 4:</td>
<td>Grammar and Usage</td>
</tr>
<tr>
<td>Day 5:</td>
<td>Speaking and Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>I Don’t Need an Umbrella!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1:</td>
<td>Warm Up</td>
</tr>
<tr>
<td>Day 2:</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>Day 3:</td>
<td>Phonics and Phonemic Awareness</td>
</tr>
<tr>
<td>Day 4:</td>
<td>Grammar and Usage</td>
</tr>
<tr>
<td>Day 5:</td>
<td>Speaking and Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Insects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1:</td>
<td>Warm Up</td>
</tr>
<tr>
<td>Day 2:</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>Day 3:</td>
<td>Phonics and Phonemic Awareness</td>
</tr>
<tr>
<td>Day 4:</td>
<td>Grammar and Usage</td>
</tr>
<tr>
<td>Day 5:</td>
<td>Speaking and Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>I’m Proud of My Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1:</td>
<td>Warm Up</td>
</tr>
<tr>
<td>Day 2:</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>Day 3:</td>
<td>Phonics and Phonemic Awareness</td>
</tr>
<tr>
<td>Day 4:</td>
<td>Grammar and Usage</td>
</tr>
<tr>
<td>Day 5:</td>
<td>Speaking and Writing</td>
</tr>
</tbody>
</table>
What Is the Spotlight Guided Reading Manual?

This Santillana Spotlight on English Guided Reading Manual is designed to help students of all backgrounds and levels develop essential reading skills, such as decoding and comprehension, as well as to practice and reinforce listening, speaking, writing, and viewing skills. Utilizing the Spotlight Thematic Library leveled readers, teachers are able to choose from a variety of levels and themes to accommodate the literacy needs of all their students.

Santillana Spotlight on English is a program that follows a Balanced Literacy approach to language acquisition, focusing on all the reading and writing models, such as aloud, shared, guided, and independent. In addition, both the comprehensive program and this manual contain strategies to teach phonics and grammar, both integral elements of a Balanced Literacy program.

Guided reading is a key component of Santillana Spotlight on English reading instruction. Even though the leveled stories contained in the Spotlight on Reading sections of the main textbook are also used for group and guided reading, the leveled readers included in the Spotlight Thematic Library serve as excellent tools to teach basic reading skills to groups of developing readers and more advanced skills with increasingly challenging texts to groups of more fluent readers. This manual deals specifically with the Thematic Library leveled readers. For information on leveling criteria please consult the Spotlight Readability charts available on our web site, spotlightonenglish.com.

How Does It Work?

The manual is organized into eight levels, with each level covering eight weeks. Each week, which is divided into five days of work, covers one reader. The first day is usually dedicated to presenting the reader, the theme, frontloading vocabulary, and making predictions. The second day focuses on the receptive skills of listening and reading while engaging in echo reading and then guided reading. Usually two or three reading comprehension skills, such as main idea or cause/effect relationships, are introduced, reviewed, or maintained on this day. On the third day, students engage in phonics practice as well as in activities that develop vocabulary strategies, while on the fourth day they carry out activities involving grammar. On the fifth day, the focus is on the productive skills of speaking and writing. The culminating activity of the fifth day always involves a writing prompt and the writing process.
## Basic Lesson Format

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1   | Warm Up: Concepts About Print  
|     | Genre  
|     | Frontload Vocabulary  
|     | Activate Prior Knowledge  
|     | Close: Make Predictions |
| 2   | Listening and Reading: Echo Reading/Guided Reading  
|     | Developing/Expanding/More Complex (group questioning strategies)  
|     | Practice and Apply  
|     | Close: Return to Predictions |
| 3   | Phonics and Phonemic Awareness (Vocabulary Strategies for Levels 3-6)  
|     | Practice and Apply  
|     | Fluency Practice  
|     | Close |
| 4   | Grammar and Usage  
|     | Practice and Apply  
|     | Close |
| 5   | Speaking and Writing  
|     | Model  
|     | Practice and Apply  
|     | Listen to Write  
|     | Culminating Activity  
|     | Writer’s Workshop: The Writing Process |

## Guided Reading References

Warm Up

Concepts About Print

Have students look at the cover and title page of *What Do You Like Best at School?* Say: *The title is the name of the book, story, or poem.* Point to the title and have students do the same. Ask a volunteer to say the title and have the class repeat it. Next, explain: *The author is the person who wrote the book, story, or poem.* Point to the author’s name and have students do the same: *Amy White.* Ask a volunteer to read it aloud. Then say the title and the author and have students repeat it after you: *What Do You Like Best at School? by Amy White.*
Genre

Explain to students that we read to learn. There are stories, poems, and books that explain or describe things. Say: *Some of the things we read are fantasy: The events cannot happen in real life; the stories use make-believe characters, such as talking animals. Other things we read are realistic fiction: The events can happen in real life even though they haven’t happened yet. What Do You Like Best at School? is realistic fiction.*

Explain that the author writes about something that can happen in real life. Lead a discussion that gives examples of stories that are fantasies and stories that are realistic. Encourage volunteers to discuss books they have read before that are fantasy and others that are realistic.

Frontload Vocabulary

Point to the word *about* and have students read it aloud. Ask: *What is your favorite story, TV show, or movie about?* Encourage volunteers to share their answers. Explain: *We use the word about when we explain something.* Say: *My favorite movie is… ABOUT… a boy and his dog.* Then point to the word *like* and have students read it aloud with you. Ask: *What do you like to do after school? What do you like the best?* Encourage volunteers to share their answers. Explain: *We use the best when we talk about our favorite activity.* Say: *I like playing baseball… the BEST.* Follow a similar procedure with the remaining vocabulary.

Activate Prior Knowledge

Lead a discussion about different school subjects. First, review the names of classes (*art, physical education*, and so on). Ask: *What classes do you have at school? What do you learn in each class? What classes do you like the best? Do you like some classes more than others?* Encourage volunteers to explain why they like some classes more than others. Then encourage other students to agree or disagree politely.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of *What Do You Like Best at School?* You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading** Read aloud *What Do You Like Best at School?* Then read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading** Then divide the class into groups and have each group read the book aloud together. Circulate among the groups and provide assistance as necessary.

**Developing** Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

**Expanding** Use questions such as these for students to demonstrate understanding of cause-and-effect relationships in the text. Explain: *A cause explains why something happened and an effect is the result.* Point out that sometimes signal words, such as because and so, can point to cause-and-effect relationships. Students may answer in phrases or short sentences.

**More Complex** Use questions such as these for students to make judgments about the information in the text. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 2–3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In which class do we add and subtract numbers? (math) Encourage students to talk about other things they might learn in math class, such as shapes and multiplication.</td>
<td>Why might people like math best? Model the phrase: <em>because they like numbers.</em> Encourage students to come up with their own phrases, such as <em>because they like subtraction.</em></td>
<td>Can you add and subtract big numbers? Which ones? How do you do it? Have students name numbers in the tens, hundreds, or even thousands, if they can. Encourage them to use academic vocabulary such as <em>sum</em> and <em>difference</em> in their discussion.</td>
</tr>
</tbody>
</table>
### Developing

**Pages 4–5**

- **In which class do we read books about different subjects?** *(reading)*
  Encourage students to name some of the subjects they can read about, such as animals, airplanes, space, and so on.

- **Why might people like reading best?** Encourage students to use phrases such as, *because they like to read about animals*, and so on.

- **What do you like to read about?** Why do you like that topic? Encourage students to discuss subjects and topics they may like, such as animals, transportation, plants, folk tales, short stories, and so on.

### Expanding

**Pages 6–7**

- **In which class do we draw and color pictures?** *(art)*
  Encourage students to name other classes in which they might draw, such as in journal writing.

- **Why might someone like to draw?** Present the model: *He likes art, so he draws.*
  Encourage students to use the model in other instances such as, *She likes art, so she paints.*

- **What kinds of things do you make in art class?** What materials do you use to make them? Encourage students to use academic vocabulary, such as *paints, crayons, pencils, colored pencils, brushes, markers,* and so on, as they elaborate on their answers.

### More Complex

**Pages 8–9**

- **In which class can we sing or play the piano?** *(music)*
  Encourage students to name other classes or instances in which they sing, such as singing the national anthem at assemblies.

- **Why might people like to play the piano?** *(They like music, so they play the piano.)*
  Encourage students to look at the illustration and use their own ideas such as, *She likes music, so she plays maracas,* and so on.

- **Do you agree that if you like to sing and play the piano, you might like music best?** Why?
  Allow students to elaborate on their responses, encouraging them to use signal words such as *because* and/or *so.*

**Pages 10–11**

- **In which class do we learn about animals?** *(science)*
  Encourage students to name other things, such as plants, that they can learn about in science.

- **What might happen if you like math more than science?** Elicit or model responses such as, *I might like addition the best,* or *I might like subtraction the best.*
  Accept responses such as, *I like adding the best,* and so on.

- **A veterinarian is an animal doctor. What do you think he or she likes best, art or science?** *Why?*
  Encourage students to elaborate on their answers, using signal words and the superlative *best* in their answers.
### Developing

**Pages 12–13**
- In which class do we learn about people? (social studies)
  Encourage students to name other things they might learn in social studies, such as about famous Americans, or famous cities and states.

### Expanding

**Pages 14–15**
- What kind of stories does the narrator like to write? (funny and interesting stories)
  Encourage students to talk about other kinds of stories they would like to write about, such as scary or sad stories.

### More Complex

**Pages 12–13**
- Why might someone like social studies? Encourage responses using the model because he or she likes...

**Pages 14–15**
- Why might someone like using paper and pencil all the time? Encourage responses using the model He or she likes writing best, so...

**Page 16**
- What classes did the author not mention? (PE or gym, computer lab, library time)

- How might liking something, such as writing funny stories or singing songs, affect how well you do it? Elicit responses such as, I might like it the best or I might do it better.

- Is there a place at school, such as the playground, library or cafeteria, that you like the best and is not a classroom? Which one and why? Encourage students to include in their responses a short description of what they do in these places.
Practice and Apply

Lead a discussion about favorite subjects at school. Begin by having students answer the question at the end of the book: What do you like the best at school? Have students explain what kinds of things they do at school, which things they like the best, and why they like them the best. Have students write a sentence about what they like the best at school using the sentence frame. Explain: Write what you like the best at school in the first blank and why you like it in the second blank. Then have volunteers share their completed sentence with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them to make accurate predictions.
 Phonics and Phonemic Awareness

**Long Vowel i Sound**  Point to and say the words. Sound them out by blending syllables and phonemes, as necessary. Example: *l-i-ke, like*. Then, point out the vowel *i*. Next, say the long *i* sound first, and then the word. Do this for all the words and have students repeat after you. Point out that the vowel *e* at the end of these words has no sound. Say: *This is the long i sound.* Point to the words and have students read them again. Encourage volunteers to think of other words that have the long *i* sound and end with *e*, such as *side* and *wide*.

**Short Vowel e Sound**  Point to and say the words. Sound them out by blending syllables and phonemes, as necessary. Example: *b-e-s-t, best.* Then point out the vowel *e*. Next, say the short *e* sound first, and then the word. Do this for all the words and have students read them again. Say: *This is the short e sound.* Point to the words and have students read them again. Encourage volunteers to think of other words that have the short *e* sound, such as *get*, *when*, *let*, and so on.

**Practice and Apply**

**Cooperative Task**  Distribute the cards and have the pairs practice reading the words aloud to each partner. After students have had time to practice, show a word to students, and have volunteers read it aloud for the rest of the class.

Finally, collect the word cards and tell students you are going to say a word and they will write it on a sheet of paper. Say the word at least twice and allow students time to write the word: *pen, hike, nest, dive.* Then, write the words on the board and have students self-correct their spelling.

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**Class Prep**

Write these words on the board:

- checkmark **like**
- checkmark **hide**
- checkmark **dine**
- checkmark **bike**

**Class Prep**

Write these words on the board:

- checkmark **best**
- checkmark **rest**
- checkmark **hen**
- checkmark **pet**

**Class Prep**

Prior to class, use index cards to prepare vocabulary card sets, one for each pair of students, using these words:

- checkmark **pen**
- checkmark **nest**
- checkmark **best**
- checkmark **ten**
- checkmark **like**
- checkmark **dive**
- checkmark **mine**
- checkmark **hike**
Fluency Practice

Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**Echo Reading** Display the following rhyme on the board. Read the rhyme slowly. Read it again with students repeating after you. Allow a volunteer to come to the board and track print as students repeat. Repeat the process several times, gradually increasing your speed and using different volunteers to track print each time. Then read the rhyme chorally with the class.

What do you like the best at school?
Is math fun? Is reading cool?
Do you like to learn about other places?
Or do you like to draw people’s faces?
There’s always time to explore.
School has a welcoming door!
Learning new things is such fun.
All subjects under the sun
Are great. It’s hard to pick one!

Close

To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud for students.

**Class Prep**

Prior to class, prepare vocabulary card sets of the Words to Learn using index cards, one set for each pair of students:
- Yes about
- Yes like
- Yes best
- Yes to
- Yes learn
**Day 4**

**What Do You Like Best at School?**

**Grammar and Usage**

**Adjectives** Point to the first sentence and read it as you track print. Then ask: **What kind of puppies do Tom and Pam like? (cute)** Explain that cute is an adjective, and adjectives are words that describe or say something about naming words called nouns. Ask: **Which is the noun in the sentence? (puppies)** Follow a similar procedure with the adjectives in the remaining sentences: big, small, funny, and interesting.

Write the word adjective on the board and have students repeat it after you. Then ask: **What is an adjective? (a word that describes a noun)** Finally, have volunteers give the page numbers where all of those adjectives are found in the story. As a challenge activity, have pairs of students come up with other adjectives and use them in sentences. Have them present the sentences to the rest of the class.

**Irregular Past-Tense Verbs** Read the first sentence aloud and have students read along with you. Ask: **When do you think I like to draw pictures? (always, all the time, every day, and so on.)** Explain that the sentence is in the present because it describes an action (drawing) that happens at the present time. Then read the second sentence and have students read along with you. Ask: **When did I draw a fish? (yesterday)** Ask: **Is this sentence also in the present? (no)** Explain that the sentence is not in the present but in the past because the action already happened. Point out that sentences often include time words and expressions, such as yesterday or last night. These time words and expressions give us clues that the action happened in the past.

Remind students that action words are called verbs. Ask: **What are the verbs in the first and second sentence? (draw, drew).** Discuss how the two words are different in spelling and pronunciation. Ask: **When do we use draw and when do we use drew? (We use draw in the present and drew in the past.)** Follow a similar procedure with the next two sentences. Have volunteers point out all the other verbs in the story. As a challenge activity, encourage pairs of students to come up with pairs of sentences, one in the past, and one in the present. Have the pairs present their sentences to the rest of the class, pointing out the verb forms in the present and past. Accept responses that include verbs with –ed endings as well as irregular verbs.

**Review / ELLs**

Review the base form and past tense forms of the following verbs: be/was/were; write/wrote; run/ran; eat/ate; sing/sang; read/read; teach/taught; have/had; draw/drew; do/did; and make/made. Write the forms on the board, read them aloud and have students repeat them after you. Repeat the procedure several times.

**Class Prep**

**Adjectives**
- Tom and Pam like cute puppies.
- Tom adds big numbers.
- Pam subtracts small numbers.
- The teacher reads funny stories.
- The author writes interesting stories.

**Irregular Past-Tense Verbs**
- I like to draw pictures.
- I drew a fish yesterday.
- Jenny likes to write stories.
- She wrote about her dog last night.
Practice and Apply

**Cooperative Task** Display the following sentences on the board or create a worksheet to distribute to each student. Have students work with a partner to determine which word best completes the sentence. Ask volunteers to share their responses with students.

1. A baby is (cute / tall).
2. I (wrote / write) in my journal last night.
3. Tom likes to read (best / interesting) stories about plants and animals.
4. Pam (draw / drew) cats and dogs in art class yesterday.
5. I like to add (small / best) numbers.
6. The teacher likes to (wrote / write) on the board.
7. Tom and Pam like to read (write / funny) stories about pets.
8. Most students like to (draw / drew) and paint pictures.
9. Subtracting (funny / big) numbers is hard!
10. Jenny (sing / sang) at the music festival last week.

