Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people’s creativity. We bring ideas and imagination into education.
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What Is the Spotlight Guided Reading Manual?

The 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 website, 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>Activities</th>
</tr>
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<tr>
<td>1</td>
<td>Warm Up: Concepts About Print, Genre, Frontload Vocabulary, Activate Prior Knowledge, Close: Make Predictions</td>
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<td>2</td>
<td>Listening and Reading: Echo Reading/Guided Reading, Developing/Expanding/More Complex (group questioning strategies), Practice and Apply, Close: Return to Predictions</td>
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<td>3</td>
<td>Phonics and Phonemic Awareness (Vocabulary Strategies for Levels 3–6), Practice and Apply, Fluency Practice, Close</td>
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<td>5</td>
<td>Speaking and Writing, Model, Practice and Apply, Listen to Write, Culminating Activity, Writer’s Workshop: The Writing Process</td>
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### Guided Reading References

Warm Up

Before Reading

Have students look at the cover and title page of Jake’s Helpful Notebook. Remind students that the title is the name of the book, story, or poem. Ask a volunteer to read the title. Then remind students: The author is the person who wrote the book, story, or poem. The illustrator drew the pictures that go with the text. Have the class point to the author and illustrator’s name. Ask volunteers to read the names. Then say the title, author, and illustrator and have students repeat after you: Jake’s Helpful Notebook by Fran Hodgkins, illustrated by Ines Huni.

Use of Quotation Marks

Read the first quote on page 3 aloud and point to the quotation marks. Explain that these marks go around what characters say. Have students look through the story to locate quotation marks. Ask them to read the quote, tell who said it, and the signal words used such as said, asked, or explained. Encourage students to read the quote in the way indicated by the signal words.
Genre

Explain to students that we read to learn. There are stories, rhymes, 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. Jake’s Helpful Notebook 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

Direct students’ attention to these specific words: afternoon, homework, lunchtime, and notebook. Tell students that these words are compound words—words made up of two smaller words. Explain that often we can understand the meaning of these words by looking at their parts. Split each compound word into its parts and have volunteers explain what each part means. Then have them explain what the compound words mean.

Point to the word assignment and have students read it aloud. Ask: Do you ever get assignments? When? What are some of these assignments like? Point to the word blank and have students read it aloud. Ask: Where might you see a blank? Elicit on a test, a homework assignment, or a form. Ask volunteers to describe what a blank looks like. Finally, point to the word copied. Remind students that this is the past tense of the verb copy. Ask students: What does copy mean? When might you have to copy something? When is it wrong to copy something? Have students copy the Words to Learn in their notebooks.

Activate Prior Knowledge

Discuss with the class what characteristics they would say make someone a good student. Students may answer in short phrases or complete sentences. Ask: What kinds of things do good students do to do well in school? Allow students time to generate answers and discuss why they are qualities of a good student.

Predicting

Show students the cover and title page of Jake’s Helpful Notebook. 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 Jake's Helpful Notebook. 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  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

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 cause-and-effect relationships. Explain: The cause is the reason why something happens. The effect is the result of that cause. Explain that words such as so and because indicate 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 information in the text. Students should answer and elaborate on their answers in complete sentences.

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Developing

What did Jake ask Ana about every day? (homework assignments) Encourage students to talk about who they ask if they have questions about homework assignments. Have students explain why they ask this person and not someone else.

Expanding

What was Jake’s problem? (He can’t remember his homework assignments and doesn’t do his work.) Encourage students to talk about why this is a problem and why doing homework is an important part of what students do.

More Complex

How do you think Ana felt about Jake always asking her about homework? Have students talk about what kind of person Jake is and what kind of person Ana is.
## Jake’s Helpful Notebook

### Week 1

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 4–5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Who is Mrs. Jones? (the school counselor) What does she do? (helps students who need help) Have students describe Mrs. Jones and her office. Have students identify the counselor in their school. Encourage students to describe this person and where he or she works.</td>
<td>▶ Why did Jake go see Mrs. Jones? (to get help for his problem) Encourage students to talk about why going to Mrs. Jones was a smart thing to do. Have students talk about other solutions for Jake’s problem.</td>
<td>▶ How did Jake feel about his homework problem? Encourage students to talk about what kind of student Jake is or wants to be. Have students talk about what kind of student they think they are.</td>
</tr>
<tr>
<td><strong>pages 6–7</strong></td>
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<tr>
<td>▶ What did Mrs. Jones show Jake? (an assignment notebook) Have students describe the notebook. Encourage students to talk about any experiences they have had with this kind of notebook.</td>
<td>▶ How did Mrs. Jones help Jake? (She gave him a notebook to help him remember what he has to do for homework.) Encourage students to talk about why Mrs. Jones suggested an assignment notebook for Jake.</td>
<td>▶ Why might Mrs. Jones’s homework notebook work for Jake? Encourage students to talk about how Mrs. Jones knew just what to do to help Jake. Have students talk about how Mrs. Jones made Jake feel.</td>
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<tr>
<td><strong>pages 8–9</strong></td>
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<tr>
<td>▶ What did Jake write in his notebook? (homework assignments) What did he do when he got home? (read his notebook) Encourage students to talk about what they do to help them remember their homework assignments.</td>
<td>▶ What did Jake do when he got an assignment? (wrote it down in the notebook) Have students talk about what they do when they get a homework assignment.</td>
<td>▶ How does Jake feel about using a homework notebook? Have students explain why Jake feels this way. Encourage students to talk about what this shows about Jake’s character.</td>
</tr>
<tr>
<td><strong>pages 10–11</strong></td>
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<tr>
<td>▶ What did Jake do when he finished an assignment? (made a check in his notebook) Encourage students to identify the homework Jake had that night. Have students talk about the homework assignments they had to do last night.</td>
<td>▶ How did the notebook help Jake with his problem? (He knew what he had to do for homework and that he finished the assignments) Have students talk about whether or not they think a homework notebook would work for them. Encourage students to explain their answer.</td>
<td>▶ How did Jake feel when he finished his homework? Why? Encourage students to talk about how they feel when they finish tasks, or finish something that took time or was difficult.</td>
</tr>
<tr>
<td>Developing</td>
<td>Expanding</td>
<td>More Complex</td>
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<td>---------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>pages 12–13</strong></td>
<td><strong>What did Ana ask Jake?</strong></td>
<td><strong>What kind of friend is Ana?</strong></td>
</tr>
<tr>
<td></td>
<td><em>(if he needed to know what the homework was)</em></td>
<td>Encourage students to talk about a good friend. Have students talk about what</td>
</tr>
<tr>
<td></td>
<td><em>(no thanks)</em></td>
<td>makes this person a good friend.</td>
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<td></td>
<td>Encourage students to talk about why Ana was surprised and how Jake felt.</td>
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<tr>
<td><strong>pages 14–15</strong></td>
<td><strong>Why didn’t Jake ask Ana about homework?</strong> <em>(He knew what they were and he did them.)</em></td>
<td></td>
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<tr>
<td></td>
<td>Have students talk about how Jake felt when Ana asked why he didn’t ask her about the homework. Encourage students to talk about any experiences they had when they did something that surprised a friend, family member, or teacher like Jake surprised Ana.</td>
<td></td>
</tr>
<tr>
<td><strong>page 16</strong></td>
<td><strong>Why was Mr. Bell proud of Jake?</strong> <em>(Jake did all of his homework and he is organized.)</em></td>
<td><strong>How did Mr. Bell show he was a good teacher?</strong> Have students talk about what makes a good teacher. Encourage students to talk about experiences they had with a good teacher. Remind students that a teacher isn’t only someone who works in a school.</td>
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<tr>
<td></td>
<td>Have students talk about times at school when they felt proud.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Why did Ana call Jake about the homework assignment?</strong> <em>(She forgot the homework and knew Jake wrote it in his notebook.)</em></td>
<td><strong>Why did the author write this book?</strong> Tell students that there are four purposes for writing: to inform, to explain or describe, to persuade, and to entertain. Explain that the author can have more than one purpose for writing a text. Allow answers that include to persuade and to entertain.</td>
</tr>
<tr>
<td></td>
<td>Encourage students to talk about what made Ana think of Jake when she needed the homework assignment. Have students talk about how Jake must have felt.</td>
<td></td>
</tr>
</tbody>
</table>
**Practice and Apply**

Lead a discussion with the class about what they would do if they were Jake. Then discuss with the class how Jake felt at different points in the story. Encourage students to think about how they would feel in the same situation by reminding them that empathy—the ability to imagine how others feel—is a valuable tool in being a good student, a good friend, a good member of the community, and a good person.

**Close**

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

**Syllables**  Say the words as you track print with your finger. Explain to students: *These are multi-syllable words—each of them has more than one syllable. Say: A syllable is a part of a word. Each syllable has a vowel sound.* Point to the word *together*, break it into syllables, and then say the word again syllable by syllable. Clap out the syllables and say: *Together has three syllables.* Say the word again, blending the syllables with the class. Repeat the steps again and have students repeat and clap out the syllables after you. Continue to follow the procedure with the other words on the board. Gradually provide less support by having volunteers break the words into syllables, say the word syllable by syllable, and then blend the syllables.