**Talk It Out** **Cooperative Task** Have students work with a partner on the Topic of Discussion. Prior to class, prepare ten to twenty cards with different adjectives written on them. Prepare enough sets for the number of pairs of students in your class. Distribute one set to each pair. Tell students they will choose one card, read the adjective, and make a sentence using it. Model an example. Circulate among the pairs and provide assistance as needed. Ask volunteers to say what an adjective is and share their sentences with the class.

**Close**

**Write It Out** To bring closure to Day 4, have students choose three adjectives and write a sentence for each. Ask volunteers to share their sentences with the class.

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### Topic of Discussion

**Adjectives**

1. Choose an adjective
2. Write a sentence with the adjective you choose.
3. Share your sentence with the rest of the class.

### Class Prep

Write these adjectives on the board:

- funny ✔️
- tall ✔️
- cute ✔️
- short ✔️
- big ✔️
- short ✔️
- intelligent ✔️
- interesting ✔️
Speaking and Writing

Model

Tell students that you are going to describe a class and they must identify the class you are describing. Allow students to ask questions to help them to guess the correct answer. Give them time to think about the clues you gave. Encourage them to think creatively. Elicit various questions and guesses until the correct response is offered.

✓ In this class, you can work with your hands and use your imagination.
✓ We draw, paint, and make things from clay.
✓ You are allowed to bring home what you make.
✓ You get to exercise your creative muscles.
✓ What class is it? (Answer: art)

Practice and Apply

Cooperative Task Have students work with a partner on the Topic of Discussion to think of a class and of the ways they can describe it. Say: Each will take turns listening attentively and asking questions politely. First, think of the class. Then, think of at least three details to describe the class. Encourage them to take notes about their ideas. Then have them take turns describing their class to their partner. Read the sample questions in the Topic of Discussion to start the discussion and encourage students to be creative with their questions and answers. After each student has had a chance to describe a class and guess what class his or her partner described, ask volunteers to share their descriptions with the class. Encourage the class to politely ask questions and offer guesses.

Listen to Write

Informal Assessment Explain: I have a list of the Words to Learn. I will say each one of these key words and use it in a sentence. Write the word on a separate sheet of paper. Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn list at the end of What Do You Like Best at School? to self-correct their spelling.

1. to I want to be a doctor.
2. best Carla is my best friend.
3. like We like math.
4. about This book is about animals.
5. learn We learn a lot in school
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about what they like the best at school. Write the following writing prompt on the board. Say: Think about the things you do at school. Then read the prompt aloud.

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students draw a picture of what they like the best at school. Ask them to include details in their drawing that will help them to write about it.

Organizing Ideas COOPERATIVE TASK

Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing. Distribute a 2-column graphic organizer from Spotlight on English Blackline Masters or draw one on the board and have students copy it on a sheet of paper. Explain: Write what you like the best in the first column and why you like it in the second column. Encourage students to write more than one reason in the second column.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Have students write about what they like the best at school on a separate sheet of paper. Remind students to use all of the Words to Learn in their writing, encouraging them to use adjectives, and to refer back to the ideas they discussed with their partners.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct adjectives and verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the list of Words to Learn at the end of What Do You Like Best at School? to check their spelling of the key words. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below that space where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.

What do you like the best about school? Why?
Warm Up

Concepts About Print

Have students look at the cover and then the title page of *Meet Jabron*. Say: *The title is the name of the story, book, or poem.* Point to the title and have students do the same. Ask a volunteer to say the title and have the class repeat it. Next, explain: *The author is the person who wrote the book, story, or poem.* Point to the author’s name and have students do the same: *Amy White*. Ask a volunteer to read it aloud. Finally, explain: *The illustrator is the person who drew the pictures that help us to understand the book, story, or poem.* Then say the title, the author, and the illustrator, and have students repeat it after you: *Meet Jabron* by *Amy White*, illustrated by *Maria Wernicke*.

Use of Quotation Marks  Point to the quotation marks on page 2. Explain: *These are called quotation marks. We use them to signal that someone is talking. They go around the words and sentences that people say. Sometimes you will see words such as said, asked, or replied and the name of the person who said them.* Point out in this case, Mrs. Brown is the one saying the text within the quotation marks. Point to and read other instances of quotations in the book.
Genre

Remind students that we read to learn. There are books, stories, and poems that can describe or explain things. Say: Some things we read are true and are about real people, real places, and real things that happened. This type of text is called non-fiction. Other things we read are not true. This type of text is called fiction. Fiction is something that is make-believe. Remind students that some fiction may be fantasy and cannot happen in real life. Then say: Meet Jabron is an example of realistic fiction. It has not happened, but it could happen in real life. Explain that in realistic fiction, the people, places, and events could be real.

Frontload Vocabulary

Point to the word kickball and explain to students that this is a compound word. This means it is a word made up of two smaller words: kick and ball. Encourage students to explain how to play kickball.

Next, point to the words asked and said. Explain that these are past tense forms of the verbs ask and say. Demonstrate: I ask questions all the time. I asked questions yesterday. I say please and thank you. I said that yesterday. Explain that we often use these verb forms when we write dialogue in narrative stories. Ask students to tell a story about something they did with a friend after school one day last week.

Finally, point to the noun sign language. Explain: This is the language used by people who are deaf. Deaf people cannot hear. Sign language uses hand signals that represent words. Sign language also has an alphabet. Ask the class if anyone knows some sign language or knows someone who does. If there are students who know some sign language, ask them to teach a sign to the class. You may want to learn one prior to class to teach students.

Activate Prior Knowledge

Lead a class discussion about meeting new people. First, ask: When have you met new people? Have you ever been a new student in school? Encourage students to talk about how they felt in situations when they did not know anybody, such as the first day of school. Ask: How did you make friends with new people? What did people do to make you feel welcome?

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of Meet Jabron. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
## Listening and Reading

**Echo Reading**  Read aloud *Meet Jabron* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read the text aloud together. Circulate and provide assistance as necessary.

### Developing
Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

### Expanding
Explain: *The characters are the people or animals that do the actions in the story. The setting is the time and place where the story happens. The conflict is the problem that the characters have to solve. The structure is what happens in the beginning, the middle, and at the end of the story.* Use questions such as these for students to identify characters, setting, conflict, and structure in the text. Students may answer in short phrases or sentences.

### More Complex
Use questions such as these for students to make judgments about the information in the text. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</thead>
<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>Who is Jabron?</strong> (a new student) <strong>What is the setting of the story?</strong> (a school) Have students determine whether this is the first day of school for everyone or just Jabron. Encourage students to explain how they got their answers.</td>
<td><strong>How do you think Jabron is feeling?</strong> Encourage students to talk about their experiences in a new school or meeting new people. Have them talk about what they felt at the beginning of their experience.</td>
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<tr>
<td>Developing</td>
<td>Expanding</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td><strong>pages 4–5</strong></td>
<td><strong>What do the students think of Jabron at the beginning of the story?</strong></td>
<td><strong>What do you think Jesús thinks about Jabron?</strong> Encourage students to talk about what they might think if they see someone using sign language.</td>
</tr>
<tr>
<td>► What do the students want to know? (what Jabron is doing) Encourage students to talk about any experience they have had with seeing someone use sign language.</td>
<td>► Why? (He uses sign language.) Encourage students to explain their answers.</td>
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<tr>
<td><strong>pages 6–7</strong></td>
<td><strong>Who is Mrs. Brown? (the teacher)</strong> How does she answer the class’s question? (She explains that Jabron is deaf and uses sign language.) Encourage students to talk about how the things Mrs. Brown does and says help the students to change how they feel about Jabron.</td>
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<tr>
<td>► What is it that Jabron cannot do? (hear) Ask students for a word to describe a person who cannot hear. (that person is “deaf.”)</td>
<td></td>
<td>► How does Mrs. Brown help Jabron and the class? Encourage students to talk about whether or not Mrs. Brown is a good teacher.</td>
</tr>
<tr>
<td><strong>pages 8–9</strong></td>
<td><strong>What do the students in the class think may be a problem?</strong> (Jabron can’t speak.) Have students talk about why the students in Jabron’s class might see this as a problem. Encourage students to talk about what the students could have done if Jabron really could not have spoken.</td>
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<tr>
<td>► What can Jabron do? (talk) Encourage students to talk about the expressions on the faces of the students in the illustrations. Have students talk about what the students in the story might be thinking.</td>
<td></td>
<td>► Why does Castor ask if Jabron can talk? Encourage students to talk about why the students in the story have so many questions about Jabron. Have students talk about Jabron’s reaction to these questions. Ask to determine whether or not the students’ questions are rude and what Jabron might think of these questions.</td>
</tr>
</tbody>
</table>
## Developing

**pages 10–11**
- **How does Jabron know what people are saying?** *(He can read lips.)* Encourage students to talk about why reading lips is a good skill to have.

## Expanding

**pages 10–11**
- **What does Jabron do to show the class that there is no problem?** *(He answers their questions by speaking.)* Encourage students to talk about what Castor and the other students might have thought when they heard Jabron speak. Have students talk about things Jabron does to make the students feel comfortable around him.

**pages 12–13**
- **What happens in the middle of the story?** *(It’s recess and the students are going to play kickball.)* Have students talk about how the students in Jabron’s class feel about him now. Encourage students to talk about how recess could help Jabron make new friends.

**pages 12–13**
- **What kind of person is Pilar?** Encourage students to explain what Pilar is really trying to do.

**pages 14–15**
- **What do Marcella and Pilar make Jabron feel welcome?** *(Pilar asks Jabron to play; Marcella wants to learn sign language)* Encourage students to talk about how the students change from the way they behaved toward Jabron at the beginning of the story and the way they behaved toward him at the end of the story.

## More Complex

**pages 14–15**
- **What does Castor think of Jabron?** Encourage students to talk about when they would like to be able to read lips.

**pages 12–13**
- **What does Jabron do to show the class that there is no problem?** *(He answers their questions by speaking.)* Encourage students to talk about what Castor and the other students might have thought when they heard Jabron speak. Have students talk about things Jabron does to make the students feel comfortable around him.

**pages 14–15**
- **Who are the friendliest students in the class? How do they show they are friendly?** Encourage students to talk about other things the students could do to make Jabron feel welcome. Have students talk about their experiences being a new person and what people did to make them feel welcome.
### Developing

- What sign did the students learn? *(kickball)* Encourage students to describe Jabron. Have students talk about what they like about Jabron. Have students talk about what they do to make new friends.

### Expanding

- What happens at the end of the story? *(Jabron teaches the students a sign.)* Have students talk about what the message of the story might be. Encourage students to provide examples that support their answers.

### More Complex

- Why did the author write this book? Discuss the four main writing purposes: to entertain, to inform, to explain, and to persuade. Conduct a discussion as to what purpose or purposes the author had in mind when she wrote this story. Allow responses to include: to persuade or to entertain.

## Practice and Apply

Show students the American Sign Language (ASL) alphabet and have students sign letters with you. (If you do not know the ASL alphabet, there are video tutorials available online.) Have students try to spell their names using the ASL alphabet.

Next, say: *Imagine that there is a new student in this class. What can you do to make him or her feel welcome?* Have students discuss ideas with a partner and ask volunteers to share their ideas with the class.

## Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Short Vowel Sounds**  Review vowels with the class. Remind students that vowels can be pronounced different ways. Say the short vowel sounds and have students repeat after you.

Say the words and have students repeat them after you. Explain: *The vowels in these words are short vowel sounds.* Isolate the vowel sounds and have students repeat them after you. Then say the vowel in each word again and then the word. Have students repeat after you.

For students experiencing difficulty pronouncing the short vowel sounds, show how each sound is produced. Remind students that their jaws are tense when they pronounce the short a sound and will be more relaxed when they produce the other short vowel sounds. Then say the vowel sound and a word that corresponds with it and have students repeat them. Repeat the process several times, and then randomly choose students to produce the sound and say the word.

**Short Vowel Spelling Patterns**  Display the chart below on the board. Explain to students: *These all have short vowel sounds. When we see words where the vowel is between two consonants, the vowel sound is often short.*

<table>
<thead>
<tr>
<th>a</th>
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<th>i</th>
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<tr>
<td>cat</td>
<td>men</td>
<td>bit</td>
<td>got</td>
<td>cup</td>
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<td>map</td>
<td>bet</td>
<td>tin</td>
<td>mom</td>
<td>fun</td>
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<td>dad</td>
<td>wet</td>
<td>lip</td>
<td>log</td>
<td>but</td>
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<tr>
<td>tan</td>
<td>bed</td>
<td>did</td>
<td>rot</td>
<td>mud</td>
</tr>
<tr>
<td>bag</td>
<td>leg</td>
<td>if</td>
<td>nod</td>
<td>lug</td>
</tr>
</tbody>
</table>

Write the words below on the board. Say them and have students repeat after you as you track print. Explain: *Sometimes there might be two consonants after a vowel. When this happens, the vowel sound will also be short.* Point to the words and have the class read them aloud.

- past
- must
- list
- pond
- hand
- dress
- kick
- pants
- bend
- fund
Practice and Apply

**COOPERATIVE TASK**  Prior to class, prepare vocabulary card sets, one set for each pair of students, using the words below. Tell students that they will practice reading the words with a partner. Distribute the sets to pairs (or groups of three). Circulate among them providing assistance as needed. Then show the words to the class and have volunteers read them aloud.

- last  band  bind
- fond  tend  list
- mast  must  lick
- lack  luck  tick
- duck  punt  back
- sack  sock  sick
- mist  dock  deck

**Fluency Practice**

Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word at random, and have volunteers read the word aloud.

**ECHO READING**  Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

We learned sign language at school today.
We use our hands to sign what we say.
We signed: “Do you want to play kickball?”
We learned this fast, in no time at all.
We asked Jabron if he could play, too.
He said and signed yes, I’ll play with you!

**Class Prep**

Prior to class, prepare vocabulary card sets of the Words to Learn using index cards, one set for each pair of students:
- asked
- kickball
- play
- said
- sign language
- talk
- what
- yes

Close

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Grammar and Usage

Closed Compound Words  Write the words below on the board. Explain that these words are called closed compound words. These are bigger words made up of two smaller words. Ask students to tell what two words make up each compound word on the board. Say: Do the two smaller words help you to know what the bigger word means? Often, they will not. Butter and fly have nothing to do with a butterfly. However, sometimes they will. A raincoat is a coat you wear to protect yourself from the rain. Continue this discussion with all of the words listed on the board.

- strawberry sunshine crosswalk
- butterfly baseball basketball
- football backpack raincoat
- playground airport homemade

Open Compound Words  Write the words below on the board. Explain: Sometimes a compound word is two separate words that work together to make a new word. When we write, we have to separate the two words. These compound words are called open compound words. Tell the class that often the first word in an open compound word gives more information about the second word, such as what kind of language, or what kind of salad.

- sign language math book
- living room kitchen table
- police station library book
- dog park fruit salad
- swimming pool

Tell the class you are going to say a word and they will give you a compound word using the word you said. Write student responses on the board.

Class Prep

Words to say:
- ✓ class
- ✓ card
- ✓ station
- ✓ school
- ✓ player
- ✓ cake
- ✓ boat
- ✓ door
- ✓ uniform

Review / ELLs

Review closed and open compound words by saying the following clues out loud and asking students to name the compound word they refer to. As a challenge, ask volunteers to identify whether the compound word is open or closed.

- It is an area where people walk to cross the street.
- The book belongs in the library.
- It is the room in the school where there is a class.
- A lemonade tastes better when it is made at home.
- My book is about math.
Practice and Apply

**COOPERATIVE TASK** Tell students that they will work with a partner to think of some compound words that you did not mention. Explain: *You will tell what the two smaller words are that make up the compound word and decide whether or not knowing the two smaller words helps you to know what the compound word means.* Circulate among the pairs and provide assistance as needed. Have volunteers share their ideas with the class. Write the compound words on the board.

**Talk It Out** **COOPERATIVE TASK** Have students work with a partner. Prior to class, prepare ten to twenty cards with different compound words written on them. Prepare enough sets for the number of pairs of students in your class. Distribute one set to each pair. Write the instructions in the Topic of Discussion box on the board. Then tell students they will choose one card, read the compound word on the card to his/her partner, and describe the word or explain what it means without using any part of the compound word. The partner must correctly guess the word. Model an example. Circulate among the pairs and provide assistance as needed. Ask volunteers to share their descriptions for the class to correctly guess the compound word described.

Close

**Write It Out** To bring closure to Day 4, have students think of two compound words. Tell students: *You will make a picture equation that will explain what each word means. Draw a picture of the first word in the compound word, write a plus sign, draw a picture of the second word in the compound word, write and equal sign, and then draw a picture of the compound word.* You may provide an example such as *sandbox, basketball,* or *bedroom.* Have students share their word equations and drawings with the class.
Speaking and Writing

Model

Tell students that you are going to imagine that you are Jabron and you are going to tell your mother about your first day in your new class. Use the script below. Then tell students to think about what Jabron’s mother might ask him to get more details about his day. Answer according to what happened in the text.

Mom, I had a pretty good day at school. At first I was nervous. I didn’t know anybody. Mrs. Brown introduced me to everyone and I signed that my name is Jabron and I’m happy to be in the class. The kids didn’t know what I was doing, but Mrs. Brown explained that I was deaf and I used sign language.

Practice and Apply

Role-Play  Tell students that they will work with a partner to create a dialogue between one of the children in the class, such as Marcella, Pilar, Castor, or Jesús, and their parent. Tell students to think of questions about what happened and what the student was thinking and feeling during the events of the day. To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Circulate among the pairs and provide assistance as needed. Then have students present their conversation to the class.

Listen to Write

Informal Assessment  Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Have students refer to the Words to Learn at the end of the book to self-correct their spelling.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>Yes, we have homework.</td>
</tr>
<tr>
<td>talk</td>
<td>Don’t talk now.</td>
</tr>
<tr>
<td>play</td>
<td>The children play at recess.</td>
</tr>
<tr>
<td>said</td>
<td>Mom said we were having pizza tonight.</td>
</tr>
<tr>
<td>what</td>
<td>What do you want to do today?</td>
</tr>
<tr>
<td>kickball</td>
<td>My favorite game is kickball.</td>
</tr>
<tr>
<td>asked</td>
<td>They asked me hard questions.</td>
</tr>
<tr>
<td>sign language</td>
<td>Deaf people use sign language to talk to each other.</td>
</tr>
</tbody>
</table>
Culminating Activity

**Writer’s Workshop**

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about different ways to communicate besides speaking and writing. Say: Think about ways people can communicate without words. Then display the writing prompt on the board and read it aloud.

**Writing Prompt**

What are ways people can communicate without words? When are they used?

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**The Writing Process**

**Pre-writing**
Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Provide reference materials or websites that give information about alternative forms of communication. Assist students as necessary.

**Organizing Ideas**  **Cooperative Task**
Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them make a drawing that illustrates the form of communication they chose. Tell students to show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

**Drafting**
Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about the form of communication you researched. Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use compound words, and to refer back to the ideas they discussed with their partners.

**Revising**
Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct adjectives and verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of Meet Jabron to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

**Publishing**
Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where they can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover and then the title page of *Country and City*. Remind students that the title is the name of the book, story, or poem. Ask a volunteer to read the title aloud and have the class repeat it. Ask: *What does the author do?* (writes the book, story, or poem) Have students point to the author’s name and ask a volunteer to read it aloud. Then remind students that the illustrator is the person who draws the pictures that go with the text. Say: *The illustrator is Hector Cuenca.* Have students point to the illustrator’s name. Then say the title, author, and illustrator (or have a volunteer read this aloud) and have the class repeat it: *Country and City* by Amy White, illustrated by Hector Cuenca.

**Image-Text Relationship**  Have students look at the images in the book. Point to the images on pages 2 and 3. Ask: *What do you see in the illustration?* (a house, a building, an apartment building) Read the text on the pages and ask: *How do the illustrations help us to understand what we read?* Repeat the process for the other random pages in the book. Discuss how photos and illustrations help us to understand what we read.
Genre

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. Say: Some of the things we read are fantasy: The events cannot happen in real life; the stories use make-believe characters, such as talking animals. This type of text is called Fiction. Other things we read are realistic fiction: The events can happen in real life even though they haven’t happened yet. Country and City is an example of realistic fiction. Explain that the author writes about something that can happen in real life. Lead a discussion that gives examples of stories that are fantasies and stories that are realistic. Encourage volunteers to discuss books they have read before that are fantasy and others that are realistic.

Frontload Vocabulary

Point to the word do and have students read it aloud. Then ask: What kinds of things do you like to do? Explain that we can use the word do as a response to someone talking about what he or she does. For example: Do you like pizza? Yes? So do I. Follow up with: Do you live nearby? Yes? So do I. Do this a few more times with other questions. Then have students make statements about things they do and respond with: So do I. Have students choose someone to respond to their statements using the target expression “So do I.”

Next, point to the word feed and have students read it aloud. Then ask: Do you have pets? Who feeds the pets? Encourage students to talk about the pets they have and what kind of food their pets eat.

Then point to the word wake and have students read it aloud. Ask: How do you wake up in the morning? Encourage students to talk about how they wake up in the morning and whether they have someone wake them up or use an alarm clock to help them wake up.

Activate Prior Knowledge

Display images you have gathered from the Internet to demonstrate the country and the city. Ask students to identify the place. Then ask: What kinds of things might the people who live there do? What kinds of homes might you see there? Discuss with the class whether where you live is a city or the country. Lead a discussion about what they like about where they live and what they don’t like about it.

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of Country and City. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Country and City* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read the text aloud together or have students read the text to a partner. Tell students to alternate lines of the text. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Remind students: *When we say how two or more things are alike, we are comparing. When we say how they are different, we are contrasting.* Use questions such as these for students to compare and contrast information in the text. Students may answer in short phrases or sentences.

**More Complex**  Use questions such as these for students to demonstrating an understanding of how the images support the information in the text. Students should answer and elaborate on their answers in complete sentences.

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<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</thead>
<tbody>
<tr>
<td><strong>Pages 2–3</strong></td>
<td><strong>How is where the boy lives different from where the girl lives?</strong> <em>(He lives on a farm in a house; she lives in an apartment.)</em> <strong>How is it the same?</strong> Encourage students to provide as many details as they can as they compare and contrast where the children live. Have students compare where the characters live with where they live.</td>
<td><strong>What do the illustrations tell you about where the children live?</strong> Have students describe what kind of farm and what kind of city the characters live in. Encourage students to point things in the illustrations that depict farm, country, and city.</td>
</tr>
<tr>
<td>Where does the boy live? <em>(the country)</em> Where does the girl live? <em>(the city)</em> Have students describe the places where the children live.</td>
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</tbody>
</table>
## Developing

**pages 4–5**
- **What wakes up the girl in the morning?** (a rooster)
- **What wakes up the boy in the morning?** (an alarm clock)

Encourage students to talk about what or who wakes them up in the morning.

## Expanding

**pages 6–7**
- **How is the boy’s breakfast like the girl’s?** (they both drink milk)
- **How is it different?** (his breakfast is hot and hers is cold; his is from his farm and hers is from the supermarket)

Encourage students to compare and contrast breakfast at their house with what the characters have for breakfast.

## More Complex

**pages 8–9**
- **What do the children feed before school?** (he feeds chickens, she feeds fish)

Encourage students to talk about pets they have and any responsibilities they having for caring for them.

**Week 3**

Country and City

Day 2

### Developing

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Encourage students to talk about pets they have and any responsibilities they having for caring for them.

**How do the illustrations help you understand the text?**

If you did not know what the word rooster meant, how could you learn what it means? Encourage students to talk about what it is like for the children to wake up by rooster or clock. Have students look for other clues in the illustrations that show who lives in the country and who lives in the city.

**What do the illustrations tell you about who makes the children’s breakfast?**

Have students explain which clues helped them to get their answers. If students are experiencing difficulties with the question, have them focus on what each child is doing, the kind of breakfast they are having, and the age of the child.

**What do the animals the children care for tell you about where each child lives?**

Encourage students to talk about whether or not the characters in the book seem to enjoy their chores. Have students explain why the characters take care of the kinds of animals they do.
Day 2

<table>
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<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tr>
<td><strong>pages 10–11</strong></td>
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<tr>
<td>▶ How do the children get to school? (he rides the bus, she walks) Have students talk about how they get to school.</td>
<td>▶ Why does the boy take a bus? (He lives far from his school.) Why does the girl walk to school? (She lives near her school.) Encourage students to talk about what is good and bad about both ways of getting to school.</td>
<td>▶ What do the illustrations tell you about where the children live and why they get to school the way they do? Encourage students to talk about other ways the characters might use to get to school.</td>
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<tr>
<td><strong>pages 12–13</strong></td>
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<td>▶ Where do the children do their homework? (at the kitchen table) What do the children like to do? (ride bikes) Encourage students to talk about where they do their homework. Ask students whether or not they have bikes and where they like to ride them.</td>
<td>▶ How are the places where the children ride their bikes the same? (there are paths or roads and trees) Have students talk about where they would prefer to ride their bikes and why. Encourage students to talk about why parks are an important part of a community.</td>
<td>▶ How are the children’s homes alike? Encourage students to talk about what the author is trying to say about differences between people.</td>
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<tr>
<td><strong>pages 14–15</strong></td>
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<tr>
<td>▶ What other activities do the children like to do? (go to the movies, swim) Have students talk about the kinds of movies they like to watch. Encourage students to talk about where they go swimming or where they like to play during summertime.</td>
<td>▶ Where do the children like to swim? (He swims in a pond; she swims in a pool.) How are these places different? Have students talk about what could be fun about swimming in each of the places depicted in the story. Encourage students to talk about places they have swum and what they did and did not like about them.</td>
<td>▶ What do the illustrations show you about where the children go swimming? Have students identify who is with the characters when they go to the movies and go swimming. Encourage students to speculate about where these swimming places may be and what clues helped them arrive at their conclusions.</td>
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</table>
### Developing

**What does the author show us about the characters?**

*(They are different but they are the same.)* Have students think about how the two characters in the story might know each other. Encourage students to talk about people they know who are very different from them but who are also the same. These people could be friends or family members.

### Expanding

**What things are the same about the character’s lives?** *(they do homework at the kitchen table; they like to ride bikes; they like to go to the movies; they like to swim)*

**What things are different?** *(He lives on the farm; the rooster wakes him up; he feeds chickens; he rides the bus to school. She lives in an apartment; she wakes up with the alarm clock; she feeds her pet fish; she walks to school.)*

Encourage students to compare where and how they live to the characters in the story.

### More Complex

**What message is the illustration on this page trying to give us?**

Remind students of the four types of purposes an author has for writing: to inform, to describe or explain, to persuade, and to entertain. Conduct a discussion about the purpose or purposes the author had for writing this story. Allow responses to include explaining or describing as students identify the story’s message.

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**Practice and Apply**

Lead a discussion about living in the country versus living in the city. Ask: *What are some good things about living in the country? What are some good things about living in the city? In which place would you prefer to live?* Next, have students write a sentence comparing life in the country and life in the city. Then have them write another sentence contrasting life in the country and life in the city. Ask volunteers to share their sentences with the class.

**Close**

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Digraphs and Common Vowel Teams**  
Teacher note: *Digraphs* are pairs of letters that spell one sound. Vowel digraphs include: *ai, ay, ee, ea, ie, ei, oo, ou, ow, oe, ue, ey, oy, oi, au,* and *aw.* A *diphthong* is when a digraph formed by the combination of two letters makes one sound out of two vowel sounds. Vowel diphthongs include *oy, oi,* and *ou.* To identify a diphthong, pay attention to the position of your mouth as you say the sounds. If your mouth stays in the same position for the vowel sound, it is one vowel sound. If your mouth starts in one position and shifts to another in the production of that vowel sound, then it is a diphthong.

Read the words aloud. Point to a word and ask students: *What vowel sound do you hear in this word?* Have students say the sound. Then point to the letters that represent the sound and say: *Sometimes when a word is spelled with two vowels, the two sounds blend together to make one new sound. Often, the sound they make together is the name of the vowel that is written first. The word wait is said with the name of the letter a as its vowel sound. The word eat is said with the name of the letter e as its vowel sound.* Tell students that remembering rules like these will help them spell words they hear and read aloud words they see written.

**Practice and Apply**

**COOPERATIVE TASK**  
Prior to class, prepare vocabulary card sets, one set for each pair of students, using the words below. Explain to students that they will take turns reading the words on the cards aloud with a partner. Distribute the cards and circulate among the pairs, providing assistance as needed. Then collect the cards and show the words to the class for volunteers to read aloud.

<table>
<thead>
<tr>
<th>maid</th>
<th>feet</th>
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<tr>
<td>coat</td>
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Ask students: Which pairs of words sounded the same? Elicit student responses and write them on the board. Explain: Some words sound the same, but are spelled differently, and they also have different meanings. To know which word is meant, listen to how it is used in the sentence. Provide the following examples and then encourage students to provide other words that sound alike but are spelled differently and mean different things.

I meet my friends in the park. / I eat meat.
Mark reads a lot of books. / Mark found some reeds by the pond.
We made cards for our mothers. / The maid cleaned the hotel room.

Fluency Practice

Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word at random, and have volunteers read the word aloud.

Echo Reading Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

I like where I live. I have so much fun.
I wake up early, and I greet the sun.
I feed the chickens, the cows, and the sheep.
I go to school, where I study and eat.
These are my chores. I do them every day.
But there is always time for me to play.

Close

Cooperative Task To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Grammar and Usage

Pronouns  Display the sentence pairs below on the board. Point out the subject in each sentence and underline it.

The students have fun in class. They play while they learn.
Kate is my sister. She is nice.
The bicycle is new. It is very shiny.
Pete plays baseball. He plays basketball too.

Explain to students that the subject in the first sentence on each line is a noun, and the subject in the second sentence on each line is a pronoun. Point to the first pair of sentences and say: Pronouns take the place of nouns. Instead of saying the students, we can say they. They refers to the students. Repeat this process with the second pair of sentences. Then have volunteers do the last two pairs of sentences.

Subject Pronouns  Read the subject pronouns aloud. Explain: The pronouns in the sentences above are subject pronouns. Subject pronouns are words that take the place of nouns that are subjects of a sentence. Have students repeat them after you. Ask volunteers to say a sentence with each subject pronoun.

Object Pronouns  Read the object pronouns aloud. Have students repeat them after you. Explain: Another kind of pronoun is called an object pronoun. Object pronouns take the place of nouns that tell to whom or for whom an action is done. They also come after words such as with, around, or by. Then display the sentences below on the board. Read them and have students repeat. Next, point out the object pronouns me, it, and her. Explain: Mother did the action for me. / What did she buy? She bought it, a gift. / Who did I thank? I thanked her, my mother.

My mother bought me a gift.
She bought it yesterday.
I thanked her for the gift.

Reflexive Pronouns  Read the reflexive pronouns aloud. Have students repeat them after you. Explain: Sometimes the subject and the object is the same person. The pronouns we use to show this relationship are called reflexive pronouns. Ask: What do you see when you look in the mirror? (elicit: myself) Explain that who is looking and who is being seen is the same person. Say: Reflexive pronouns end in –self or –selves.
Practice and Apply

**TOTAL PHYSICAL RESPONSE** Obtain a small sponge ball and have the class stand in a circle. Explain that you will say a sentence using nouns and will toss the ball to another person. That person will say the sentence replacing the nouns with pronouns. Then that person will say a sentence using nouns before tossing the ball to another person. Provide assistance as needed. Encourage students to use subject, object, and reflexive pronouns. Stay in the circle, playing this game with students until they are able to play quickly and accurately. Say these sentences:

Hannah bought a gift for Ben.
She bought it for him.

**Talk It Out** **COOPERATIVE TASK** Have students work with a partner to talk about life in their home. Tell students: *Think of some questions to ask your partner about the activities people in their family do on a typical weekday or weekend.* To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Remind students to use pronouns to replace nouns wherever and whenever possible. Encourage students to use reflexive pronouns to discuss things people do for themselves. Circulate among the pairs and provide assistance as needed. Ask volunteers to share with the class.

Close

**Write It Out** To bring closure to Day 4, have students write five sentences about what a typical morning is like in their home. At least one sentence should have a reflexive pronoun. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Tell students you are going to tell them a little about where you grew up. Use the script below. Encourage students to ask you questions about what you said and answer them accordingly. Elicit more questions from students in order for them to find out more about your childhood and what it was like where you grew up.