**COOPERATIVE TASK**  Prior to class, prepare enough sets of cards with the words from the board on them for the number of pairs of students in your class. Distribute the cards and tell students: *You will work with a partner to practice reading the words on the cards.* After students have practiced reading the words, collect the cards. Then show the words to the class and ask volunteers to read them aloud.

**Review / ELLs**  For students experiencing difficulty pronouncing the r-controlled vowel in the words *afternoon, counselor, remember, homework, together, better, girl, learn, and her*, explain: *Make a sound of a growling dog or cat—rrrrrr.* Then make the sound and say the words. Have students repeat after you. Explain: *Many times a syllable that contains a vowel followed by r will make this sound. There are different ways this sound can be spelled.* Point out the different letter combinations that represent the same sound. Have students make the growl sound again and say the words. Then point to a word and have volunteers read it.
**Fluency Practice**

Review the *Words to Learn* 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 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 each word. Collect the cards and then show a word to students and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below 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.

I saw Jake at lunchtime. He was upset.  
There’s always some homework that he forgets.  
He asked the counselor what he could do.  
He said, “Use this notebook. It will help you.”  
Jake wrote the assignment into the blanks.  
When Ana asked him if he needed help,  
This time Jake smiled at her and said, “No, thanks.”

**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.

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**Class Prep**

Prior to class, prepare sets of index cards with the *Words to Learn* written on them, one set for each pair of students:

- afternoon
- assignment
- blanks
- copied
- counselor’s office
- homework
- lunchtime
- notebook
Grammar and Usage

Parts of Speech

Explain to the class: The parts of speech are the tools we use to build sentences. Each part of speech has a job to do. Tell students: Nouns are words that identify or name people, places, and things. Explain: Pronouns are words that replace nouns. They can be subject pronouns, object pronouns, possessive pronouns, or reflexive pronouns. Verbs are action words. Verbs can also connect a noun to another word. Adjectives describe nouns; they say what the noun is like. Adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs tell when, where, or how. Have students work with a partner to come up with three nouns, three verbs, three adjectives, three pronouns, and three adverbs. Have students share their ideas with the class. Make a list of each part of speech on the board. Then review the class-generated lists with the class.

Identifying Parts of Speech

Read the sentences aloud as students follow along. Then point to the first sentence and identify the nouns Jake, assignment, and notebook. Ask if the nouns identify a person, a place, or a thing. Then identify the verb wrote. Ask: What did Jake do? Elicit: Wrote. Then identify the pronoun his. Explain to the class that this is a possessive pronoun; it is replacing the noun Jake’s. Have students identify the adjectives and adverbs that describe the nouns and verbs you already identified in each sentence. Point to carefully and blue. Then ask: What does carefully tell you? What does blue describe? Repeat the procedure with the other sentences, gradually taking away support until students can identify the parts of speech in the sentence with little or no prompting.

Class Prep

Write the following words on the board:
✔ Noun
✔ Pronoun
✔ Verb
✔ Adjective
✔ Adverb

Display these sentences on the board:
✔ Jake carefully wrote the assignment in his blue notebook.
✔ It was a very important homework assignment.
✔ Yesterday I ran very quickly in the big race at the park.
✔ The little brown puppy barked loudly and happily when he saw the big black dog.
Practice and Apply

Tell students that they are going to work with a partner to create two sentences. Explain: Each sentence should contain at least one of each of the parts of speech discussed in the lesson. Circulate among the pairs and provide assistance as needed. Then have students read their sentences to the class and identify the parts of speech. Have them explain which words the adjectives and adverbs describe and what the pronouns represent.

Talk It Out  Write these lists on index cards and distribute them to pairs of students.

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
<th>List C</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 nouns</td>
<td>2 nouns</td>
<td>2 nouns</td>
</tr>
<tr>
<td>2 verbs</td>
<td>1 verb</td>
<td>2 verbs</td>
</tr>
<tr>
<td>3 adjectives</td>
<td>4 adjectives</td>
<td>2 adjectives</td>
</tr>
<tr>
<td>2 pronouns</td>
<td>1 pronoun</td>
<td>2 pronouns</td>
</tr>
<tr>
<td>2 adverbs</td>
<td>3 adverbs</td>
<td>2 adverbs</td>
</tr>
</tbody>
</table>

Cooperative Task  Tell students they are going on a shopping trip. Instead of ingredients for a recipe, they will have a shopping list with parts of speech. Explain: You will work with a partner to gather the ingredients, the parts of speech, from the book Jake’s Helpful Notebook. Tell them that they are to go through their list, find each item on their list in the book, and write it down next to its part of speech on this list. Tell students: You and your partner will work together to create sentences using all of their ingredients from your list. When students have had sufficient time to “shop” for their “ingredients” and put them together, they will share their sentences with the class.

Close

Write It Out  To bring closure to Day 4, have students write a four-sentence paragraph about their first day of school. It could either be their first day of school this year or their first day of school ever. Tell them to be sure to include nouns, pronouns, verbs, adjectives, and adverbs in each sentence. Ask volunteers to share their paragraphs with the class. Choose example sentences and write them on the board. Have the class identify the parts of speech in each sample sentence.
Speaking and Writing

Model

Tell students to imagine that you are Jake and you’re going to talk about your homework problem.

I’m so frustrated! I know I can do better in school. I understand what we do in class, but I always forget homework assignments. I can call my friend Ana, but I feel bad bothering her all the time. What can I do?

Elicit and discuss suggestions with the class.

Practice and Apply

COOPERATIVE TASK  Tell students: Imagine that you have the same problem with homework that Jake has in the story. You are going to work with a partner to create a dialogue between a student and the school counselor about this problem. Have students think of questions to ask the counselor and questions the counselor might ask the student. Use the questions in the Topic of Discussion as ideas to get started. Circulate among the pairs and provide assistance as needed. Then have the pairs present their dialogues to the class. Ask students which suggestions they think will work best and why.

Listen to Write

INFORMAL ASSESSMENT  Explain: I have a list of Words to Learn. I will say each word 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 Jake’s Helpful Notebook to self-correct their spelling.

<table>
<thead>
<tr>
<th>1. homework</th>
<th>We have a lot of homework in math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. blanks</td>
<td>Fill in the blanks for this part of the test.</td>
</tr>
<tr>
<td>3. lunchtime</td>
<td>I sit with my friends at lunchtime.</td>
</tr>
<tr>
<td>4. afternoon</td>
<td>Laura has music lessons in the afternoon.</td>
</tr>
<tr>
<td>5. counselor’s office</td>
<td>Go to the counselor’s office when you need help. Jake copied the page numbers from the board.</td>
</tr>
<tr>
<td>6. copied</td>
<td>The assignment is for science class.</td>
</tr>
<tr>
<td>7. assignment</td>
<td>This notebook helps me to be organized.</td>
</tr>
<tr>
<td>8. notebook</td>
<td></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 homework notebooks. Write the writing prompt on the board. Say: Think about Jake’s experience with a homework notebook and whether that might be a tool that might help you. Then read the prompt aloud:

Writing Prompt

Do you think a notebook like Jake’s would be helpful? Why or why not?

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. Draw a Web graphic organizer on the board with a circle in the middle and three circles branched off from it. Label the center circle “Homework Assignment Notebook”, and label the three smaller boxes “Reason 1,” “Reason 2,” and “Reason 3” respectively. Allow time for students to copy the graphic organizer from the board onto a sheet of paper, and ask them to complete it with their ideas.

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 share their idea webs with a partner. Encourage them to ask each other about what they might write and make suggestions to add to each other’s writing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Have students write their opinion about homework notebooks on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use nouns, verbs, pronouns, adjectives, and adverbs, 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 the parts of speech, 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 Jake’s Helpful Notebook 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 paper for students to 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

Before Reading

Have students look at the cover of My Grandpa. Remind students that the title is the name of the book, story, or poem. Ask a volunteer to read the title. Then remind students that the author is the person who wrote the book, story, or poem, and the illustrator is the person who drew the pictures that go with the text. Have students point to the author and illustrator’s name. Then say the title, author, and illustrator’s name and have students repeat after you. Say: My Grandpa by Fran Hodgkins, illustrated by Emiliano Lopez.

Review Quotation Marks

Have students look at the sentence “See you later!” she says. Point to the quotation marks and remind students: These marks are called quotation marks. The go around the things the characters in the story say. Have students look through the story and point out other quotes.
**Genre**

Remind students that we read to learn. There are stories, poems, and books that explain or describe things. Say: *Some things we read are about real people, places, events, and information. Other things we read are not real, but they could be. This is called realistic fiction.* Tell students that *My Grandpa* is also an example of a narrative.

Explain: *A narrative tells a story. Some narratives are personal narratives. This means that the story is about a personal experience.* Often these experiences are ones that the person will always remember. Lead a discussion with students about experiences that they will always remember. Then ask them to give examples of personal narratives they know or have read.

**Frontload Vocabulary**

Point to the word *hardware* and have students read it aloud. Ask: *What kinds of things can you buy at a hardware store?* Encourage volunteers to share their answers with the class. Explain: *Hardware is a name for things we use to build or repair things. A hardware store sells these things, such as tools, nails, and other equipment we might need to build or fix things around the house.* Point to the word *stomp* and have students read it aloud. Ask a volunteer to demonstrate *stomp* or do so yourself. Point to the other key words and have students read them aloud. Have volunteers offer explanations of the words.

**Activate Prior Knowledge**

Lead a discussion with the class about family. Ask: *Who are some family members you spend fun time with? What do you do together?* Then have students talk about their grandparents. Ask: *What are your grandparents like? What kinds of things do you do with them? Why can grandparents be special?* Students may answer in short phrase or complete sentences.

**Predicting**

Show students the cover and title page of *My Grandpa*. 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 *My Grandpa*. 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.

**GUIDED READING**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

- **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. Explain: *The order in which the events of the story occurred is called sequence. Words such as first, next, then, finally, and at last may show sequence.* Students may answer in phrases or short sentences.

- **More Complex**  Use questions such as these for students to compare and contrast information in the text. Remind students: *When we compare, we tell how two or more things are alike. When we contrast, we tell how two things are different.* 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>pages 2–3</td>
<td></td>
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</tr>
<tr>
<td>▶  How did the boy and Grandpa wave? (with their left hands) Have students describe Grandpa’s house. Encourage students to talk about whether they are left–handed or right–handed.</td>
<td>▶  What happened first? (Mom drops off the boy at Grandpa’s house) Encourage students to talk about why the boy is with Grandpa and where Mom is going.</td>
<td>▶  What do Grandpa and the boy do the same? How are they dressed? Have students talk about things they do that are like the way other members in their family do them.</td>
</tr>
<tr>
<td>Developing</td>
<td>Expanding</td>
<td>More Complex</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td><strong>pages 4–5</strong></td>
<td><strong>Where did Grandpa and the boy need to go?</strong> <em>(the hardware store)</em></td>
<td><strong>What does the boy do like his grandfather? Why does he do this?</strong></td>
</tr>
<tr>
<td>▶ What did the boy and Grandpa do with the blade of grass? <em>(put it between their teeth)</em> Encourage students to talk about why Grandpa and the boy put the blade of grass between their teeth.</td>
<td>▶ Have students talk about whether or not the boy wants to go to the hardware store. Encourage students to talk about what kind of errands they do with their parents or older relatives.</td>
<td><strong>Encourage students to talk about why children do things like their parents, grandparents, or older siblings do.</strong></td>
</tr>
<tr>
<td><strong>pages 6–7</strong></td>
<td><strong>What did Grandpa show the boy?</strong> <em>(a saw)</em>  <strong>What did the boy see?</strong> <em>(his eyes)</em> Encourage students to describe the items for sale at the hardware store.</td>
<td><strong>How are the boy and the store clerk alike? How are they different?</strong> Encourage students to describe the items for sale at the hardware store.</td>
</tr>
<tr>
<td>▶ What did Grandpa show the boy? <em>(a saw)</em>  What did the boy see? <em>(his eyes)</em> Encourage students to describe the items for sale at the hardware store.</td>
<td>▶ Have students talk about why Grandpa showed the boy different kinds of tools. Ask students why Grandpa would buy a paper bag full of nails.</td>
<td><strong>Encourage students to talk about why the boy likes to compare and contrast himself with other people. Encourage students to talk about people they try to copy in the way they dress, what they do, or how they behave.</strong></td>
</tr>
<tr>
<td><strong>pages 8–9</strong></td>
<td><strong>What did the boy and Grandpa have to drink?</strong> <em>(Grandpa had iced tea; the boy had lemonade.)</em> Have students talk about what they do after they have worked hard. Encourage students to talk about what kinds of things they like to drink.</td>
<td><strong>What do Grandpa and the boy drink? Why do you think they have different drinks?</strong> Encourage students to talk about foods and drinks their parents or grandparents like but they do not. Have students explain why they do not like these foods and drinks.</td>
</tr>
<tr>
<td>▶ What did the boy and Grandpa have to drink? <em>(Grandpa had iced tea; the boy had lemonade.)</em> Have students talk about what they do after they have worked hard. Encourage students to talk about what kinds of things they like to drink.</td>
<td>▶ Have students talk about chores they do around the house. Have them talk about chores where they help an adult in the family.</td>
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</tbody>
</table>
### Day 2

#### Developing

**Pages 10–11**
- **What did Grandpa and the boy do at the beach?** (waded in the water, sat on the sea wall) Have students talk about other things people do when they go to the beach. Encourage students to talk about why they think Grandpa and the boy did not swim at the beach.

#### Expanding

**Pages 10–11**
- **What did Grandpa and the boy do after they waded in the water?** (they sat on the sea wall, let their feet dry; took the bus home) Have students speculate the time of year the story may take place. Encourage students to think about what Grandpa and the boy do at the beach and what they saw in the illustration. Encourage students to explain their answers.

**Pages 12–13**
- **What did Grandpa and the boy have for lunch?** (Grandpa had tomato soup and a sandwich; the boy had chicken noodle soup and a sandwich.) Have students talk about what they like to have for lunch. Encourage students to talk about things they can make for lunch by themselves.

**Pages 12–13**
- **What did Grandpa and the boy do after lunch?** (They read a book about animals. They roared and stomped around.) Encourage students to talk about which animals Grandpa and the boy were pretending to be.

#### More Complex

**Pages 12–13**
- **What do the boy and his grandfather do the same when they are at the beach? What is different about what they do at the beach?** Have students talk about any experiences they had at the beach. Encourage students to talk about what they like to do and what adults seem to like to do on the beach. Have students speculate why children and adults like to do different things at the beach.

**Pages 14–15**
- **What did Grandpa and the boy do after they played?** (They rested.) Have students talk about why Grandpa and the boy rested.

**Pages 14–15**
- **What do both Grandpa and the boy do when they get home? What is different about what they do?** Have students talk about why Grandpa and the boy read together after lunch. Encourage students to talk about any experiences they have had sharing a book, game, or movie with an older relative.

**Pages 14–15**
- **Why does the boy think Grandpa’s laugh is like a whale’s?** Have students describe the kind of person Grandpa is. Encourage students to talk about whether they would like to have a Grandpa like him and explain why or why not.
### Practice and Apply

Discuss with the class how the boy feels about spending the day with Grandpa.

**Ask:** What do you think was the boy’s favorite part of the day with Grandpa? *Explain your answer.*

Then have students discuss things they enjoy doing with their grandparents or other older family members. **Ask:** How often do you get to spend time with them? Why do you like to spend time with them?

### Close

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

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**Page 16**

- **Developing**
  - What time does Mom come? (four o’clock)
  - When will the boy see Grandpa again? (next week)
  - Have students talk about what Grandpa and the boy might be thinking when they say goodbye to each other.

- **Expanding**
  - What did Grandpa and the boy do before the boy left? (They hugged each other.)
  - Encourage students to talk about what they think Grandpa enjoyed most about the day and what the boy enjoyed most.

- **More Complex**
  - Why did the author write this book? Remind students of the four purposes for writing: to inform, to describe or explain, to persuade, and to entertain, and that there may be more than one purpose. Allow answers that include to describe and to entertain. Encourage students to talk about whether or not the author achieved her purpose.

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**What did Grandpa and the boy do before the boy left?** (They hugged each other.)

**Why did the author write this book?** Remind students of the four purposes for writing: to inform, to describe or explain, to persuade, and to entertain, and that there may be more than one purpose. Allow answers that include to describe and to entertain. Encourage students to talk about whether or not the author achieved her purpose.
Phonics and Phonemic Awareness

**Long Vowel e Sound**  
Read the words aloud as you point to each word.  
Ask: *What sound do all of these words have in common? How many ways is this sound spelled?* Elicit: *e* and *ee* and *ea*. Then say each word again and have the class repeat it after you. Tell students: *Recognizing these vowel teams will help you read with purpose and understanding.*

**COOPERATIVE TASK**  
Tell students that they are going to take turns reading the words aloud to a partner. Distribute the cards and allow students time to practice reading the words. Then show a card to the class and have volunteers read the word aloud. Explain: *Some sounds are actually two vowel sounds blended together. This sound may be spelled different ways.*

**Diphthong ow**  
Say the sentence and have students repeat it after you.  
Ask: *What is the sound you hear in most of the words? How can this sound be spelled?* Elicit: *ow* and *ou* and *ow*. Say the sentence several more times, saying it faster each time. Then have volunteers try to say the sentence as quickly and accurately as possible.

**Practice and Apply**  
Tell students: *You are going to hear some words which you will write down on a separate sheet of paper.* Say each word twice and allow students time to accurately spell the word. After all students have had time to write all the words on their own, say the words again in random order and allow volunteers to write them on the board.
Fluency Practice

Review the Words to Learn 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 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 each word. Collect the cards and then show a word to students and have volunteers read the word aloud.

Echo Reading

Display the rhyme below 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.

I went with my grandpa to the hardware store.
He bought a bag of nails and a few things more.
We did some work before it was time to play.
We took the bus to the beach on a nice day.
I took off my sneakers and felt the sand crunch.
Then we went home because it was time for lunch.
Chicken noodle and tomato: What a treat!
We read to each other. That was really neat.
We stomped like the animals, which was much fun.
Then Mom came to get me, and our day was done.