I grew up in a small town in the country. I lived in a house with my family. I had a brother and a sister. My mom woke me up to go to school. She made us breakfast. Sometimes we had eggs; sometimes we served ourselves cereal. I took a bus to school. I had a pet I took care of. I liked to do many different things in my free time.

Practice and Apply

Role-Play
Divide the class into a city group and a country group. Explain to students that they will work with a partner from the other group to talk about life in the city and the country. Say: Imagine you live in the place assigned to you. Think of questions to ask your partner about where he or she lives. To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Circulate among the pairs and provide assistance as needed. Remind students to think of the story Country and City to help them respond to their partner’s questions. Then ask volunteers to share their questions with the class and have other volunteers respond to them.

Listen to Write

Informal Assessment
Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

1. do There is a lot of work to do on a farm.
2. so I love to study my words so much!
3. like We like to swim during the summer.
4. wake Does a clock wake you up?
5. eat I eat eggs and toast for breakfast.
6. live Many people live in cities.
7. feed I feed my dog every day.
8. school I go to school on the bus.
Culminating Activity

**Writer’s Workshop**

Explain: *Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers.* Tell students they are going to write about a trip to the country or the city. Say: *Think a visit to the country or the city and the things you saw and did during your visit.* Then display the writing prompt on the board and read it aloud.

**Writing Prompt**

- Describe a visit to the country or city. What did you see and do?

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### The Writing Process

**Pre-writing**  Explain: *The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write.* Have students make a drawing of their visit to the country or city. Ask them to include details in their drawing that will help them to write about it.

**Organizing Ideas**  Explain: *The next step in the writing process is organizing ideas.* In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to or improve their partner’s drawing.

**Drafting**  Explain: *The next step in the writing process is drafting.* In this step, we write our ideas down. Display the writing prompt on the board. Say: *Copy the writing prompt on a separate sheet of paper and write about your trip to the country or city.* Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use reflexive pronouns and any other kind of pronoun, and to refer back to the ideas they discussed with their partners.

**Revising**  Explain: *The next step in the writing process is revising.* In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use of adjectives, verb forms, and pronouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of Country and City to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

**Publishing**  Explain: *The last step of the writing process is publishing.* In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where they can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover of The Healthy Food Party. Ask students: What is a title? (the name of a book, story, or poem) Have students point to the title and ask a volunteer to read it aloud. Have students repeat it. Open the book to the title page and ask: What is a person who writes a book, story, or poem? (the author) Ask students to point to the author’s name and have a volunteer read it for the class to repeat. Remind students that the illustrator is the person who makes the pictures that go with the text. Have students point to the illustrator’s name. Then say the title, author, and illustrator and have students repeat it after you: The Healthy Food Party by Amy White, illustrated by Mima Castro.

Text Features: Tables and Charts Explain: Sometimes a book will have things in it to help us find key facts or information that may not be in the text. Tables provide information in a certain way for a certain purpose. We use the information in a table to determine a specific fact. Charts also organize information in a way that is meaningful and usually contain images. Provide examples of tables.
and charts from different books (math and social studies are great sources). Lead a discussion with the class about the kind of information these items provide. Finally, turn to page 9 and have students look at the image. Ask: *Is this a table or a chart?* (chart) *What information does it organize?* (foods; the food pyramid)

**Genre**

Remind students that there are many kinds of writing. *The Healthy Food Party* is an example of a poem. Explain that poems can use rhymes and can also have a rhythm or a beat, like a song. Poems can tell a story or express emotion. They are usually very descriptive. Lead a discussion about poems and provide examples such as nursery rhymes or other children’s poems. Ask students to tell the names of poems they know or have read. Ask volunteers to recite any they know by heart.

**Frontload Vocabulary**

Point to the words *healthy* and *junk*. Explain: *Healthy food is food that is good for us. Junk food is not good for us, even though we may like it.* Display the Spotlight on English *Health (Food)* photo cards and/or images you have gathered from the Internet to show different foods—some healthy foods and some junk foods. Ask students to identify if each food you display is a healthy food or junk food. Remind students: *You do not have to say if you do or do not like the food, only identify foods that are good for us and foods that are not.*

**Activate Prior Knowledge**

Display a poster of the Food Guide Pyramid or the Great Plate (both available online at the United States Department of Agriculture (www.usda.gov). Explain to students that this diagram tells us which foods to eat and how much of each kind of food we should eat every day to have a healthy diet. Discuss each of the food groups and have students give examples of foods from each group. Then ask students to tell what their favorite foods are and what food group or groups they fall in.

**Close**

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of *The Healthy Food Party*. You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *The Healthy Food Party* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read the text aloud together. Circulate and provide assistance as necessary.

- **Developing**  Use questions such as these for students to recall specific details about the text. Students may answer in one or a few words.

- **Expanding**  Use questions such as these for students to show understanding of the structure of a text. Students may answer in short phrases and sentences.

- **More Complex**  Use questions such as these for students to make judgments about information in the text. Students should answer and elaborate on their answers in complete sentences.

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<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>What are the characters like in the poem and where are they?</strong> Have students describe the characters and the classroom.</td>
<td><strong>Why do the children want candy and chips at the party?</strong> Have students talk about the foods depicted in the illustrations and how the students in the class feel about these foods.</td>
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<tr>
<td><strong>Who is planning a party?</strong> <em>(Mrs. True’s class)</em> Encourage students to talk about parties they have attended and parties they have had at school.</td>
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<tr>
<td><strong>What foods did the students want to bring?</strong> <em>(soda, fries, cake, pies)</em> Encourage students to talk about the kinds of food they eat at parties, which ones they like best, and which ones are healthy and which ones are junk.</td>
<td><strong>What is the first problem in the poem?</strong> Encourage students to talk about how the illustrations helped them to understand what the problem is.</td>
<td><strong>What kinds of foods do the children prefer to have at the party?</strong> Have students talk about why these foods are popular for parties.</td>
</tr>
<tr>
<td>Developing</td>
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**pages 6–7**
- Why did the children raise their hands? (They did not understand.) Encourage students to talk about what they do when they do not understand something in class. Have students talk about how they know when someone does not understand something.
- How does the problem get worse? Have students explain how the illustrations helped them to understand that the problem is still not resolved.
- Why do the children seem not to understand what healthy food is? Encourage students to talk about how not knowing about healthy foods is a problem.

**pages 8–9**
- What did Mrs. True show the class? (a chart/the Food Pyramid) Have students describe the Food Pyramid. Encourage students to include colors, examples or foods, and shapes in their descriptions.
- How does Mrs. True try to solve the problem? Encourage students to talk about how this could be a good way to solve the problem.
- How can the chart help the students understand about healthy food? Have students talk about why it is important to know about healthy foods and why it is important to know how to read a chart.

**pages 10–11**
- What did Mrs. True do next? (sing a song; tell students to look at the chart for a healthy food) Encourage students to talk about what it might be like to be in Mrs. True’s class. Have students talk about experiences they have had with teachers like Mrs. True.
- What does Mrs. True do to help the students solve the problem? Have students talk about how teachers get students interested in different things in class. Encourage students to talk about things teachers do that they like.
- Why did Mrs. True sing a song? Encourage students to talk about funny or entertaining things teachers and parents do to get children interested in something. Have students talk about why they think Mrs. True used a song in her class. Encourage students to talk about other songs they know that help them to learn and remember.
### Developing

**pages 12–13**  
- What healthy foods did Hannah and Luz say they liked? (bananas, juice)  
  Have students identify the food group of the foods mentioned. Encourage students to name other foods in this group.

### Expanding

**pages 14–15**  
- What other foods did the children mention? (steak, ham, a veggie, cheese)  
  Point out that the foods students are going to bring rhyme with their names. Encourage students to identify the students and the foods that rhyme with their names. Have students try to think of foods that rhyme with their name or other name/food rhymes

### More Complex

**pages 14–15**  
- How do you know the chart helped students to understand what foods are healthy?  
  Encourage students to talk about how the Food Pyramid or Great Plate is a helpful tool for learning about healthy foods and good eating habits.

### page 16

- How did Mrs. True feel at the end of the class? (proud)  
  Encourage students to talk about experiences when they felt proud of someone, including themselves.

- What was the author’s purpose for writing this book? Remind students of the four purposes for writing: to inform, to explain or describe, to persuade, and to entertain. Allow answers that include explain, persuade, and entertain. Encourage students to talk about how the author achieves these purposes.

- How does Mrs. True show she is a good teacher? Encourage students to talk about what they think makes a good teacher.
Practice and Apply

**COOPERATIVE TASK**  Tell students they are going to work in small groups to create a menu for a healthy food party in their class. Display the poster of the Food Guide Pyramid or Great Plate that you used in Day 1 for students to refer to as they create their menu. Remind students to include drinks as well as foods. Then have the groups write up and illustrate their menus to present to the class.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Words With Inconsistent But Common Spelling Sounds**  Copy the table below on the board. Say the words, per column, as you track print. Then say the words again and have students repeat them after you.

<table>
<thead>
<tr>
<th>Fred</th>
<th>how</th>
<th>food</th>
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<tbody>
<tr>
<td>healthy</td>
<td>proud</td>
<td>you</td>
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<tr>
<td>said</td>
<td>house</td>
<td>juice</td>
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<tr>
<td>bread</td>
<td>cow</td>
<td>true</td>
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<td>do</td>
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<td></td>
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<td>cute</td>
</tr>
</tbody>
</table>

Point to the first column of words and ask: *What sounds do all of these words have in common?* Be sure students say the correct sound; repeat the list as necessary. *Which letter or letters represent this sound?* (e, ea, ai) Repeat the process with the other columns of words. Explain: *Some sounds can be represented by different letters. Some vowel pairs can represent different sounds.*

**Cooperative Task**  Prepare sets of index cards with the words from the board written on them, one set for the number of pairs of students in the class. Distribute the cards and tell students that they will practice reading them aloud to a partner. When the students have practiced reading, collect the cards. Show a word to the class and have volunteers read it aloud.

**Review / ELLs**

For students experiencing difficulties pronouncing the “h” sound, explain that this sound is like a dog pant, or the sound we make when we fog up a window or mirror. Demonstrate this and have students do this with you. Then say the sound and then a word with that sound. Use words such as: healthy, hand, heart, happy, help, ham, hunt, hip, hat, and here.

Write the sentences below on the board. Have volunteers read the sentences aloud. Then ask: *Which words in these sentences have similar sounds?* (said, Fred). Point out that these words rhyme even though the sound that rhymes is represented by different letters.

“Let’s have candy!” Juan said.
“I want lots of chips!” said Fred.
**Cooperative Task**  Tell students that they will work with a partner to find other pairs of words that rhyme in *The Healthy Food Party*. Have volunteers share their pairs of rhyming words with the class. Write the words on the board and have students indicate which rhyming pairs are represented by different letters or vowel pairs.

**Practice and Apply**

**Cooperative Task**  Write the words below on the board. Tell students that they will work with a partner to think of a word that rhymes with each of the words. Circulate among the pairs, providing assistance as needed. You may challenge students by having them make a little rhyme using two or more of the words. Ask volunteers to share their pairs of rhyming words with the class.

- bring
- food
- hands
- true
- now
- need
- would
- junk
- proud
- head
- know
- found

**Fluency Practice**

Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word at random, and have volunteers read the word aloud.

**Echo Reading**  Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

- Something that is very good for you
- Is really very easy to do.
- Bring healthy food every day for lunch.
- Something different when you need to munch.
- Take apples and carrots in your hands.
- Have them for food as much as you can.

**Close**

**Cooperative Task**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Apostrophes and Possession  Write the following phrases on the board. Read them aloud and have the class repeat them after you.

- Mrs. True’s class
- Marcella’s idea
- the cat’s paw
- the children’s questions
- Padma’s drink
- the boy’s friend
- Chris’s cakes
- the class’s party
- the students’ work
- the dogs’ toys

Say: These phrases are about possession; who owns what. Point to the apostrophe and say: This is an apostrophe. We use this followed by the letter “s” to show ownership. Say apostrophe several times as you point to it and have the class repeat after you. Explain that we usually use the apostrophe plus s after someone’s name or any other kind of noun. Point to the last column of examples and explain: If the noun is a singular noun that ends in “s”, we add and apostrophe “s”. When the owner is a plural noun that ends in “s” we write the apostrophe after the s.

Display the phrases below on the board. Explain to students that these items need to show possession or ownership. Tell students to think about where to place the apostrophe and decide whether or not they will need to add s. Ask volunteers to write the apostrophe and the s as needed. Have students explain their answers.

- Fred book
- Mom birthday
- the mice cheese
- the students homework
- Juan candy

- the girls dresses
- Lis sister
- Chris cat
- Luis bike
- Hannah bananas

Apostrophes and Contractions  Write an apostrophe on the board and have the class identify it. Then say: We can use an apostrophe to show ownership, but we also use apostrophes to make contractions. When we combine two words into one, we make a contraction. Write the words below on the board. Read them and their contractions, and have students repeat after you.

- can not
- do not
- will not
- let us

- can’t
- don’t
- does not
- won’t
- let’s

- I am
- I don’t
- does not
- I will
- they are

- I’m
- doesn’t
- I’ll
- they’re

Prior to class, prepare index cards for each of the phrases in the first column, one letter per card. Also prepare eight cards with an apostrophe written them.

Point to the words do not and the contraction don’t. Explain: We squeeze the words together to make one new word. When we do this, we lose a letter and put an apostrophe in its place. In this case, we push do and not together, lose the o in not, and put an apostrophe where the o used to be.
**Total Physical Response**  Give a letter card and the apostrophe card for the words *does* and *not* to volunteers. Have the volunteers come to the front of the class and arrange themselves to spell *does not*. Tell the class: *We are going to make a human contraction.* Have the students get closer together to spell *doesn’t*, replacing the student who has the “o” in not with the student who has the apostrophe card. Then read the contraction aloud and have the class repeat it. Distribute the other cards to students in the class with each group only having one apostrophe card. Tell students they must come to the front of the class, arrange themselves to spell out the words on the board, and then show how the contractions of these words are made. Have the groups say the words and then the contractions.

**Practice and Apply**

**Cooperative Task**  Display the sentences below on the board or prepare a worksheet to distribute to each student. Tell students that they will work with a partner to make a contraction in each sentence. Have volunteers share their answers with the class. You may also have students write the sentences with the contractions on the board. Ask volunteers to read the sentences aloud.

- I do not like spiders.
- We can not go to the game.
- My mother will not let me play.
- They are my friends.
- The soup does not taste salty.
- Let us go to the park.
- We are not going to eat junk food.
- You will feel better when you eat healthy food.

**Talk It Out**  **Cooperative Task**  Tell students that they are going to work with a partner to create a list of things they can and can’t do to have a healthy life. Explain: *You and your partner will decide on ten things you can and can’t do for a healthy life and five things you do or don’t do so that you are healthy.* Tell students to write their ideas on a sheet of paper once they have decided what they want to include on their list. To start the conversation, use the sample questions in the **Topic of Discussion** box as a guide. Circulate among the pairs, providing assistance as needed. Then have volunteers present their ideas to the class. Encourage students to politely ask questions as well as begin a short discussion about the points their classmates have made.

**Close**

**Write It Out**  To bring closure to Day 4, have students write five sentences about things they do that are healthy. Tell students to include a different contraction in each sentence. They should also include an example of possession with an apostrophe. Then ask volunteers to share their sentences with the class.

**Topic of Discussion**

**Good Eating Habits**

1. What foods should you be sure to eat?
2. What foods shouldn’t you eat much of?
3. What other things do you and don’t you do to live healthy?
4. Why is a healthy lifestyle important?
Speaking and Writing

Model

Display the Food Guide Pyramid or My Great Plate. Review what each section represents with examples. For advanced students, you may have them provide examples of foods in each food group instead. Explain you will describe an example of a healthy, balanced meal with items from each food group.

A healthy breakfast might include two scrambled eggs with cheese, tomatoes, green peppers and onions, whole-wheat toast, grapefruit, and milk. The eggs are protein, the cheese and the milk are from the milk group, and the tomatoes, green peppers, and onions are from the vegetable group. My toast is from the grain group and the grapefruit from the fruit group. I can also have a glass of juice instead of the grapefruit.