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 sets of index cards with the Words to Learn written on them, one set for each pair of students:

- beach
- bus
- chicken
- hardware
- noodle
- sneakers
- stomp
- tomato
Grammar and Usage

**Plural Nouns** Remind students: *Plural means more than one.* Review with the class how to make singular nouns plural. Have volunteers come to the board and explain to the class how to make a noun plural. Then tell students: *Work with a partner to write rules about making singular nouns plural.* After students have had time to talk through and write down their new grammar rules, have volunteers share their rules with the class. Use students’ ideas to create rules the class can remember. Write the rules on the board and have students copy any rules they do not already have into their notebooks.

**Review / ELLs**

Explain to students experiencing difficulty determining when to add –es to make a noun plural that we add this extra syllable when the last sound of the noun is ch, sh, or s. Explain: *We do this because it is hard to pronounce “s” after these sounds. We have to add another syllable, so we add –es.* Provide additional examples such as: witch, rich, miss, wish, rash, lash, touch, and bush. You may also choose to focus students’ attention on pronouncing the –es. Remind students that this extra syllable often sounds like the word is. Say the plurals and have students repeat after you.

**Irregular Plural Nouns** Remind students that some plural nouns do not follow rules. Tell students: *These nouns have irregular plural forms.* Ask: *What is the plural form for each of these nouns?* Elicit answers from the class. If students are experiencing difficulty identifying the plurals, you may choose to provide them. Then read the singular and plural forms and have the class repeat them after you. Explain: *Because these words do not follow rules, the only way to learn them is to practice them until they know them by heart.*

Class Prep

Write the following words on the board:
✔ chair ✔ dog
✔ tree ✔ room
✔ store ✔ shoe
✔ hand ✔ glass
✔ sandwich ✔ dish

Write the following words on the board:
✔ man ✔ child
✔ woman ✔ mouse
✔ tooth ✔ foot
✔ goose ✔ sheep
✔ fish ✔ knife
✔ wife ✔ deer
✔ shelf
Practice and Apply

Prior to class, create sets of flash cards with the singular form of the noun on one side and the irregular plural on the other. Create enough sets for the number of pairs of students in your class. Tell students: You will work with a partner to practice irregular plurals. You will read the singular form of the noun to your partner and then you must say the plural form. Then have students turn the cards over, read the plural form and say the singular form.

Talk It Out  COOPERATIVE TASK  Prior to class, create a set of 15–20 cards with singular nouns written on them. Be sure to include all of the nouns with irregular plurals discussed in class. Explain to students: You will work with a partner to play the noun game. Choose a card, read it, and make a sentence using the singular form of the noun. Your partner will make another sentence using the plural form of the same noun. Remind students that when they change the number of the noun, the number of the verb has to change, too. Circulate among the pairs and provide assistance as needed. When students have had time to complete the game, show a card to the class and have volunteers create sentences using the singular and plural form of the noun.

Close

Write It Out  To bring closure to Day 4, have students choose five irregular plural nouns and write sentences using them. Challenge them to try to make their sentences work together to form a paragraph. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Tell students you are going to describe a grandparent or older relative.

*My grandmother’s name is Mimi and she is very special. She is not very tall but she stands very straight. She has white hair and green eyes. She’s very funny and she tells great stories about growing up on a farm with her three brothers. We like to go shopping or out to lunch. Sometimes she cooks and she is a great cook. When I was little, she used to make pancakes shaped like animals. I loved that. She always makes me feel special, but especially when she makes my favorite foods or sings some silly songs. I love to spend time with her.*

Explain to students that they may ask you questions to find out more information about this person. You may provide the first question to generate more questions such as: *How old is your grandmother? What other foods does she make for you?* Continue to tell your story, either real or invented, stopping to answer students’ questions.

Practice and Apply

**COOPERATIVE TASK** Tell students: *You are going to work with a partner to talk about an older relative. Think about how you might describe this person and questions you can ask their partner about their relative.* Circulate among the pairs and provide assistance as needed. Then ask volunteers to talk about their relative. Encourage students to politely ask questions about what their classmates said to learn more about their relatives.

Listen to Write

**INFORMAL ASSESSMENT** Explain: *I have a list of Words to Learn. I will say each word 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 *My Grandpa* to self-correct their spelling.

<table>
<thead>
<tr>
<th><strong>Topic of Discussion</strong></th>
<th><strong>My Grandparent or Older Relative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is his or her name?</td>
<td></td>
</tr>
<tr>
<td>2. What does he or she look like?</td>
<td></td>
</tr>
<tr>
<td>3. What is he or she like?</td>
<td></td>
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<tr>
<td>4. What kinds of things do you do together?</td>
<td></td>
</tr>
<tr>
<td>5. What does he or she do to make you feel special?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Words to Learn</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
<td>A tomato is a fruit that tastes like a vegetable.</td>
</tr>
<tr>
<td>bus</td>
<td>Some students take a bus to school.</td>
</tr>
<tr>
<td>hardware</td>
<td>Dad bought some tools at the hardware store.</td>
</tr>
<tr>
<td>beach</td>
<td>My family went to the beach last Saturday.</td>
</tr>
<tr>
<td>stomp</td>
<td>Bulls stomp their feet before they charge.</td>
</tr>
<tr>
<td>chicken</td>
<td>Grandma brought fried chicken to the picnic.</td>
</tr>
<tr>
<td>sneakers</td>
<td>I have new sneakers for basketball.</td>
</tr>
<tr>
<td>noodle</td>
<td>Spaghetti is a kind of noodle.</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 time you spent with a grandparent or an older relative. Write the writing prompt on the board. Say: Think about what you did together and how you felt spending time with this person. Then read the prompt aloud:

Writing Prompt

Tell about a time you spent with a grandparent or other older relative.

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 something they did while spending time with their older relative. Ask them to include details in their drawing that will help them to write about it. Draw a sequence graphic organizer on the board with four vertically stacked horizontal rectangles. Label the boxes First, Next, Then, and Last, respectively, from top to bottom. Allow time for students to copy the graphic organizer from the board onto a sheet of paper, and ask them to complete it with their ideas.

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 time with their older relative on a separate sheet of paper. Remind students to use all of the Words to Learn in their writing, encouraging them to use regular and irregular plural 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, correct plural forms of 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 Words to Learn at the end of My Grandpa to check their spelling. 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

Before Reading

Have students look at the cover of Fuel to Win. Ask volunteers to explain what a title, author, and illustrator are. Then have a volunteer read the title and author’s name. Say the title, author, and illustrator and have the class repeat it after you: Fuel to Win by Hope Walker, illustrated by Gerardo Baró.

Genre

Remind students that we read to learn. There are stories, books, and poems that explain or describe things. Say: Sometimes the people, places, and events we read about could be real, but they are not. This is called realistic fiction. Fuel to Win is an example of realistic fiction. Point out that this is also a narrative—it tells a story.
Explain that narratives have several elements in common: setting, characters, plot, and conflict. Say: *The setting is the time and place when the story happens. The characters are the people or animals perform the actions. The plot is the series of events that happen in the story. There is usually a conflict, or a problem, that the characters have to fix.* Have students think of examples of realistic fiction they know about or have read. Ask them to identify the setting, the characters, and the conflict of the examples they mention.

**Frontload Vocabulary**

Show students a photo of a baseball field. Point out the bleachers and dugout. Have volunteers explain the key words *home run* and *inning.* Then ask: *What is a championship? What are some examples of championship games in different professional sports?* Show students a wind-up toy, wind it up and let it move until it stops. Explain: *Run-down is what the toy is like before it stops; it moves slower and slower. People can feel run-down when they don’t have much energy, like the toy.* Have students provide examples of when they feel run-down. Point to the word *bleachers* and have students read it aloud. Explain: *Bleachers are a kind of bench. They may be wooden, they may be metal. Sometimes you can see that in a school gym. Bleachers are the kind of seats you will see at ball parks.* Ask students where they have seen bleachers. Finally, have students write sentences using the key words. Ask volunteers to share their sentences with the class.

**Activate Prior Knowledge**

Discuss with the class what kinds of things they have for breakfast. Ask: *Why is having breakfast important? How do you feel when you are hungry?* Then ask students what sports they play and how they prepare for their game. Ask: *What do you have to eat before you play? What happens if you don’t eat before you play?*

**Predicting**

Show students the cover and title page of *Fuel to Win.* 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 *Fuel to Win*. 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**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**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 cause-and-effect relationships. Remind students: *The cause is the reason something happens and the effect is the result of that cause. Words such as so and because can indicate cause-and-effect relationships.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to draw conclusions about information in the text. Remind students that we draw conclusions when we make judgments based on the information in the text and what we already know. 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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</table>
| **pages 2–3**
*What does Raúl play? Why was the day special?* Have students talk about what sports they play. Encourage students to talk about any special sporting events they either participated in or watched.
| *Why was Raúl excited?* Encourage students to talk about times they were excited and why they were excited.
| *How does Raúl feel about playing baseball?* Encourage students to talk about things that make them feel like Raúl does about baseball. Have them explain why these things are important to them. |
### Developing

**Pages 4–5**

- **What did Raúl’s father want him to do? What did Raúl want to do?** Have students talk about what their parents want them to eat and why. Encourage students to talk about whether they eat these things or not.

### Expanding

- **Why should Raúl eat breakfast?** Have students talk about what they have for breakfast. Encourage students to talk about the things they like to eat for breakfast.

### More Complex

- **What kind of character does Raúl have?** Have students talk about how they are like Raúl and how they are different.

### Pages 6–7

- **What happened at last week’s game? How did Raúl feel?** Have students talk about times when they were disappointed with something they did or did not do. Encourage students to talk about what they learned from the experience.

### Pages 8–9

- **What did the coach ask Raúl?** Have students discuss what they think the coach might have been thinking when he talked to Raúl.

### Why did Raúl get tagged out at last week’s game?** Encourage students to talk about how Raúl must have felt during the game.

### What did Raúl feel as he played in last week’s game?** Have students talk about how disappointment can sometimes be a good thing. Encourage students to use examples from the story and from their own experiences to support their conclusions.

### Why did the team need Raúl to play well?** Have students talk about how Raúl and his team might have been feeling the morning of the big game. Encourage students to talk about similar experiences they might have had when they needed to do well at something. Provide examples such as sporting events, concerts, dance recitals, or participating in a ceremony or presentation.

### What did the coach think about Raúl last week?** Have students talk about whether or not the coach is a good coach. Encourage students to provide specific examples to support their conclusions.
### Developing

**pages 10–11**
- **What did Raúl’s father say was the reason why Raúl didn’t play well?** Have students talk about why Raúl’s father might not have forced Raúl to have breakfast before the game last week.

**pages 12–13**
- **What did Raúl’s father say the body was like?** Have students talk about things machines need to work. Encourage students to identify these things.

### Expanding

**pages 10–11**
- **How did Raúl’s father explain what happened to Raúl last week?** Have students think of different kinds of machines and the kind of fuel needed to make them work. Encourage students to talk about foods that help fuel people.

**pages 12–13**
- **Why did Raúl decide to eat breakfast?** Encourage students to talk about how Raúl’s father persuaded him to eat breakfast. Have students explain why Raúl’s strategy worked and whether that might work for them.

### More Complex

**pages 10–11**
- **How did Raúl’s father show that he knows his son very well?** Have students compare Raúl’s father to their own parent or parents. Encourage students to talk about whether or not Raúl’s father is a good father.

**pages 12–13**
- **What was Raúl feeling before the big game started?** Encourage students to talk about experiences in their own life when they felt like Raúl did before the championship. Have students talk about how those feelings can be good and bad.

**pages 14–15**
- **What did Raúl feel as he played this last game?** Have students talk about times when they felt as Raúl did. Encourage students to talk about how they feel when they have had to work very hard to achieve something. Ask students to talk about whether or not working hard to achieve something makes that something more valuable than something easily achieved.
Who won the game?
Encourage students to talk about how they felt when they did something good or any experience they have had winning something.

What did Raúl’s teammates think about how Raúl played?
Encourage students to speculate whether or not Raúl’s hope of being named Most Valuable Player came true.

Why did the author write this book?
Remind students of the four purposes for writing: to inform, to describe or explain, to persuade, and to entertain. Allow answers that include: to persuade, describe, and entertain. Encourage students to talk about whether or not the author achieved her purposes.

Practice and Apply
Remind students that Fuel to Win is a narrative, or a story, and that stories have certain parts to them. Review with the class what setting, character, plot, and conflict mean. Tell students: You are going to work with a partner to identify these parts of a narrative in Fuel to Win. Have students make a four-column chart with the headings: Setting, Characters, Plot, and Conflict. Explain that they will fill in the chart based on Fuel to Win. The plot should include the major events of the story. Provide an example, such as Raúl under the Character column, to help students generate ideas. Circulate among the pairs, providing assistance as needed. Then have volunteers share their ideas with the class. Write students’ ideas on a version of the chart on the board. Ask: How was the conflict resolved? Who resolved it? Finally, lead a discussion with the class about what parts of the story seemed real and why they seemed real. Encourage students to use their own life experiences to support their opinions.

Close
To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Week 3 Fuel to Win

Phonics and Phonemic Awareness

**Contractions** Read the words aloud as you point to each word.

Ask: *What kind of words are these?* Elicit: Contractions. Remind students that these are formed by pushing two words together. When we read these contractions, we don’t say both words, we say the contraction, but we understand that this word came from two words. Point to each contraction and ask volunteers to say which two words make up the contraction. Write student responses on the board next to the corresponding contraction. Then point to the contraction, say it, and have the class repeat it after you.

Tell students: *You are going to hear some words which you will write on a separate sheet of paper.* Say the word at least twice and give students time to write the word. Use the following words: *caught, you’ll, can’t, light, eight, couldn’t, straight, laugh, didn’t,* and *I’ve.* Ask volunteers to write the words on the board and then have students read the words to a partner.

**Words with Unusual Spelling** Explain to students that there are some words that have unusual spellings. Say the words and have the class repeat them after you. Explain to students: *The –gh sounds like f in the word laugh but does not make any sound in the other words.* Point to a word and have students read the word aloud. Have students practice reading the words aloud to a partner.

**Practice and Apply**

Ask students: *What kind of words are these?* Elicit: Contractions. Remind students that these are formed by pushing two words together and writing an apostrophe in place of the missing letters. Explain: *When we read these contractions, we don’t say both words, we say the contraction, but we understand that this word came from two words.* Point to each contraction and ask volunteers to say which two words make up the contraction. Write student responses on the board next to the corresponding contraction. Then point to the contraction, say it, and have the class repeat it after you.
Tell students: You are going to hear some words which you will write on a separate sheet of paper. Say the word at least twice and give students time to write the word. Ask volunteers to write the words on the board and then read them aloud. Then have students read the words to a partner.

Fluency Practice

**COOPERATIVE TASK** Review the Words to Learn 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 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 each word. Collect the cards and then show a word to students and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below 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.

Eat a good breakfast; the championship is today.
You’ll feel run-down and with no energy to play.
In the dugout and the bleachers, we’re having fun.
In the ninth inning I get to hit a home run!
Coach said, “The body is a machine that needs fuel.
Put breakfast in your stomach. That’s my golden rule.”

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**

- **Words to say:**
  - ✔ caught
  - ✔ can’t
  - ✔ eight
  - ✔ straight
  - ✔ didn’t
  - ✔ you’ll
  - ✔ light
  - ✔ couldn’t
  - ✔ laugh
  - ✔ I’ve

Prior to class, prepare sets of index cards with the Words to Learn written on them, one set for each pair of students:
- ✔ bleachers
- ✔ breakfast
- ✔ championship
- ✔ dugout
- ✔ energy
- ✔ home run
- ✔ inning
- ✔ machine
- ✔ run-down
- ✔ stomach
**Comparatives**  
Show students photos of an elephant and a whale. Ask students to say a sentence about each animal. Then ask: *Which one is bigger?* Tell students to answer in a complete sentence. Elicit: *The whale is bigger than the elephant.* Write the sentence on the board. Ask the class: *Which words in the sentence show that we are comparing the elephant and the whale?* Elicit: *Bigger and than.* Remind students: *When we compare, we need at least two things.* Tell students that we add –*er* if the adjective has one or two syllables, such as *soft–softer or tall–taller.* Remind students that if the adjective ends in –*y,* we change the *y* to *i* and then add –*er,* such as *pretty–prettier.* If the adjective is three or more syllables, we say *more* and then the adjective: *beautiful–more beautiful.*

**Irregular Comparatives**  
Explain to students that there are a few irregular comparative forms. Have students read the words on the board. You may provide examples using these words or elicit them from the class. Explain to students: *We can also make comparative sentences with adverbs.* Say: *The boy runs faster than his teammates.* *Raúl eats more healthfully before a game than Jake.* If the adverb does not end in –*ly,* we add –*er.* If the adverb ends in –*ly,* we use the word *more* in front of the adverb. Display photos of a variety of people, animals, places, and objects. Have students choose two images and make comparative sentences about them. Ask volunteers to share their sentences with the class.

**Superlatives**  
Read the sentences aloud. Explain to students: *These sentences show superlatives.* Instead of comparing one thing to another, we are comparing one thing to a group of things. Ask students to identify the superlative adjective in each sentence. Tell students: *If the adjective has one or two syllables, we add –*est* to the end of the adjective.* *If it has three or more syllables, we say most and then the adjective.*

**COOPERATIVE TASK**  
Tell students that superlatives of adverbs are formed much the same way as adjectives. Have pairs of students help each other write two superlative sentences about their families. For example: *Who is the oldest, youngest, nicest, most serious, or the most intelligent.* Ask volunteers to share their sentences with the class.
**Review / ELLs**

For ELLs and students who need to review this concept, remind students that comparative and superlative forms are based on the number of syllables in the comparative or superlative word. Provide examples of one-, two-, and three-syllable adjectives and adverbs, clapping out the syllables as you say them. Remind students that one- or two-syllable words usually have –er or –est added to an adjective or adverb. If the adjective or adverb has three or more syllables, the words more/most or less/least are used before those adjectives or adverbs. Provide examples of adjectives and adverbs for students to change to the comparative and superlative forms. Use words such as: strong, fast, beautiful, intelligent, athletic, harmful, healthful, slow, easily, interesting, important, and quick. Have students clap or tap out the syllables before deciding how to make the comparative and superlative forms.