Practice and Apply

COOPERATIVE TASK Tell students that they are going to work with a partner to create a healthy meal. Explain: You will discuss which nutritious and delicious foods to include in your meal, and then you will draw a picture of the meal. To start the conversation, use the sample questions in the Topic of Discussion box as a guide. Circulate among the pairs and provide assistance. Have pairs present their meals and their drawings to the class. Encourage a polite discussion.

Listen to Write

INFORMAL ASSESSMENT Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

A Healthy Meal
1. What foods will you include?
2. How is this meal healthful?
3. Why would someone want to eat this meal?

Topic of Discussion

1. junk  Don’t eat junk food!
2. bring  My brother and I bring our lunch.
3. need   We need to eat fruits and vegetables.
4. food   Mike’s favorite food is spaghetti.
5. would  I would love to eat an apple.
6. healthy It’s important to eat healthy food.
7. wanted Sarah wanted a pony for her birthday.
8. hands  Wash your hands before you eat.
9. have   I have cereal for breakfast.
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about what to do to have a good and healthful party. Say: Think about what things you need to have a good party such as healthful but delicious food and drinks, decorations, and activities. Then display the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Have students make a drawing of a fun and healthful party. Ask them to include details in their drawing that will help them to write about it, such as foods, decorations, and games.

Organizing Ideas Cooperative Task Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about a fun and healthful party. Remind students to use all of the words in the Words to Learn box in their writing. Encourage them to use contractions, and to refer back to the ideas they discussed with their partners.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use and spelling of contractions, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Words to Learn box at the end of The Healthy Food Party to check their spelling of the key words. Circulate among the students and assist as necessary. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below where they can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Concepts About Print

[redux cover of reader]

Have students look at the cover of *Treasure Hunt*. Ask volunteers to explain what the title is and have students point to the title. Say: *The title of this book is Treasure Hunt*. Ask students to explain what and author and illustrator do and have them point to the author and illustrator’s name on the title page. Then say: *Treasure Hunt* by Amy White, illustrated by Eugenia Nobati and have the class repeat after you.

**Using Text Features to Find Information**  Explain to the class:

*S sometimes a book will have things in it to help us find key facts or information. A table of contents tells us what are the sections or chapters in a book and also tells us the page where we can find that information. A glossary will provide us with a list of new words and their meanings. Provide examples of tables of contents, glossaries, and texts with headings or icons. Lead a discussion with the class about the kind of information these items provide. Finally, have students look at the Words to Learn box at the end of the book. Ask the class: What does this box tell us? (the words they need to know from the text, also known as “key words”)*
Genre

Remind students that we read to learn. There are stories, rhymes, and books that explain or describe things. Say: Some things we read are make-believe; they are not true. Some things we read are fantasy: The events cannot happen in real life; the stories use make-believe characters, such as talking animals. Other things we read are realistic fiction: The events can happen in real life even though they haven’t happened yet. Treasure Hunt is an example of realistic fiction. Explain that the author writes about something that could happen in real life. Lead a discussion that gives examples of stories that are fantasy and stories that are realistic. Have students explain what things made that story fantasy or realistic. Encourage volunteers to discuss books they have read that are fantasy and others that are realistic.

Frontload Vocabulary

Ask: Which of these words are made up of two smaller words? What are the two smaller words? Do those smaller words give you a clue to what the larger word means?

Have students look at the words backyard and outside. Elicit back, yard, out, side. Explain to students that a compound word is made when we put two words together. Ask students to explain what backyard and outside mean.

Next, point to the word neighborhood and underline neighbor. Ask: What is a neighbor? Elicit answers from the class. Explain that a neighborhood is the area where we live within a city or town. Point to the word treasure and explain that a treasure is anything that is valuable or special to us, such as a toy, a pet, or a bicycle. Have students come up with sentences about a treasure they have. You may provide a sentence starter such as: My treasure is...

Activate Prior Knowledge

Discuss with the class the things they do when family comes to visit or they go to visit family. Ask: Who are the members of your family that you live with? Who are the members of your family that you do not live with but do see often? What kinds of things do you do when you visit each other? What kinds of things does your family do when you get together?

Have students describe their neighbors and discuss any activities they do with their neighbors. Ask: Are there neighborhood activities for the neighbors to have fun together, such as fairs or block parties?

Close

Make Predictions Show students the cover and title page of Treasure Hunt. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Treasure Hunt*. Then read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along after as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills. Divide the class into groups and have each group read the book together. Circulate among the groups and provide assistance as needed.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

- **Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

- **Expanding**  Use questions such as these for students to demonstrate understanding of sequence. Remind students that sequence is the order of events in a story. Words such as first, next, then, lastly, or finally indicate sequence. Students may answer in short sentences or phrases.

- **More Complex**  Use questions such as these for students to demonstrate understanding of the plot of the story. Explain that the plot is the action of the story and that there is often a conflict or problem the characters need to solve. Students should answer and elaborate on their answers in complete sentences.

**Developing**
- Who came over to play? (cousins)
- What does Juanita love? (surprises)
- Have students describe Mom and the children. Encourage students to describe clothing, objects they see in the illustrations, and guess the ages of the children.

**Expanding**
- What did Mom ask the children if they would like to do? (If they wanted to go on a treasure hunt) Encourage students to talk about what they would think if their mother asked them to go on a treasure hunt. Have students talk about other activities Mom might have suggested the children do.

**More Complex**
- What was the problem the children had at the beginning of the story? Encourage students to talk about why the children might have had this problem and whether or not they think this problem has happened to them before.
<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td><strong>pages 4–5</strong></td>
<td><strong>What was the first clue?</strong> <em>(go look by the bikes)</em> Encourage students to talk about what they think the children might be thinking about.</td>
<td><strong>How did Mom get the children to start their activity?</strong> Have students talk about how the map was going to help the children on their treasure hunt.</td>
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<td><em>What did Mom give the children?</em> <em>(a map)</em> What did it show? <em>(the neighborhood, houses, park, school)</em> Have students describe the map in more detail.</td>
<td><strong>Where did the children have to go?</strong> <em>(in the backyard)</em> <strong>Where did the children have to go next?</strong> <em>(turn left, stop at the corner)</em> Encourage students to talk about what is special about the clues. Have them think about the last word in each sentence of the clues. Elicit that they rhyme.</td>
<td><strong>What did the children think of Mom’s activity for them?</strong> Have students talk about why Mom made a treasure hunt for the children and why this was a good idea.</td>
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<td><strong>pages 6–7</strong></td>
<td><strong>Where did the children have to go?</strong> <em>(in the backyard)</em> <strong>Where did the children have to go next?</strong> <em>(turn left, stop at the corner)</em> Encourage students to talk about what is special about the clues. Have them think about the last word in each sentence of the clues. Elicit that they rhyme.</td>
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<td><em>Where did the children find the next clue?</em> <em>(in the bike basket)</em> Have students describe the backyard. Encourage students to determine whether the characters live in a city, a town, or the country.</td>
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<td><strong>Where did the children find the third clue?</strong> <em>(underneath a big pine tree)</em> Encourage students to talk about how they might like to go on a treasure hunt.</td>
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<td><strong>pages 8–9</strong></td>
<td><strong>What did the third clue tell the children to do?</strong> <em>(turn left at the corner and walk past the school)</em> Encourage students to discuss who reads the clues and why these people read the clues but other people do not.</td>
<td><strong>Where did the children find the third clue?</strong> <em>(underneath a big pine tree)</em> Encourage students to talk about how they might like to go on a treasure hunt.</td>
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<td><strong>How did the children work together?</strong> Have students talk about experiences they had when working together with other people helped them to do something or enjoy something.</td>
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<td><strong>pages 10–11</strong></td>
<td><strong>Where is Rob’s house?</strong> <em>(next to the school)</em> Have students describe the map and whether or not there are extra clues on the map.</td>
<td><strong>What did the children do to figure out where to find the next clue?</strong> Encourage students to talk about how the cousins get along with each other. Have students talk about members of their family with whom they enjoy spending time.</td>
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<td><em>Where was the baby pool?</em> <em>(Rob’s house)</em> Encourage students to talk about the time of the year the story might take place. Have students explain their reasoning.</td>
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**Day 2**

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<th><strong>Developing</strong></th>
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<td><strong>pages 12–13</strong></td>
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<td>▶ Where did Rob say the next clue was? (under the slide) Where could they find this place? (the park) Encourage students to talk about whether or not Rob knows what the surprise will be. Have students talk about whether it is or is not easy for them to keep surprises secret.</td>
<td>▶ How did the children get the fourth clue? (Rob told them) Encourage students to describe Juanita. Have students determine her age and identify what clues helped them come to their answer. Allow answers to include she is the youngest because she is the only one who doesn’t read a clue and she is very excited about surprises.</td>
<td>▶ How do you know that Mom really planned this activity well? Encourage students to talk about why it was important for Mom to plan the activity well.</td>
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<td><strong>pages 14–15</strong></td>
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<td>▶ What was the surprise? (a picnic) Encourage students to describe the park and the picnic. Have students talk about what their family does on picnics.</td>
<td>▶ How many blocks did the children walk to get to the park? (two blocks) Have students talk about whether or not the children had to travel a lot to find their treasure. Encourage students to explain their answers.</td>
<td>▶ How did the children feel when they found their surprise? Did Mom solve the children’s problem? Encourage students to talk about how Mom’s plan was or was not a good idea. Have students talk about what Mom’s reasons were for having a treasure hunt and if she was successful in achieving her goal.</td>
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<tr>
<td><strong>page 16</strong></td>
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<td>▶ What did the children do the rest of the day? (played, slid down the slide, swung on the swings) Encourage students to talk about whether or not they liked Mom’s activity for the children. Have students talk about whether or not the treasure hunt made the day and the picnic seem more fun.</td>
<td>▶ What was the first thing the children did at the park? (they had a picnic) Have students talk about the children’s reaction to the surprise and their feelings about their day together. Encourage students to talk about how they would feel if they got the same surprise.</td>
<td>▶ Why did the author write this story? Remind students of the four purposes for writing: to inform, to describe or explain, to persuade, and to entertain. Allow answers that include to entertain and to describe.</td>
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Practice and Apply

Lead a discussion about surprises. Encourage students to talk about a time when they received a surprise. Ask: What was the surprise? From whom did you get the surprise? Was the surprise for a special occasion? Did you get any clues about the surprise you received? Have you ever given a surprise to anyone? Encourage students to talk about what is fun about surprising someone and why so many people give surprises to each other.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Syllables**  Explain: *Words are made up of parts called syllables. Some words have one syllable, but words can have many more. Each syllable contains a vowel sound.* Clap out the syllables as you say the first three words on the board. As you finish clapping the syllables, ask students how many syllables are in each word. Then say the remaining words and have students clap out the syllables with you.

Prior to class, prepare vocabulary card sets using these words, one set for each pair of students:

- teacher  hotel  prepare  return
- follow  baby  neighbor  pilot
- taking  tiger  weekly  user
- broken  china  joker  human
- music  season

**Cooperative Task**  Tell students they will take turns reading aloud to their partner the words on cards. Say: *First clap out the syllables as you say the word, then read the word aloud.* Distribute the cards to students. Circulate among the pairs, providing assistance as needed. Then collect the cards and show a word to the class for volunteers to read aloud.

**Practice and Apply**

Remind students that vowel sounds can be short or long. Say: *When we read a new word, sometimes we know whether the vowel will be long or short by breaking the new word into syllables. If a syllable ends in a consonant sound, the vowel will often be short, but if it ends in vowel sound, the vowel is usually long.*

Write the following words on the board and read the words aloud with the class. Ask volunteers to clap out the syllables. As students clap out the syllables, draw lines between the syllables in each word. Ask the class: *Does the syllable end in a vowel sound or a consonant sound? Is the vowel sound long or short?*

- maybe    children
- recess    yesterday

Prior to class, write the following dialogue on the board:

Juanita: Will there be a real treasure at the end?
Mom: No, but there will be a surprise."
Juanita: I love surprises!
Mom: Follow this map.
**Role-Play** Have pairs of students take turns reading the dialogue from the board. Have them practice several times until they have memorized it. Then have volunteer pairs come up and perform the dialogue in front of the class.

**Fluency Practice**

Prior to class, prepare sets of index cards with the key words written on them. Prepare enough sets of cards for the number of pairs in the class.

- backyard
- blocks
- brother
- clue
- first
- neighborhood
- next
- outside
- surprise
- treasure
- turn

Review the Words to Learn by showing each card, sounding it out, and having the class sound it out with you. Point to each letter of the word as you sound it out. Tell students that they will work with a partner to practice reading the key words. Distribute a set of cards to each pair and have students take turns reading them aloud. Remind students to point to each letter as they sound out the word. Collect the cards and then show a word to the class and have students read the word aloud.

**Echo Reading** Display the following rhyme on the board. Read the rhyme slowly. Read it again with students repeating after you. Allow a volunteer to come to the board and track print as students repeat. Repeat the process several times, gradually increasing your speed and using different volunteers to track print each time. Then read the rhyme chorally with the class. Next, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud for students.

We had so much fun in our neighborhood.
Our treasure hunt outside was really good.
My brother found a clue in our backyard.
It was the first, but the next was not hard.
It said walk two blocks and then you turn right.
A wonderful surprise will be in sight.
It was a lovely party in our park!
We ate and played games until it was dark.

**Close**

**Cooperative Task** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
**Grammar and Usage**

**Irregular Past Tense Verbs**  Write the verbs listed below on the board. Review the past tense forms of the verbs listed on the board. Have students read each word as you point to it on the list. Explain: *Some verbs have past tense forms that do not end in –ed.* Say a sentence using each verb in its present tense form, and then say: *Yesterday I…* and have students complete the sentence with the past tense form. As students provide the correct past tense forms of each verb, write its past tense form on the board. Read the list of word pairs aloud and have students chorally repeat them after you.

- be, buy, catch, come, do, draw
- eat, fall, find, forget, get, give
- go, grew, have, hear, know, make
- read, ride, run, say, see, sing
- sit, slide, speak, swim, swing, take
- teach, tell, think, win, write

**Role-Play**  Have volunteers read the questions. Point out the word *did* in the questions. Explain: *When we ask yes/no questions and information questions, we need to use the word did in the question.* Point to the question words and say: *When we want to know more information about something, we begin our question with a question word and then the word did.* *When we want to know who did something, we do not use the word did we use the past tense form of the verb.* Have students think of five questions to ask a partner about things they and their family did last year. Allow students time to think of what to ask and write it down. Then have a volunteer ask another volunteer a question. The student who answered will ask another student a question. Continue this chain until each student has asked and answered at least one question. Correct as necessary.

Write the following questions on the board:
- Did you find the first clue?
- Did Mom have a picnic for the cousins?
- Where did you go on vacation?
- When did you swim in the ocean?
- Where did the children slide down the slide?
- Why did we run to the park?
- Who did we speak to?
- Who drove the car?
**Review / ELLs**

Have volunteers read the sentences aloud. Explain: *Just like regular past tense verbs, we use the words did and not with the base form of the verb when we want to say that something did not happen.* Remind students that we can also use a contraction for *did not.* Elicit the contraction form from volunteers. You may choose to write the contractions in the sentences on the board. Then tell students: *Think of things that did not happen. They can be real or silly. You may also use the contraction in your sentences.* Have volunteers share their ideas with the class.

**Practice and Apply**

Prepare flashcards with the base-form verb on one side and the irregular past-tense form on the other side. Prepare enough sets of cards for the number of groups of three in your class. Distribute the cards and tell students to place the cards with the base-form verb side up. Explain to students that they will draw a card and will say the past-tense form. If they correctly identify the past-tense form, they will keep the card. The goal is to have the most cards. Then show the past-tense form side of the cards and have students identify the base form verb.

**Talk It Out**

**Talk It Out  COOPERATIVE TASK** Explain to students that they will talk with a partner about something exciting that happened to them. Encourage students to ask their partners questions to find out more information about their experience. Tell them that the questions in the Topic of Discussion are there to get them started, but they can ask as many questions as they can think of. When they have had sufficient time to ask and answer questions with their partners, ask volunteers to share their experiences with the class.