**Practice and Apply**

Distribute three photos of people, animals, or objects to pairs of students. Tell students that they will work with a partner to create two comparative sentences and two superlative sentences about the images in the photos. Circulate among the pairs and provide assistance as needed. Then have the pairs display their photos and share their sentences with the class.

**Talk It Out**  **COOPERATIVE TASK**  Prior to class, prepare a set of 15–24 cards with animals, places, and famous people on them. Prepare enough sets of cards for the number of groups of three in the class. Explain to students: You will create comparative and superlative sentences using the words on the cards. You must make at least five superlative sentences. Once you use a card in a sentence, you cannot use it again. Circulate among the groups and provide assistance as needed. Have the groups share their sentences with the class.

**Close**

**Write It Out**  To bring closure to Day 4, have students write five sentences about someone they admire and why they admire them. Two of their sentences should have comparatives and two should have superlatives. Ask volunteers to share their sentences with the class.

**Topic of Discussion**

**Comparatives and Superlatives**

1. Choose a card.
2. Think of a comparative or superlative sentence using the item on the card.
3. Tell your sentence to your partner.
4. Come up with at least five superlative sentences.
Speaking and Writing

Model

Display a poster of the FDA Food Pyramid or Great Plate. Review the information about the food groups with the class. Tell students you need their advice for a good meal to have before you run in a race.

I’m going to make a Great Plate for a lunch I should eat before I run in a 5K race later that afternoon. What should I eat from each of the food groups that will be delicious, healthful, and give me energy for my race?

Elicit ideas from the class and write or draw the food items on plate you drew on the board.

Practice and Apply

**COOPERATIVE TASK** Tell students: You are going to work with a partner to create a Great Plate for Raúl’s breakfast before his big championship game. Discuss what foods he will need to eat to play well. Then draw and label the plate. Circulate among the pairs, providing assistance as needed. Then have the pairs present their Great Plate to the class. Take a class vote on the breakfast they would most like to eat and why.

Listen to Write

**INFORMAL ASSESSMENT** Explain: I have a list of Words to Learn. I will say each word 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 Fuel to Win to self-correct their spelling.

| 1. energy | Eat well to have energy all day. |
| 2. stomach | Food goes into your stomach. |
| 3. bleachers | My family sat in the bleachers. |
| 4. machine | Our body is like a machine. |
| 5. inning | Raúl hit a triple in the sixth inning. |
| 6. home run | His home run won the game. |
| 7. breakfast | Breakfast is the most important meal of the day. |
| 8. run-down | If we don’t eat right, we will feel run-down. |
| 9. championship | The Tigers won the baseball championship. |
| 10. dugout | The team sat in the dugout. |
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 that they are going to write about how food affects them. Write the following writing prompt on the board. Say: Think about how you feel when you eat good and healthful food and when you feel hungry. Then read the prompt 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 that illustrates how food affects their day. Ask them to include details in their drawing that will help them to write about it. Draw a cause-and-effect graphic organizer on the board for students to copy. Draw two columns, labeling the first column Cause and the second column Effect. Allow time for students to copy the graphic organizer from the board onto a sheet of paper, and ask them to complete it with their ideas.

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 students show their graphic organizer to their partner. Encourage students to 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 how food affects their day on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use comparatives and superlatives, 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 forms of comparatives and superlatives of adjectives and adverbs, 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 Fuel to Win 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

Before Reading

Have students look at the title page. Remind students that the title page contains the title and the name of the author and illustrator. Ask volunteers to explain what title, author, and illustrator means. Have volunteers read the title, author’s name, and illustrator’s name aloud. Then read the title, author, and illustrator and have the class repeat after you: What a Tree Has Seen by Hope Walker, illustrated by Stephen Aitken. Have the class repeat it after you.

Genre

Remind students that we read to learn. Books, stories, and poems can explain or describe things. What a Tree Has Seen is an example of historical fiction. Explain: Sometimes authors will place a story within a series of real historical events. The characters may not be real, but the events actually happened. Sometimes the characters are real but the events may be imaginary events. Discuss with the class what any books or stories they know or have read that are historical fiction. You may provide some examples to begin the discussion.
Frontload Vocabulary

Point to the word *indigo* and have a volunteer read it aloud for the class to repeat. Explain: *Indigo is a plant used to dye fabric a very deep purple. Indigo is also a color.* Explain that since ancient times, plants were used to dye fabric. Indigo was a very popular plant to use and growing indigo was a money-making crop in some parts of the world.

Point to the word *Yamacraw* and have a volunteer read it aloud for the class to repeat. Explain: *The Yamacraw is a Native American group from what is now Georgia.* Point to the word *Savannah* and have students read it aloud.
Tell students: *Savannah is a city in Georgia. This city is very historic and played an important role throughout Georgia’s history. It was very important before and during the Civil War.* Repeat the procedure with the remaining key words. You may also ask volunteers to explain the words they already know.

Activate Prior Knowledge

Explain: *This war was fought in the United States during the 1860’s between the North, called the Union, and the South, called the Confederacy.* Ask students what they know about the Civil War. Encourage students to talk about any books or movies they may have seen about the Civil War or any visits to Civil War sites they may have taken. Show photos of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Civil War-era homes and soldiers. Encourage students to talk about what they know about the images.

Predicting

Show students the cover and title page of *What a Tree Has Seen.* 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.

Class Prep

Write the *Words to Learn* on the board:
- Civil War
- indigo
- majestic
- merchants
- oak
- Savannah
- throughout
- the Union
- Yamacraw
Listening and Reading

**Echo Reading**  Read aloud *What a Tree Has Seen*. 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. Then have the class read the text chorally and ask individual students to read different lines.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

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<td><strong>pages 2–3</strong></td>
<td><strong>How are live oaks different from other oaks?</strong> <strong>What is Spanish moss like?</strong> Have students talk about what feelings they get when they look at the illustrations. Encourage students to talk about the sights and sounds as well as things such as the climate of the place pictured.</td>
<td><strong>How do you think it feels to be standing in the place in the illustration?</strong> Encourage students to talk about any experiences they have had living or visiting place where they may have seen live oaks or Spanish moss. Have them talk about the climate there as well as what they thought about these trees and this moss.</td>
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- **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 draw conclusions about information in the text. Students may answer in phrases or short sentences.

- **More Complex**  Use questions such as these for students to make inferences about the text. Explain that we make inferences when we take information from the text and what we already know in order to figure out something not directly stated in the text. Students should answer and elaborate on their answers in complete sentences.
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<td><strong>pages 4–5</strong>&lt;br&gt;What did the Yamacraw do with the live oaks? <em>(used them as trail markers)</em> Who started the city of Savannah? <em>(British colonists)</em> Have students describe what they see in the illustrations.</td>
<td><strong>How did the Yamacraw live?</strong> How was their life different from the British settlers’ life? Have students talk about how the illustrations portray life long ago.</td>
<td><strong>What does the way the Yamacraw and the British settlers used the live oaks tell us about how each group thought of nature?</strong> Have students compare and contrast how the Yamacraw and the British settlers lived. Encourage students to look at the illustrations to help them with their responses.</td>
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<td><strong>pages 6–7</strong>&lt;br&gt;What crops did people grow in Savannah? <em>(cotton, rice, indigo, tobacco, silk)</em> Have students identify the things in the illustrations that show life long ago.</td>
<td><strong>What was life in Savannah like a long time ago?</strong> Encourage students to talk about what they think life might have been like during the time depicted in the illustrations.</td>
<td><strong>What do you think the market in Savannah might have been like?</strong> Encourage students to talk about any experiences they have had going to markets. Have them talk about where the market was, the kinds of things sold there and they people they saw.</td>
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<td><strong>pages 8–9</strong>&lt;br&gt;Why did the Union need Savannah? <em>(for the harbor)</em> What did the Historic Savannah Foundation do? <em>(save historic buildings)</em> Encourage students to talk about any historical places near where they live.</td>
<td><strong>Why would people want to preserve historic buildings?</strong> Have students talk about elements in the illustrations that are historical or from an earlier time.</td>
<td><strong>Why would the Union want to sell goods to Europe from Savannah’s harbor?</strong> Have students talk about what kinds of supplies the Union needed. Remind students that the Union was formed by the northern states but Savannah was in the Confederacy. Encourage students to talk about why the Union needed a southern harbor.</td>
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### What a Tree Has Seen

#### Developing

**Pages 10–11**
- What happened to the old buildings? (some were schools, others homes) Why is Savannah famous? (for its beauty) Have students compare the school in the illustration and their own school.

#### Expanding

- How do we know that people from many different places came to live in Savannah? Encourage students to talk about why people would come to live in Savannah.

#### More Complex

- Why do you think Savannah had a new look? Encourage students to talk about things they like about old cities and things they like about new ones. Have students talk about parts of their community that are old and parts that are new.

**Pages 12–13**
- What has not changed in Savannah? (the live oaks) Have students describe the park in the illustration. Encourage students to compare and contrast that park to one in their community.

- How do the live oaks remind people of Savannah’s past? Encourage students to talk about other things that are reminders of the past.

**Pages 14–15**
- What do the oak trees remind us of? (of a long time ago) Have students describe the activities in the illustrations.

- Why do people come to Savannah? Have students talk about why people might want to make movies in Savannah. Encourage students to talk about places in or near their community that attract many visitors.

- Why might people write stories about Savannah? Have students think about other places that people write stories about and why they would write them. Encourage students to talk about any stories they know about their community.
Practice and Apply

Remind students that *What a Tree Has Seen* is an example of historical fiction and what makes a book or story historical fiction. Tell students to talk with a partner comparing and contrasting *What a Tree Has Seen* with other examples of historical fiction they know or read about. Encourage students to ask each other questions about the setting, character, a plot of both stories. Then have students share their ideas with the class. Ask students: *What do you think the live oaks represent to the people of Savannah? Why do people want to preserve them?* Have students work with a partner to think of things in their community that are like Savannah’s live oaks. Have students identify them and explain why they are important to the community. Finally ask: *Why do you think the author used the trees to tell Savannah’s history? Do you think this idea worked? Why or why not?*

Close

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

Long and Short Vowels Review long and short vowel sounds with students. Say the vowel sound and then the word: *a–make, e–tree, i–miles, o–rose, u–cute, a–has, e–sell, i–lift, o–lots, u–but*. Say the sounds and words again and have students repeat them after you.

Tell students: *I am going to say some words and you will indicate if the vowel sound is long or short. If you think you hear a long vowel, hold up one finger. If you think you hear a short vowel, hold up two fingers.* Say each word twice. Write the words on the board and ask volunteers to read them aloud. Say the word and have the class repeat them after you. Then tell students they are going to practice reading the words aloud to a partner.

Practice and Apply

Finally, tell students: *You are going to hear some words, which you will write on a sheet of paper.* Say the words at least twice and give students time to write the word. Have volunteers write the words on the board and read it aloud. Then have the class read all of the words aloud.
**Fluency Practice**

**COOPERATIVE TASK** Review the *Words to Learn* 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 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 each word. Collect the cards and then show a word to students and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below 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.

From the Yamacraw of yesterday,
To Savannah as it is today,
The majestic oaks are standing tall.
Throughout history they’ve seen it all.
They saw indigo merchants come by.
They had to watch soldiers fight and die.
The Union finally won the war,
And the oaks are stronger than before.

**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.
Grammar and Usage

Regular and Irregular Verbs in the Simple Present  Have students read the sentences aloud and ask volunteers to identify the verbs in each sentence. Elicit: take, takes, read, reads, have, has, go, and goes. Explain to the class: These verbs are in the simple present tense. Point to the verbs take and takes and ask students to identify the difference between the two verbs. Elicit: the letter –s. Ask: What is the subject in each sentence? Elicit: People and the visitor. Tell students: The verbs take and read are regular verbs. This means that they follow the rule that when the subject is he, she, or it, we add –s to the base form. Point to the next two pairs of sentences and have students identify the verbs. Elicit: have, has, go, and goes. Explain to students: These are irregular verbs in the simple present. This means they do not follow the rule of adding –s to the base form. Tell student that other irregular verbs are do and be. Elicit the simple present tense forms of these verbs by providing a subject and having the class supply the appropriate verb form. Write the forms on the board.

Regular and Irregular Verbs in the Simple Past  Review how to form the simple past tense with the class. Then ask the class what these sentences would be if we were talking about events that happened last year. Elicit: The tree stayed, the women formed, and people traveled. Remind students: Regular verbs in the simple past tense are formed by adding –ed to the base form of the verb. Have students tell something they did in the past—yesterday, last week, or last year.

Prior to class, prepare flash cards with the base form of the following verbs on one side and the simple past tense form on the other side.

be  do  have  go
eat  drink  run  see
say  take  sing  catch
buy  teach  fly  know
make  write  swim  draw
grow  sell  drive  build
bring  come

Class Prep

Display the following sentences on the board:
✔ People take pictures of the trees.
✔ The visitor takes a picture of the trees.
✔ We read a lot of stories in school.
✔ Mrs. Parker reads a lot of books.
✔ The trees have green leaves.
✔ The tree has moss on it.
✔ We go for a walk downtown.
✔ My mother goes for a walk in the park.

Write the following sentences on the board:
✔ The tree stays green all year.
✔ The women form a group.
✔ People travel to see the city.
Remind students: There are many verbs that have irregular simple past tense forms. This means they are not formed by base + -ed. Tell the class you are going to show them a verb and they will say the simple past tense form of the verb. Show the flashcard, read the verb, and elicit the answer from the class. You may elicit the answer by saying: Today I…, but yesterday I… After students have reviewed all of the flashcards, turn the cards over and show the simple past tense form and elicit the base form from the class.

Review / ELLs
For ELLs and other students who need to review this concept, have them spend extra time working with the flashcards in small groups. Tell students to review both sides of the flashcards with their partner or partners. Encourage them to use the phrases Today I… and Yesterday I…

Practice and Apply

**Cooperative Task** Read the questions on the board and point out the forms of do and the base form verbs in each question. Tell students that they have the chance to ask the President three questions. Have students work with a partner to think of three questions. Have volunteers share their questions with the class.

**Talk It Out Role-Play** Tell students: You are going to interview a partner about what he or she did last year and how this year is different. Have students think of at least three questions to ask their partner to begin the conversation. Tell students: You must use at least two of the following verbs: be, go, do, and have, and at least two verbs with irregular past tense forms. Circulate among the pairs and provide assistance as needed. Ask volunteers to share two things they learned about their partner.

Close

**Write It Out** To bring closure to Day 4, have students write about something or someone that changed in their lives. It could be about where they live, things they do, or how they changed. Students should write four sentences. Then ask volunteers to share their sentences with the class.

**Class Prep**
Display the questions on the board:

✔ Where do you go on the weekend?
✔ Where does your mother work?
✔ Where did you go last weekend?
✔ Where did your mother work last year?

**Topic of Discussion**

**Last Year and This Year**
1. Think of three questions to ask a partner about things he or she did last year.
2. Use at least two of the following verbs: be, go, do, and have in your questions.
3. Ask your questions.
4. Ask how this year is different.
Speaking and Writing

Model

Remind students that the trees in the story they just read are telling Savannah’s history. Ask: What do you think the walls in this classroom might say if they could talk? What would you ask these walls if they could talk? Say the following:

I’ve seen a lot of things in this classroom. I’ve seen many students come and go here. I remember some fun times when the students played games. One student I remember is David. I think he was the funniest student I ever saw here. He used to talk in funny voices. He could even sound like the teacher. Another student, Lucy, was a very good artist. A lot of her drawings decorated me. I never looked better than when I wore Lucy’s drawings.

Elicit some more ideas from the class about what the walls would say if they could talk. Encourage students to provide examples of fun times, funny students, or things about the teachers who taught or teach in the room.

Practice and Apply

COOPERATIVE TASK/ROLE-PLAY Tell students they are going to work with a partner to conduct an interview: One person will be the interviewer and the other person will be a tree in Savannah. Have students think about what questions they might ask the trees about Savannah’s history. Have them present their dialogues.

Listen to Write

INFORMAL ASSESSMENT Explain: I have a list of Words to Learn. I will say each word 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 a Tree Has Seen to self-correct their spelling.

Topic of Discussion

Interview with a Tree

1. Think of questions to ask a Savannah tree about things it has seen.
2. Ask a partner these questions.
3. Answer the questions based on the information from the story.
4. Present your interview to the class.

| 1. oak | There is an old oak tree in my yard. |
| 2. majestic | The Grand Canyon is majestic. |
| 3. indigo | Indigo is a plant used to dye fabric. |
| 4. Civil War | Many soldiers died in the Civil War. |
| 5. the Union | Northern states formed the Union. |
| 6. throughout | We study throughout the year. |
| 7. Yamacraw | The Yamacraw lived in Georgia many years before the settlers came. |
| 8. merchants | The merchants sold their goods in the market. |
| 9. Savannah | Savannah is a beautiful old city in Georgia. |
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 that they are going to write their life story from the point of view of an object. Write the writing prompt on the board. Say: Think of an object that you have always had. What would that object say about your life? What has that object seen? Then read the prompt aloud:

Write your life story from the point of view of an object.

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 the object that witnessed their life. Ask them to include details in their drawing that will help them to write about it. Draw a sequence graphic organizer on the board with four vertically stacked horizontal rectangles. Label the boxes First, Next, Then, and Last, respectively, from top to bottom. Allow time for students to copy the graphic organizer from the board onto a sheet of paper, and ask them to complete it with their ideas.