**Close**

**Write It Out** To bring closure to Day 4, have students write five sentences about an unusual activity they did. Say: *Tell about where you were when you did this activity, what you did, and what you thought about it.* After students have had time to think about what they want to say and write it out, have volunteers share their sentences with the class.
Speaking and Writing

Model

Remind students that *Treasure Hunt* is really about a family get-together. Tell students that you are going to tell them about a family get-together. After telling the story, elicit questions from the class. You may provide some example questions to get the conversation started such as: *How many people went on the trip? What kinds of things did you eat? What were your cousin’s names?*

*Every summer my family went camping with my uncles, aunts, and cousins. We went to a place in the mountains. We slept in tents. We ate our meals outside. My cousins and I swam in the lake. Sometimes we went out on the lake in boats.*

Practice and Apply

**COOPERATIVE TASK** Tell students to think of a family get-together they attended. It can be a vacation, a celebration, or just a visit. Explain: *You will talk to a partner about this family get-together. Listen carefully to what your partner says and ask them questions to learn more about the get-together, their family, and what your partner thought about the get-together.* Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their experiences with the class.

**Listen to Write**

**INFORMAL ASSESSMENT** Distribute lined sheets of paper. Explain: *I have a list of key words. I will say each word and use it in a sentence. Write the word on a sheet of paper.* Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

**Topic of Discussion**

A Family Get-Together

1. Why did your family get together?
2. Where did your family get together?
3. Who was there?
4. What did you do?
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to write about a treasure hunt that can be real or imagined. Write the following writing prompt on the board. Say: Think about what going on a treasure hunt might be like. Where could it happen? Who would help you? What might the treasure be? Then display the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing Explain: Writing is a process that is made up of steps. The first step is pre-writing. In this step, we gather ideas about what we are going to write. Have students draw a picture of a treasure hunt. Ask them to include details in their drawing that will help them write about it.

Organizing Ideas Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Have students write about their treasure hunt on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use irregular past tense verbs, and to refer back to the ideas they discussed with their partners.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct adjectives and verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the list of key words at the end of Treasure Hunt to check their spelling of the key words. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below that space where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover of *I Don’t Need an Umbrella!* Ask the class to explain what a title is and have a volunteer read the title aloud. Then elicit from the class what an author does and what an illustrator does. Have students point to the author and illustrator’s names. Then say: *I Don’t Need an Umbrella! by Amy White illustrated by Sandra Lavandeira.* Have students repeat after you.

Image-Text Relationship  Have students look at the images in the book. Point to the images on pages 2 and 3. Ask: *What do you see in the images? (a girl, her mother, a dog, and umbrellas)* Read the text on the pages and ask: *How do the images help us to understand what we read?* Repeat the process for other random pages in the book. Remind students that images (photos and illustrations) help us to understand what we read.
Genre

Explain to students that we read to learn. There are stories, poems, and books that explain or describe things. Say: *Some of the things we read are fantasy: The events cannot happen in real life; the stories use make-believe characters, such as talking animals. Other things we read are realistic fiction: The events can happen in real life even though they haven’t happened yet. I Don’t Need an Umbrella! is realistic fiction.* Explain that the author writes about something that can happen in real life. Even though the events, people, and places seem real, they are not. Lead a discussion that gives examples of stories that are realistic. Encourage volunteers to discuss books they have read before that are realistic.

Frontload Vocabulary

Point to the words *weather forecaster* and *weather report*. Explain that the weather forecaster is the person who tells us what the weather will be when we watch the weather report on the news. Point out the words *complained*, *laughed*, and *sighed*. Point to the ending and tell students that these are verbs in the past tense. When we see this ending on a word, we know that the action, or verb, already happened. Demonstrate for the class what a *sigh* is. Ask volunteers to explain what *complained* means. If students are unable to explain the word, demonstrate it for the class. Then ask: *When do people complain? When do you complain?*

**Cooperative Task** Have students work with a partner to create a sentence using regular past-tense forms. You may provide an example to generate ideas such as: *I walked to school this morning.* Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Lead a discussion with the class about weather reports and why they are important. Ask: *Why do people watch the weather report? Why are weather reports important? Who studies the weather? Why would someone want to study the weather?*

Close

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *I Don’t Need an Umbrella!* You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

Echo Reading  Read aloud I Don’t Need an Umbrella! Then read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along after as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

Guided Reading  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

► Developing  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

► Expanding  Use questions such as these for students to make judgments about the characters and events in the text. Student may answer in short sentences or phrases.

► More Complex  Use questions such as these or students to demonstrate understanding of cause-and-effect relationships in the text. Point out that some signal words such as because and so indicate cause-and-effect relationships. Students should answer and elaborate on their answers in complete sentences.

Developing

<table>
<thead>
<tr>
<th>pages 2–3</th>
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<tbody>
<tr>
<td>► What was Cali going to do? (going to play at a friend’s house) What did her mother tell her to do? (take an umbrella) Encourage students to talk about a friend and what kinds of things they do at each other’s homes.</td>
</tr>
</tbody>
</table>

Expanding

| ► What kind of little girl is Cali? Encourage students to explain their answers. Have students talk about in what ways they are like Cali and in what ways they are different. |

More Complex

| ► Why didn’t Cali want to take her umbrella? Have students talk about things their parents want them to do but they don’t want to do. Encourage students to speculate why their parents want them to do these things and why they don’t want to do them. |
### Developing

**pages 4–5**
- What did Cali and her mom do? (watch the weather report) Have students talk about whether or not they watch the news and weather reports. Encourage students to talk about what programs they watch with their parents.

### Expanding

**pages 4–5**
- How did Cali feel about sitting down to watch the weather report? (She was frustrated) Why? (she wanted to go to friend’s house) Encourage students to talk about when they wanted to do something but had to wait to do it. Have students explain why they had to wait to do this.

**pages 6–7**
- Why did Cali get impatient? (She didn’t see anything that shows a storm) Encourage students to talk about times when they felt impatient. Have students describe how people behave when they are feeling impatient.

### More Complex

**pages 4–5**
- Why did Cali have to watch the weather report? Have students talk about how this might help change Cali’s mind. Encourage students to talk about what other kinds of things parents do to prove things to their children.

**pages 6–7**
- Why did Cali complain? Have students talk about what they would do and what they would think if they were in Cali’s situation.

**pages 6–7**
- Where does Cali live? (Baltimore, Maryland) What other states are nearby? (Pennsylvania, New Jersey, Delaware, Virginia, West Virginia) Have students identify the state where they live. Encourage students to talk about any visits to the states mentioned in the story.

**pages 6–7**
- Why did Cali get impatient? (She didn’t see anything that shows a storm) Encourage students to talk about times when they felt impatient. Have students describe how people behave when they are feeling impatient.

**pages 8–9**
- Where does Cali live? (Baltimore, Maryland) What other states are nearby? (Pennsylvania, New Jersey, Delaware, Virginia, West Virginia) Have students identify the state where they live. Encourage students to talk about any visits to the states mentioned in the story.

**pages 8–9**
- What did the weather forecaster say? (a storm was coming; it was going to rain all day) Have students talk about things they can do with friends on a rainy day.

**pages 10–11**
- Why didn’t Cali believe the weather forecast? Have students talk about what Cali not believing the weather forecast says about the type of person she is.

**pages 10–11**
- Did Cali believe the weather report? (No) Why? (the sky was not dark or gray) Encourage students to talk about why people might not believe weather reports.

**pages 10–11**
- Why didn’t Cali want to take her umbrella? (She thought the report was wrong. The sky was blue with white puffy clouds) Encourage students to talk about times when they thought the adults were wrong and they were right.

**pages 10–11**
- Why didn’t Cali believe the weather forecast? Have students talk about what Cali not believing the weather forecast says about the type of person she is.
## Developing

**Pages 12-13**

- **What did Cali see outside?** (gray clouds) Encourage students to talk about how people know when a storm is coming.

## Expanding

**Pages 14-15**

- **What will happen in two hours?** (the clouds will get dark and it will rain) Have students describe the illustrations on these pages. Encourage students to talk about whether or not Cali’s mom is a nice mother and why they think that way.

## More Complex

**Pages 14-15**

- **How did Cali finally understand that a storm was coming?** (She saw the grey clouds coming) Encourage students to talk about what they need to believe something is true. Have students talk about why these things help them to believe something is true.

**Page 16**

- **Why did Cali’s mother make her go outside?** Encourage students to describe Cali’s mother’s personality. Have students talk about what their parents would do in a similar situation.

- **What did Cali do at the end of the story?** (She took her umbrella) Have students talk about what they think Cali thinks about her mother.

- **What did Cali learn?** (Her mother was right and she needed to take her umbrella) Have students talk about what they think about the way Cali’s mom taught Cali her lesson. Encourage students to talk about a good lesson they learned from their parents.

- **Why did the author write this book?** Have students identify the four purposes for writing: to inform, explain or describe, persuade, and entertain. Allow answers that include persuade and entertain.
Practice and Apply

Discuss weather reports with the class. Ask students to give examples of the information they have heard provided by the weather reporter in a weather report. Ask: Who watches the weather report at your house? When is it important to know what the weather will be like? Have students write two sentences about why weather reports are important. Have them illustrate their sentences. Ask volunteers to share their sentences and drawings with the class.

Role-Play  Have students look at the text on pages 2 and 3. Point to the quotation marks and say: These marks are called quotation marks. We put them around the words the characters in the story or book say. Often we will see the name of the person who said these words and how they said them. Point to the quotes on these pages and read them aloud. Read the quotes in different voices and with expression. Then have students look through the story and ask volunteers to read the quotes using expression as if they were the story characters. Then have students read the text to a partner. Have students take turns reading pages. Remind students to read the characters’ quotes using the appropriate expression. Circulate among the pairs and provide assistance as needed.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
**Phonics and Phonemic Awareness**

**Review Long Vowel Sounds**  Say the long a sound and then the words you have written on the board. Have students repeat them after you. Have a volunteer circle the part of the word that corresponds to the vowel sound. Have the class say the words again and point out the spelling differences for the vowel sound. Repeat the procedure for the other vowel sounds using the following words: e: he, eat, feet; i: side, pie, fly; o: oh, tone, flow, boat; u: mule, do, pool.

Finally, tell students: *I am going to say a word and you will write it on a sheet of paper*. Say each word at least twice and allow students time to write the word. Once students have had time to write each word, have volunteers write the words on the board. Then dictate the correct spelling as students self-correct their papers.

**Practice and Apply**

Review short vowel sounds. Say each word and have students repeat it after you. Have volunteers circle the part of the word that corresponds to the vowel sound you are stressing as you recite the words. Point out that some sounds only have one spelling, while others may have several.

**Review / ELLs**

To assist students experiencing difficulties accurately producing the vowel sounds, review how the long and short vowels are produced. Remind students that the long vowels sound like the name of a letter. Explain to students that their jaws should be relaxed when producing short vowels. Have students place their thumbs under their chins and have them say: *mate/mat, seat/set, cute/cut, note/not, and site/sit*. Repeat the process several times. Then isolate the vowel sounds then say the word. Have students repeat after you.

Write the words below on the board. Read each word pair aloud, sounding it out and enunciating the vowel sounds in each. You may wish to talk about what students hear when you say a word pair to help differentiate the sounds. Tell students: *I am going to say one word from each of the pairs and you must choose which word I said. If you think it is the first word, hold up one finger. If you think I said the second word, hold up two fingers*. Say each word twice and allow students time to respond before you indicate the answer. Then have students practice reading the word pairs with a partner. Finally, choose a word and ask a volunteer to read it aloud.
**Fluency Practice**

Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**Echo Reading**  Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

The clouds rolled in, the sky grew dark.
“Another storm,” sighed my friend Mark.

Yesterday it just rained and rained.
“I can’t play baseball.” Mark complained.

The weather report was a threat:
“Take an umbrella or get wet!”
The weather forecaster did say
It’d be sunny elsewhere today.

These areas didn’t have good luck.
It was nice weather ... for a duck!

**Close**

**Cooperative Task**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Grammar and Usage

**Simple Sentences**  Ask a volunteer to read the sentence aloud. Tell students: *The subject is the part of the sentence that tells us who or what is doing the action, and the predicate is the part of the sentence that tells what the subject does.* Ask students to identify the subject and predicate of the sample sentence. Invite a volunteer to come to the board, circle the subject, and underline the predicate.

Explain to students: *The example sentence is a simple sentence. This means that the sentence expresses a complete thought with one subject and one predicate.* Have students brainstorm two simple sentences with a partner. Ask volunteers to share their sentences with the class. Write those sentences on the board and have volunteers circle the subject and underline the predicate in each sentence.

**Compound Sentences**  Read the sentences aloud and have students repeat them after you. Invite a volunteer to the board to circle the subjects and underline the predicates. Then, explain: *These two sentences can be combined to make a compound sentence.* Replace the period at the end of the first sentence with a comma, add the word *and* between the two sentences, and change the capital letter in the second sentence to a lower case letter. Read the compound sentence aloud: *My mother went to the park with me, and we rode bicycles on the trail.* Explain to students: *This kind of sentence is made up of two simple sentences and a connecting word between them. These connecting words are called coordinating conjunctions. When we write, we will use a comma before the coordinating conjunction.*

My mother went to the park with me.
We rode bicycles on the trail.

**COOPERATIVE TASK**  Tell students that we use these coordinating conjunctions to make compound sentences. Explain: *The conjunction we choose depends on the relationship between the two ideas. Sometimes the sentences agree and go together. For those sentences, we would use and. Some sentences show how one thing leads to another. For those sentences, we would use so. Some sentences show a choice between two things. For those sentences, we use or. Some sentences show a contrast between two ideas. For those sentences, we use but.* Write these sentences on the board and have pairs of students identify the conjunctions: *I was hungry this morning, so I ate breakfast. I liked the movie, but I didn’t like the popcorn.* Have volunteer pairs read the sentences aloud and point out the conjunctions.
**Practice and Apply**

Display the sentences below on the board or create a worksheet to distribute to each student.

Read the sentences aloud and point out the coordinating conjunctions. Refer students back to the examples and remind them of the reason for using each particular coordinating conjunction in each sentence. Have students work with a partner to write compound sentences using **and**, **but**, and **or**. Circulate among the pairs and provide assistance as needed. Then ask volunteers to share their sentences with the class.

- My family and I like the beach, and we go there every year.
- I like baseball, but I don’t play it well.
- We can play in the park, or we can go to the movies.

**Talk It Out** **COOPERATIVE TASK** Have students work with a partner. Prior to class, prepare enough sets of these sentence strips for the number of groups of three in your class. Distribute one set to each group. Say: *You are going to make compound sentences from the simple sentences on these sentence strips. First, find pairs of sentences that have related information. Then decide what the relationship is between them. That will help you to choose the right coordinating conjunction to use to connect them.* Circulate among the groups and provide assistance as needed. Encourage students to talk through their processes with the members of their group. When students have had sufficient time to pair the sentences and decide on the correct conjunction to connect each pair, have volunteers share their sentences with the class. Have them attach the sentences to the board and write the comma and conjunction in the appropriate place.

- My friend and I wanted to play outside.
- It was raining.
- Cali went to her friend’s house.
- She took an umbrella.
- Mom got me a present.
- She made me a cake.
- The class is interesting.
- The homework is not easy.
- I can do my homework now.
- I can clean my room.
- The class may have a picnic.
- The class may go to the zoo.

**Close** **Write It Out** To bring closure to Day 4, have students write about a time when the weather conditions changed their plans. They must write three sentences, and two of them must be compound sentences. Ask volunteers to share their sentences with the class.
Speaking and Writing

Tell students that they are going to hear a weather report. Remind them to listen carefully to the information and think about what information was helpful.

Model

Today will be unseasonably warm. High temperatures will be in the mid-forties. Sunny skies this morning will give way to early afternoon clouds with a sixty percent chance of rain by dinnertime. That rain is the result of a cold front coming in from the north, and it will cause temperatures to fall overnight into the high twenties. This may result in some ice on the roads, so be careful when walking or driving in the early morning hours.

Ask students to tell you what kind of information they heard in the weather report. Point out that these reports sometimes include information about activities we may or may not be able to do because of the weather. Sometimes the weather forecaster may say if we need coats or jackets, or if we can wear our warm-weather clothes.

Practice and Apply

Cooperative Task Tell students they are going to prepare a weather report with a partner. The report must include some kind of visual to help the audience understand the report. Each partner must have time to speak during the report. Provide students with weather information from different sources, such as newspapers or Web sites. Circulate among the pairs and provide assistance as needed. Have the pairs present their weather reports to the class.

Listen to Write

Informal Assessment Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.
Culminating Activity

**Writer’s Workshop**

Tell students they are going to write about a serious weather event they experienced. Say: *Think about a serious weather event, what the weather was like, what you did during this event, how you felt, and anything that happened after that weather event.* Then display the writing prompt on the board and read it aloud.

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**Pre-writing**

Explain: *Writing is a process that is made up of steps. The first step is pre-writing. In this step, we gather ideas about what we are going to write.* Have students draw a picture of the storm they are going to write about. Ask them to include details in their drawing that will help them to write about it.

**Organizing Ideas**

*COOPERATIVE TASK* Explain: *The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep.* Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

**Drafting**

Explain: *The next step in the writing process is drafting. In this step, we write our ideas down.* Have students write about the storm on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use simple and compound sentences, and to refer back to the ideas they discussed with their partners.

**Revising**

Explain: *The next step in the writing process is revising. In this step, we check our work to make sure there are no errors.* Have students revise their drafts to check for correct spelling, correct adjectives and verb forms, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the list of key words at the end of *I Don’t Need an Umbrella!* to check their spelling of the key words. Tell students to make any corrections necessary.

**Publishing**

Explain: *The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing.* Distribute papers to students with a blank space for their drawing and with lines below where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Concepts About Print

Have students look at the cover and title page of *Insects*. Ask students: *What is a title? (the name of a book, story, or poem)* Have students point to the title and say: *The title of this book is Insects*. Have students repeat after you. Open the book to the title page and ask: *What is an author? (the person who wrote the book or story.)* Have students point to the author’s name. Ask a volunteer to read the author’s name. Then say the title and the author’s name and have students repeat it after you: *Insects by Amy White.*

**Features of a Sentence** Have students look at the sentence on page 2. Ask: *Why some letters are bigger than others? (they are capital letters for the first words in a sentence)* Point to the exclamation point on page 3. Ask: *What is this? Why do we use this? (exclamation point; it’s to be read louder to show emotion)* Point to a period and ask students to identify it and explain what it means. Have students look at the text on page 5, point to the question mark and ask: *What is this? (a question mark)* Why do we use this? (to ask a question) You may choose to have students look at other sentences throughout the text to reinforce capitalization and end punctuation skills.
Genre

Remind students that we read to learn. Some things we read explain or describe real people, places, or things. Say: These kinds of stories or books are called informational or non-fiction because the information is true. Lead a discussion with the class about books or stories they know or have read that are informational or non-fiction. You may provide some examples of biographies, how-to books, or other examples of informational/non-fiction texts.

Frontload Vocabulary

Show students photos of insects that you have gathered from the Internet. Point to the word insect and have students read it aloud. Ask students: What is another name people call these animals? Elicit: bugs. Point to the word because and ask: Why are some people afraid of insects? Encourage students to share their answers.

Explain: We use the word because to help answer the question why. It explains the reason for something. Say: Why didn’t you come to school? Because I was sick. Point to the word some. Say: All of you are students. Some of you are boys and some of you are girls. Some means part of something but not all of something. Ask students to think of sentences using some. Follow a similar procedure with the remaining vocabulary.

Activate Prior Knowledge


Close

Make Predictions To bring closure to Day 1, show students the cover and title page of Insects. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *Insects*. Then read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Have students follow along after as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to compare and contrast information in the text. Students may answer in short sentences or phrases.

**More Complex**  Use these questions such as these for students to make inferences about the information in the text. Explain: *When we figure out something not actually stated in the text, we are making inferences. We can use clues in the text, photos, illustrations, and what we already know to figure things out.* Students should answer and elaborate on their answers using complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</thead>
<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many legs do all insects have? (six)</td>
<td>What do all insects have in common? (They all have six legs, two antenna, and a head, thorax, and abdomen)</td>
<td>How do the photos and illustrations help you understand the text?</td>
</tr>
<tr>
<td>How many body parts? (three) Encourage student to identify what the three parts are called. Ask students how many legs spiders have and if spiders are insects.</td>
<td>Have students guess what a thorax might be on their bodies. Encourage student to talk about which parts are the biggest and which are the smallest.</td>
<td>Encourage students to describe the insect in the photo.</td>
</tr>
</tbody>
</table>
### Developing

**pages 4–5**

- **How do some insects get their names?** (from their shapes)
  
  Have students describe the insects in the photos. Encourage students to talk about whether or not the insects’ names accurately describe the insects.

### Expanding

**pages 6–7**

- **What do caterpillars change into?** (butterflies)
  
  Have students describe the caterpillar and the butterfly in the photos. Encourage students to talk about why people like butterflies.

### More Complex

**pages 8–9**

- **What kinds of things can insects look like?** (sticks, leaves)
  
  Have students describe the insects in the photos. Encourage students to talk about whether the insects look like a stick or a leaf.

**pages 10–11**

- **How do some insects hide?** (they blend into the world around them)
  
  Have students locate the insects in the photos. Encourage students to talk about other animals that blend into their world.
<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</thead>
</table>
| **pages 12–13**
- *Where do bees live? (hives)*
  Have students describe the hive. Ask students to say what can be found in hives.
- *How are giant water bugs different from other insects?*
  Encourage students to talk about what they might do if they saw a giant water bug. Have students talk about how they felt when they saw the photo of the giant water bug.
- *What can you figure out from the photo of the hive?*
  Have students talk about any time they have seen beehives or honey combs.

| **pages 14–15**
- *Where do ants live? (anthills or colonies)*
  Encourage students to talk about anything they know about ants. Have them describe anthills.
- *How are bees like ants? (six)*
  *How are they different? (six)*
  Encourage students to talk about where they have seen bees and ants. Have students talk about what these insects have in common and how they are different.
- *How does the photo of the giant anthill help you to understand what 30 million ants can do? Does the photo help you to understand the text?*
  Encourage students to speculate on what the anthills are made of. Have students talk about any time they have seen anthill close up and what they look.

| **page 16**
- *Where do insects live? (everywhere)*
  Have students identify any insects in the photos that they recognize. Encourage students to talk about which ones they like, which ones are scary, and which ones look very strange.
- *Why did the author write this book? (six)*
  *How many body parts? (six)*
  Elicit from students the four purposes for writing. Allow answers that include to inform and to describe.
- *Why are there so many photos of insects? What do these photos tell you?*
  Encourage students to describe the insects in the photos. Have students talk about where they might have seen these insects.
Practice and Apply

Ask: Which insect that we read about was most interesting to you? Why?
Have students write their answer and draw a picture of the insect. Tell students to refer to the list of key words at the end of *Insects* and encourage them to use as many of the key words in their answer as they can. Ask volunteers to share their drawing and their explanation with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

Review Long Vowels  Write the words below on the board. Say the words and have students repeat them after you. Ask students to indicate the vowel sound in each word and the letter that represents the sound. Say: When a word ends in e, the vowel sound is long. It says the name of the letter. Say the words again as you point to the vowel and the final “e”. Explain: These sounds are long vowels. They can be spelled different ways.

<table>
<thead>
<tr>
<th>shape</th>
<th>be</th>
<th>like</th>
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<tbody>
<tr>
<td>home</td>
<td>cute</td>
<td></td>
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</tbody>
</table>

Say the words and have students repeat after you. Then tell students: Which letters represent the vowel sounds in these words? Say the words again and have volunteers indicate which letters represent the vowel sound. Underline the letters.

Cooperative Task  Prior to class, prepare enough sets of index cards of the words below for the number of pairs of students in the class. Tell students: You will work with a partner to practice reading aloud the words on the cards. Distribute the cards to the pairs and circulate among them as they practice reading the words. Provide assistance as needed. Collect the cards and then show the words to the class for volunteers to read aloud.

<table>
<thead>
<tr>
<th>stay</th>
<th>train</th>
<th>cake</th>
<th>team</th>
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<tbody>
<tr>
<td>eat</td>
<td>seek</td>
<td>pie</td>
<td>hide</td>
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<tr>
<td>by</td>
<td>blow</td>
<td>stone</td>
<td>float</td>
</tr>
<tr>
<td>mule</td>
<td>clue</td>
<td>knew</td>
<td>do</td>
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</table>

Practice and Apply

Tell students: I am going to read some words and you will write them on a separate sheet of paper. Read each word at least twice, allowing students time to correctly write the word. Then say the word and have volunteers write it on the board. Have students indicate the vowel sounds and the letters that represent them. Correct as necessary. Words to say:

<table>
<thead>
<tr>
<th>day</th>
<th>nice</th>
<th>wake</th>
<th>deep</th>
<th>glow</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td>goat</td>
<td>seat</td>
<td>mule</td>
<td></td>
</tr>
</tbody>
</table>

Class Prep

Write the following words on the board:

- way
- they
- see
- why
- coat
- who

- rain
- leaf
- lie
- know
- true
- blew
Fluency Practice

**Cooperative Task**  Review the key words with students by showing each word, sounding it out, and having students sound it out with you. Point to each letter of the word as you sound it out. Tell students that they will work in groups to practice reading the key words. Distribute a set of cards to each group and have students take turns reading them aloud. Remind students to point to each letter as they sound out each word. Collect the cards and then show a word to students and have volunteers read the word aloud.

**Echo Reading**  Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

Insects of all shapes are everywhere.
You can see them flying in the air.
Some are called leaf bugs and look like leaves.
Some live in cities, like ants and bees.
Can you guess how many bugs there are
All over the world, both near and far?
No, because there are too many kinds.
We know some, but there are more to find.

Close

**Role-Play**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Grammar and Usage

**Compound Words**  Remind students that compound words are bigger words made up of two smaller words. Say: *Sometimes the knowing what the two words mean helps us to understand what the compound word means; sometimes it does not.* Explain that sometimes names of animals are compound words. Say: *Butterfly, mountain lion, and rainbow trout are names of animals that are compound words.* Point out the smaller words that make up the compound word. Have students look through *Insects* to find other compound words. Elicit: *giraffe weevil, water bug, leaf bug, walking stick, anthill, and peanut.* Remind students that some compound words are one word with no separation between the two smaller words and other compound words are separated.

**Cooperative Task**  Tell students: *You will work with a partner to make a list of compound words. The compound words do not have to be names of animals. You and your partner should think of at least five compound words.* Tell students they may use open or closed compound words—either written as one word or two separated words. After you have allowed students time to create their word list. Ask volunteers to share their ideas with the class. Write the compound words on the board and have students identify the two words that comprise the compound words.

**Collective Nouns**  Ask the class: *Do you collect anything? What do you collect?* Encourage students to talk about things they collect. Explain that a collection is one thing made up of many different parts. Say: *Collective nouns are nouns that name a collection or group of something. Class, team, furniture, luggage, or family are examples of collective nouns.* Have students identify the parts of each of these collective nouns. Elicit answers such as: students, players, suitcase, or sister. Explain to students that there are many collective nouns that refer to the animal world. Say: *There is a flock, which is a group of sheep. A group of wolves is a pack. A group of cows is a herd. A group of fish is a school. When a dog has several puppies or a cat has several kittens, that group of babies is called a litter.*

**Cooperative Task**  Have students identify the collective nouns and the verb in each sentence. Circle the collective nouns and underline the verbs. Say: *Even though a collective noun can be made up of many things, we use a singular verb because it is one group of something. A collective noun is one thing.* Explain to the class that if we are talking about several collective nouns, such as flocks of sheep or teams of players, then we must use the plural form of the verb. Have students work with a partner to think of other examples of collective nouns. Ask volunteers to share their ideas with the class.

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**Class Prep**

Write these sentences on the board:

- The team plays on Saturday afternoon.
- The flock eats grass in the field.
- This furniture costs a lot of money.
- The class works on the project together.

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82 Week 7 Insects
Practice and Apply

**Cooperative Task** Display the sentences below on the board or create a worksheet to distribute to each student. Tell students: *You will work with a partner to decide which verb form best completes the sentence.* Circulate among the pairs, providing assistance as needed. Ask volunteers to share their responses with the class.

1. The team (practice/practices) every day.
2. My family (go/goes) to the beach in July.
3. The group (helps/help) lots of people.
5. My class (work/works) hard.
6. The litter of kittens (plays/play) with a string.
7. My school (has/have) a fair every spring.
8. Flocks of sheep (eat/eats) lots of grass.
9. The audience (likes/like) the show.
10. The furniture (look/looks) nice.

**Review / ELLs**

**Total Physical Response** For students experiencing difficulties identifying the correct verb form in the activity above, conduct a variation of Simon says. Explain that Simon is a third person, not *you* or *I*, and that most verbs have to end in *s* when the person who does the action is a third person. Have students perform the commands such as the following as if they were Simon only when the verb form is correct: Simon walks in place, Simon walks to the door, Simon reads a book, Simon jumps in place, etc.

**Talk It Out** **Cooperative Task** Prior to class, prepare 10–20 cards with collective written on them. Prepare enough sets of cards for the number of pairs in the class. Tell students: *You are going to work with a partner to make sentences using collective nouns. You will choose a card, read the card aloud, and think of a sentence using the word on the card. Say your sentence to your partner.* For extra practice, you may choose to have the partner also create a sentence using the same word. Circulate among the pairs, providing assistance as needed. Collect the cards and then show the words to the class. Ask volunteers to share their sentences.

**Close**

**Write It Out** To bring closure to Day 4, have students write five sentences about a collective noun such as a team, class, ant colony, group, pack, or flock. Ask volunteers to share their ideas with the class.
Speaking and Writing

Model

Tell students a story about an unusual insect you saw. It could be a scary insect, a huge insect, one you had never seen before, or a beautiful insect. If you do not wish to share your own personal experience or feelings, you may use this example.

The strangest insect I ever saw was when I was on vacation in Florida. It was evening and I saw this bluish green glow. I thought at first it was a lightning bug. When my friend collected the bug and showed it to me, I saw it wasn’t a lightning bug. It was a long black bug. The glow wasn’t coming from its abdomen like a lightning bug. It was coming from something on its thorax or head. It wasn’t the insect’s eyes, either. Its head was very strange, like an alien. I had never seen an insect like this before. It looked like an insect from a science fiction movie.

Practice and Apply

**Cooperative Task** Tell students that they are going to talk with a partner about insects. Have them think of a time they saw an unusual insect. Explain to students that they will ask their partner questions about the insect they described. Circulate among the pairs and provide assistance as needed. Then have volunteers share their insect experiences with the class.

Listen to Write

**Informal Assessment** Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.

**Topic of Discussion**

**An Insect I Saw**

1. Think of an unusual, beautiful, or scary insect you have seen.
2. What did the insect look like?
3. Where did you see it?
4. What did you think when you saw it?
5. How did you feel when you saw it?
6. Have you ever seen another insect like that since then?

**An Insect I Saw**

1. called This animal is called a walking stick.
2. world I want to travel around the world.
3. bugs A bug is another word for an insect.
4. guess Guess the answer to the riddle.
5. because We had a party because it was David’s birthday.
6. shapes Clouds can have many shapes.
7. change The leaves change color in the fall.
8. insects Bees and ants are insects.
9. some I am afraid of snakes.
10. everywhere My dog follows me everywhere.
Culminating Activity

Writer’s Workshop

Explain: Writing is a process that is made up of steps. Each step helps us to organize our writing and to present our ideas in a way that everyone can understand. When we follow the steps of the writing process, we become great writers. Tell students they are going to research an insect and write about it. Say: Find out what it looks like, where it lives, what it eats, and something unusual about it. Then display the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Provide research material for students to use. After students have chosen the insect they are going to write about, have them draw a picture of it. Ask them to include details in their drawing that will help them write about it.

Organizing Ideas COOPERATIVE TASK Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Have students discuss the writing prompt with a partner. Have them show their pictures to their partner. Encourage students to ask each other about what they might write about and make suggestions to add to their partner’s writing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Have students write about the insect they researched on a separate sheet of paper. Remind students to use all of the key words, encouraging them to use collective nouns and compound words, and to refer back to the ideas they discussed with their partners.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use of collective nouns and compound words, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the list of key words at the end of Insects to check their spelling of the key words. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Distribute papers to students with a blank space for their drawing and with lines below that space where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
**Warm Up**

**Concepts About Print**

Have students look at the cover of *I’m Proud of My Past*. Ask students to identify the title of the book. Have volunteers explain what a title is. Then ask: *What does the author do?* Elicit: writes the book, story, or poem. Have students point to the author’s name and ask a volunteer to read it aloud. Then ask: *What does the illustrator do?* Elicit: draws the pictures that go with the text. Have students point to the illustrator’s name. Then say the title, author, and illustrator and have the class repeat after you: *I’m Proud of My Past* by Amy White, illustrated by Sandra Lavandeira.

**Using Text Features to Find Information** Remind students: *Sometimes a book will have things in it to help us find key facts or information.* A table of contents tells us what are the sections or chapters in a book and also tells us the page where we can find that information. A glossary will provide us with a list of new words and their meanings. Provide examples of tables of contents, glossaries, and texts with headings or icons from textbooks. Lead a discussion with the class about the kind of information these items provide.
Finally, have students look at the Words to Learn box at the end of the *I’m Proud of My Past* book. Ask the class: *What does this box tell us? (the words they need to know from the text, also known as “key words”)*

**Genre**

Remind students that we read to learn. There are books, stories, and poems that explain or describe things. Say: *Some things we read can have parts that are true and parts that are imaginary. This is called realistic fiction. I’m Proud of My Past is an example of realistic fiction.* Explain that some parts of realistic fiction are real: real places, people, events, or facts. The story or the characters in the story may not be real. Encourage volunteers to talk about books or stories they know or have read that are realistic fiction.

**Frontload Vocabulary**

Point to the words *Native Americans* and have students read them aloud. Explain: *Native Americans are people who lived in America long before the explorers from Europe came here.* There are many groups of Native Americans, one of which is the Navajo. They live in the Southwest region of the United States. Point to the word *reservation* and have students read it aloud. Say: *Many Native Americans live on reservations, which are areas of land given to groups of Native Americans by the United States government.* Explain that these reservations have their own schools, medical facilities, and stores along with the homes of the Native Americans who live there. Tourists can visit some of these reservations to learn about the culture of the Native Americans who live there. Point to the word *hogan* and have students read it aloud. Explain: *A hogan is a kind of home used by some Native Americans. It is made of logs, branches, and mud. It has a rounded roof.* Follow a similar procedure for the remaining key words.

**Activate Prior Knowledge**

Explain to students: *Ceremonies are celebrations of important events in a person’s life or the life of a community. A ceremony has certain parts, even things that are said, that are the same each time the ceremony is done.* Weddings and graduations are examples of ceremonies. Ask students to provide examples of ceremonies they have either participated in or attended. Encourage students to describe these ceremonies.

**Close**

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of *I’m Proud of My Past* You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *I’m Proud of My Past* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Divide the class into groups and help each group read and decode the text aloud together. Circulate and provide assistance as necessary.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to demonstrate understanding of how the illustrations support the text idea. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make judgments about the information in the text. Students should answer and elaborate on their answers in complete sentences.

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<tr>
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<tbody>
<tr>
<td><em>pages 2–3</em></td>
<td><em>What does this map show? What does it tell you about the Navajo Nation?</em></td>
<td><em>Why do think the Navajo Nation is so big?</em> Have students identify the states in which the Navajo nation lies. Encourage students to explain what the Hopi nation might be.</td>
</tr>
<tr>
<td><em>Who is Tiana? Where does she live?</em> Encourage students to describe Tiana.</td>
<td><em>Have students name the states neighboring Arizona. Encourage students to explain the purpose of the elements in the map.</em></td>
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Day 2

Week 8

*I’m Proud of My Past*
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<th>Developing</th>
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</thead>
<tbody>
<tr>
<td><strong>Pages 4–5</strong></td>
<td><strong>What is a Hogan like?</strong> Encourage students to compare and contrast the hogan with Tiana’s house. Have students talk about why there are still hogans.</td>
<td><strong>What is a Navajo family like?</strong> Encourage students to talk about their families, where different family members live, and what could be good about having lots of family nearby.</td>
</tr>
<tr>
<td><strong>What were Navajo homes called? What kind of home do Navajo live in now?</strong> Have students describe the Hogan. Encourage students to talk about what might be fun about living in a Hogan.</td>
<td><strong>What are Navajo clothes like? What Navajo clothes are some of Tiana’s family members wearing?</strong> Encourage students to talk about why Tiana’s family might wear some Navajo clothes or jewelry most of the time. Have students talk about whether they or any family members wear traditional clothes or jewelry from their culture.</td>
<td><strong>How do Navajo keep their traditions?</strong> Encourage students to talk about why keeping traditions would be important to Navajo people.</td>
</tr>
<tr>
<td><strong>Pages 6–7</strong></td>
<td><strong>How do Navajo show a respect for nature?</strong> Encourage students to talk about why it is important to respect nature and what they do and other people can do to respect nature.</td>
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<tr>
<td><strong>What is the name of Tiana’s clan? When does Tiana wear Navajo clothes?</strong> Have students describe Tiana’s family and her Navajo clothes.</td>
<td><strong>How do they make rugs?</strong> Have students talk about why Tiana’s aunt makes rugs by hand instead of using a machine. Encourage students to talk about other things that are made by hand. Have them talk about how these things are or are not more valuable than machine-made things.</td>
<td></td>
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<tr>
<td><strong>Pages 8–9</strong></td>
<td><strong>What does Tiana’s family grow? What do her cousins herd?</strong> Have students describe the landscape where Tiana lives.</td>
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<td><strong>Developing</strong></td>
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<tr>
<td><strong>pages 10–11</strong></td>
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<tr>
<td><em>What is Tiana learning? What does she use to make it?</em></td>
<td><em>How do Tiana, her mother, and her grandmother make pottery?</em></td>
<td><em>Why do you think Tiana is learning pottery before she learns to weave?</em></td>
</tr>
<tr>
<td>Encourage students to talk about any experiences they have had making pottery or doing any crafts with family members.</td>
<td>Encourage students to talk about activities they do with older members of their family.</td>
<td>Encourage students to talk about things their family members taught them to do. Have students talk about things they had to learn in steps such as riding a bike. Encourage students to talk about their experiences learning to do something that adults do.</td>
</tr>
<tr>
<td><strong>pages 12–13</strong></td>
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<tr>
<td><em>Why do Navajo sell their pottery? What does Tiana’s family sell at their store?</em></td>
<td><em>What does the pottery look like that Tiana’s family sells?</em></td>
<td><em>In what ways is the clan store important?</em></td>
</tr>
<tr>
<td>Have students describe the items in the store. Encourage students to talk about any experiences they may have had at a reservation or any Navajo crafts they have seen.</td>
<td>Encourage students to talk about how the pottery items might be used. Have students talk about why the Navajo made these things out of clay and not something else.</td>
<td>Have students talk about other ways Navajo might teach people about their culture. Encourage students to talk about experiences they had learning about other cultures outside of school.</td>
</tr>
<tr>
<td><strong>pages 14–15</strong></td>
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<tr>
<td><em>What does Tiana learn from her grandmother? What happens at the Blessingway ceremony?</em></td>
<td><em>What is the Blessingway ceremony like?</em></td>
<td><em>How do Navajo feel about older people?</em></td>
</tr>
<tr>
<td>Encourage students to talk about things they are learning from older family members.</td>
<td>Encourage students to talk about what the purpose of the Blessingway ceremony might be. Have students explain their reasons.</td>
<td>Have students talk about what they can learn or have learned from older people. Encourage students to share experiences with their grandparents.</td>
</tr>
<tr>
<td><strong>page16</strong></td>
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<tr>
<td><em>What is Tiana proud of?</em></td>
<td><em>What is the main idea of the book? What does the author do to support this idea?</em></td>
<td><em>What was the author’s purpose for writing this book?</em></td>
</tr>
<tr>
<td>Have students talk about what they think Tiana likes best about her culture.</td>
<td>Encourage students to talk about whether or not the author achieved her purpose. Have students explain their answers.</td>
<td>Elicit the four purposes for writing. Allow responses that include to inform and to describe or explain. Have students discuss whether or not the author achieved her purpose or purposes.</td>
</tr>
</tbody>
</table>
**Practice and Apply**

Say: *Tiana is very proud of her Navajo culture. What do you think make her the proudest? Why do you think so? What would make you proud of the Navajo culture? Why?* Lead a discussion about culture and heritage. Have students identify their heritage. Tell them that it may be ethnic, or it could be regional. Ask students to talk about things associated with their heritage that make them feel proud.

Ask: *What things from your heritage and Tiana’s heritage are similar? How are your heritages different? What are ways you and your family show you are proud of your past?* Give students who want to share an opportunity to do so, but be sensitive to the fact that some students do not like to share what makes them different with their class.

**Close**

To bring closure to Day 2, refer students back to the predictions they made in Day 1 and discuss what clues helped them make accurate predictions.
Phonics and Phonemic Awareness

**Syllables**  Write the words below on the board. Ask volunteers to read the words aloud and have the class repeat after them. Remind students: *Syllables are parts of words. Every word has a least one syllable. Each syllable has a vowel sound.* Clap out the syllable as you say the first word on the board and ask students how many syllables the word has. Repeat the procedure with the other words and have students clap out the syllables with you.

- Native
- family
- tribe
- reservation
- Arizona
- Navajo
- special
- grandmother
- uncle
- house
- large
- clothes
- pottery
- jewelry

Write the words below on the board. Remind students: *When a syllable ends in a vowel sound, the vowel sound is often long. When a syllable ends in a consonant, the vowel sound is often short. If a word ends with the letter e, the vowel is usually long and the final e is silent.*

Practice and Apply

**COOPERATIVE TASK**  Prior to class, prepare sets of index cards for each pair of students using the words below. Tell students that they will work with a partner to practice reading the words on the cards. Circulate among the pairs, providing assistance as needed. Collect the cards and then show the words to the class for volunteers to read aloud.

- produce
- costume
- famous
- stories
- today
- before
- praying
- broken
- follow
- season
- music
- neighbor
- nation
- Hopi
- making
- teacher
- money
- returned

Class Prep

- Native
- people
- hogan
- shiny
- useful
**Fluency Practice**

Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students (or groups of three) and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**Echo Reading** Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

We went to Arizona on vacation,
Visited a Navajo reservation.
The Native Americans are grouped in clans.
They have ceremonies in homes called hogans.
We watched these women weave some beautiful rugs.
At the store we bought pretty pottery jugs.
Our day at the reservation went by fast.
The Navajo are proud of their art and past.

**Close**

**Role-Play** To bring closure to Day 3, have pairs of students take turns reading the rhyme aloud. Remind them to try to copy the speed and rhythm you used. Ask volunteers to read the rhyme aloud to the class.
Proper Nouns  Review proper nouns with the class. Remind students that these nouns name a specific person, place, or thing. For example, say: A girl is a noun. Tiana is the name of a girl. Tiana is a proper noun. A state is a noun. Arizona is the name of a state. Arizona is a proper noun. A college is a noun. Boston College is the name of a college. Boston College is a proper noun. Elicit examples of proper nouns from the class and write them on the board. Remind students that proper nouns are always capitalized.

Capitalization  Ask students: What are three rules we know for when to use capital letters? Elicit: at the beginning of a sentence, the word I, and with proper nouns. Explain to students that some specific kinds of proper nouns that must be capitalized are days of the week, months, holidays, events in history, and titles. Display the book I’m Proud of My Past and point out each word in the title that is capitalized. Explain that the important words in the title are capitalized. Words like a, the, and of are not capitalized, unless they are the first word of the title. Display other books for students to see examples of capitalization in titles.

Practice and Apply

Cooperative Task  Read the sentences below with students and explain that they will discuss with a partner rules for which words are capitalized and why. Ask volunteers to share their rules with the class.

Display these sentences on the board:
This Thursday is Thanksgiving.
The Fourth of July is Dan’s favorite holiday.
Lily read a book called The Little Prince.
I live on State Street in Chicago.

Cooperative Task  Explain to students: These sentences need capital letters. You will work with a partner to decide which words need to be capitalized and why. Consider the rules you came up with and that you heard your classmates come up with. Circulate among the pairs and provide assistance as needed. Tell students to write the capital letters in the appropriate places on the sentence strips. Then have volunteers share their sentences with the class. Ask them to write the corrected sentences on the board and explain which rule applies for capitalizing the words they chose.
Prior to class, prepare enough of these sentence strips for the number of pairs of students in the class:
- I take gymnastics on Tuesdays with my friend Ana.
- We bought mom flowers for Mother’s day.
- Mrs. Miller lives on Market Street in Seattle.
- The capital of the United States is Washington D.C.
- Lisa and Mike live in New York.
- My brother and I bought chocolates for Grandma for Valentine’s day.

**Talk It Out** Lead a brief discussion with students about the rules they learned about capitalization prior to this class (the word I, the first letter of a sentence, and the first letter of a proper noun.), rules they learned today (days of the week, months of the year, names of holidays or names of major events in history), and rules they came up with for when to capitalize letters in titles of books or movies. Their rules can be vague and general, but should include the first letter of the capital, the first letter of any proper nouns, and the first letter of any other important word in the title.

**Close**

**Write It Out** To bring closure to Day 4, have students write four sentences about a holiday their family celebrates. They should have at least one proper noun in each sentence. Ask volunteers to read their sentences to the class, tell which words they capitalized, and explain why they capitalized them.
**Speaking and Writing**

**Model**

Explain to students: A tradition is something people always do. It can be something related to a special occasion or how people live their life every day, such as foods they do or do not eat, clothes they wear, or the way they do things.

Tell students that you are going to describe a traditional holiday celebration, and they must ask you questions about it. If they get stuck, you may offer some questions to get them started, such as: Who celebrates the Fourth of July that way? Do people who live in the city celebrate the same way? Are there people who do not celebrate this holiday? What is the meaning of this holiday?

A big tradition on the Fourth of July is watching fireworks and listening to patriotic music while watching them. Some families have a tradition of a Fourth of July picnic or barbecue with family and friends. For many people it is a tradition to cook hamburgers and hot dogs on the grill.

**Practice and Apply**

**Cooperative Task** Tell students: Think of a tradition in their family. It may be for a holiday, a special event, or it may be something you do just with your mom or dad. Explain to students that they will talk to a partner about the tradition and their partner will ask them questions to learn more about it. Once students have had a chance to ask and answer questions about the tradition they chose, have partners work together to compare their traditions to the Navajo traditions in the story *I’m Proud of My Past*. Circulate among the groups and provide assistance as needed. Have volunteers share their traditions with the class.

**Listen to Write**

**Informal Assessment** Distribute lined sheets of paper to students. Explain: I will say the words from the story’s Words to Learn box and use them in a sentence. Write the words on the sheet of paper. Read each key word twice, then its sentence, and then say the key word once more. Allow adequate time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn box at the end of the book to self-correct their spelling.
Culminating Activity

Writer’s Workshop

Tell students they are going to write about their heritage or culture. Write the following writing prompt on the board. Say: *Think about something special about your heritage and culture, such as a celebration or tradition.* Then read the prompt aloud.

**Writing Prompt**

What do you like best about your culture? Why do you like it?

### The Writing Process

**Pre-writing**

Explain: *Writing is a process that is made up of steps. The first step is pre-writing. In this step, we gather ideas about what we are going to write.* Have students draw a picture about what they like best about their culture. Ask them to include details in their drawing that will help them to write about it.

**Organizing Ideas**

*Cooperative Task.*

Explain: *The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep.* Have students discuss the writing prompt with a partner. Have them show their drawing to their partner. Encourage students to make suggestions to add to their partner’s drawing.

**Drafting**

Explain: *The next step in the writing process is drafting. In this step, we write our ideas down.* Have students write about what they like best about their culture on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use proper nouns, and to refer back to the ideas they discussed with their partners.

**Revising**

Explain: *The next step in the writing process is revising. In this step, we check our work to make sure there are no errors.* Have students revise their drafts to check for correct spelling, capitalization of proper nouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the list of key words at the end of *I’m Proud of My Past* to check their spelling of the key words. Tell students to make any corrections necessary.

**Publishing**

Explain: *The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing.* Distribute papers to students with a blank space for their drawing and with lines below that space where students can copy their writing. Tell students that once they have produced a neat copy of their work, they will share it with the class.
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