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 students show their graphic organizer to their partner. Encourage students to 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 their life story from the point of view of an object on a separate sheet of paper. Remind students to use all of the Words to Learn in their writing, encouraging them to use regular and irregular 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 What a Tree Has Seen 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

Before Reading

Have students look at the cover of *Our Solar System*. Ask students to explain what title and author mean. Have volunteers read the title and author’s name. Then say the title and author’s name for students to repeat: *Our Solar System* by Mario Castro. Ask students why there is no illustrator named on the title page. Elicit: *There are photos instead of drawings*. Explain to students: *Sometimes photos are used to help us understand what we read. When that is the case, we may see Photo selection… to indicate the person who chose the photos that accompany the text.*
Genre

Remind students that we read to learn. There are stories, books, and poems that explain or describe. Say: Our Solar System is an example of informational writing. This kind of writing is sometimes called nonfiction. Explain to students: The story or the information they will read is real: about real people, places, events, or facts. Discuss with the class what kinds of books might be informational or nonfiction. Ask students to give examples of books they know or have read that are informational or nonfiction. You may also provide some examples of informational and nonfiction works, such as, how-to books; stories about real people’s lives; or journals, to begin the discussion.

Frontload Vocabulary

Display Photo Cards or use photographs from the Internet to illustrate the Words to Learn. Show the image and say the word it represents. Then show the image to the class and ask volunteers to identify the word it depicts. Have the class repeat after them. Explain to students: An astronomer is a scientist who studies stars and planets. Point out the prefix astro and explain to students that this prefix means star. Then ask students to explain what dwarf and giant mean. Elicit: something small and something large. Ask: Why do you think a planet might be called a dwarf planet? What kind of planet might an ice giant be?

Tell students: You will work with a partner to write a description or definition of any two of the key words they choose. Then have volunteers share their descriptions or definitions with the class.

Activate Prior Knowledge

Ask students: What planets can you name? What do you know about these planets? How do scientists learn about the planets? Students may respond in short phrases or complete sentences. Encourage students to talk about visits to planetariums, star-gazing, or space museums. Have students talk about what they know about space exploration. Ask: Would you like to travel in space? Why or why not?

Predicting

Show students the cover and title page of Our Solar System. 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.
Our Solar System

Listening and Reading

**Echo Reading**  Read aloud *Our Solar System*. 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 of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**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 phrases or short sentences.

**More Complex**  Use questions such as these for students to make inferences. Remind students that we make inferences when we use clues from the text and what we already to figure out something not directly stated 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>► What do the planets orbit? (the Sun) How many planets are there? (eight) Have students name the planets. Encourage students to identify any planets they can in the photo.</td>
<td>► What do all the planets do? (orbit the Sun) How is the surface of Venus different from Neptune’s? (Venus is rocky and Neptune is gaseous.) Encourage students to talk about how the photos help to make the information in the text more understandable.</td>
<td>► Why have people been fascinated by space for so long? Have students talk about what they think people want to know about space that we don’t yet know. Encourage students to explain their answers.</td>
</tr>
</tbody>
</table>
## Developing

**Pages 4–5**
- **What is the Sun?** (a star; center of the Solar System)
- **What is Mercury like?** (hot, rocky) Have students talk about what the Sun does to help us. Encourage students to talk about what visiting Mercury might be like.

## Expanding

**Pages 4–5**
- **How is the Sun like Mercury?** (both are very hot, there is no life on them) **How is it different?** (Mercury is much smaller and orbits the Sun) Have students talk about how the photos help them to understand the information in the text. Encourage students to talk about what the photo of the statue represents.

**Pages 6–7**
- **What does Venus look like in the sky?** (very bright) **What covers most of Earth?** (water) Encourage students to talk about if they have seen Venus and what it looked like. Have students talk about what Earth looks like from space.

## More Complex

**Pages 4–5**
- **Why is it unlikely that there is life on the Sun even though it supports life on Earth?** Have students talk about why the Sun was important to ancient cultures.

**Pages 6–7**
- **What do Venus and Earth have in common?** (their size and composition) **What is different about these two planets?** (The Earth has air and water; Venus does not.) Encourage students to talk about how the photos help with understanding the text. Have students talk about the photo of Earth. Ask them to determine whether or not the photo is what Earth really looks like from space.

**Pages 8–9**
- **What does Mars look like?** (red) **How did Jupiter get its name?** (because of its size in honor of the father of all the Roman gods) Encourage students to talk about any experiences they have had where they saw Mars.

## Developing

**Pages 8–9**
- **How is Mars like Earth?** (They are both rocky planets.) **How is Jupiter different from Mercury?** (Jupiter is very big. It is gaseous and far from the Sun; Mercury is small, rocky, and close to the Sun.) Encourage students to talk about why movies and books sometimes have aliens from Mars invading the Earth. Have students describe what Jupiter looks like.

**Pages 8–9**
- **Why are most planets named for Roman gods?** Have students talk about how the names were chosen for specific planets. Encourage students to talk about whether or not the reasons behind the names were good ones.
### Developing

**pages 10–11**
- **What is Saturn like?** (it is a gas giant; mostly has hydrogen and helium) **Why is Uranus called an ice giant?** (has frozen water in its atmosphere) Have students describe Saturn.

### Expanding

- **How is Jupiter like Saturn?** (They are both gaseous and large.) **How is it different?** (Saturn has rings.) Encourage students to talk about how the images support the text.

### More Complex

- **What do you think the climate might be like on Saturn or Uranus?** Encourage students to talk about anything else they may know about these two planets, such as what the rings are composed of.

### Developing

**pages 12–13**
- **What happens on Neptune?** (there are windstorms) **What does a comet have?** (a tail) Ask students how they know that Neptune is very far away. Have students describe asteroids and the asteroid belt.

### Expanding

- **How is Uranus like Neptune?** (Both are gas giants and ice giants.) **How is it different?** (Neptune has huge windstorms.) **How are comets and asteroids alike?** (They orbit the Sun.) How are they different? (Comets have bright tails, asteroids are mostly found between Mars and Jupiter.) **How are dwarf planets different from planets?** (Dwarf planets are much smaller than planets) Encourage students to talk about how the image of Neptune helps them to understand the text and what Neptune might be like.

### More Complex

- **Which are you most likely to see from Earth: a comet or an asteroid?** Have students talk about what it might be like to travel through the asteroid belt.

### Developing

**page 14**
- **Who put astronauts on the Moon?** (the United States) Have students name an astronaut who has been to the Moon. Encourage students to talk about other spacecraft that has explored space. Encourage students to talk about any experiences they have had watching a shuttle launch.

### Expanding

- **Why did the author write this book?** (to inform or describe) Elicit the four purposes of writing from the class. Have students give examples that show the author’s purpose. Encourage students to talk about whether or not the author achieved his purpose.

### More Complex

- **How much do we know about the Solar System?** Have students talk about things we have learned about the Solar System and the ways we learned them. Encourage students to talk about how ideas about space have changed as we learn more.
Practice and Apply

Review the characteristics of a nonfiction or informational text with the class. Tell students: You will talk with a partner about nonfiction texts you have read. Compare those texts to Our Solar System. Talk about how those texts were like Our Solar System and how were they different. Encourage students to talk about what they learned and what they liked about reading those books or stories. Circulate among the pairs, providing assistance as needed. When students have had time to talk with their partners, ask volunteers to share their ideas with the class.

Show students photos take from space exploration missions. Ask students to describe what they see. Ask students what kinds of things a person would need to study to be a space explorer. Then ask: Why do you think people are interested in space exploration? What do you think would be the most fun or most interesting about exploring space? Explain your answer. Have students tell which planet they would most like to explore and why.

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Vocabulary Strategies

**Context Clues**

Explain to students: *There are many ways to understand what new words mean. One way is to use a dictionary, but we can often find clues in the reading that will help us to understand an unfamiliar word.* Tell students that sometimes the definition of the word is in the same sentence as the word or the sentence after it. Sometimes the context clue is a synonym of the word.

Ask students to explain what a synonym means or remind them that synonyms are words that have similar meanings. Say: *Other context clues can be found in examples. Comparisons or contrasts are other ways context clues can help us learn the meaning of the new word. We can understand the new word if we know the other word in the comparison.* Remind students that words such as *like* or *similar to* are comparison words, and *unlike*, by contrast, and *although* are some expressions that can signal a contrast or difference.

**Review / ELLs**

For ELLs and other students who need to review the concepts of synonyms and antonyms, provide them with a list of words and have them identify the synonyms and then the antonyms for each word. Remind students that synonyms are words that mean about the same. Antonyms are words that have opposite meanings. Provide the following example: *beautiful.* Explain: Pretty, lovely, and gorgeous are synonyms of beautiful; these words are other ways of saying beautiful. Ugly, unattractive, and hideous are antonyms. These words mean the opposite of beautiful. Use words such as: go, large, small, near, cold, hot, dog, home, friend, walk, and start.

**Practice and Apply**

**Cooperative Task**

Tell students that they will work with a partner to look for the context clues for these words in *Our Solar System.* Once they find the word, they will write an explanation of that word. Circulate among the pairs and provide assistance as needed. Then have the pairs share their explanations with the class. Ask students to explain what helped them to understand the vocabulary word.
**COOPERATIVE TASK**  
Review the *Words to Learn* 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 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 each word. Collect the cards and then show a word to students and have volunteers read the word aloud.

**Fluency Practice**

**ECHO READING**  
Display the rhyme below 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.

Astronomers use telescopes to look at the stars.  
They see ice giants, asteroids, the surface of Mars…  
They might see a comet or might find a dwarf planet.  
They might discover new things we don’t know about yet.  
Some spacecraft carry astronauts; others are unmanned.  
They travel beyond the clouds, beyond the atmosphere.  
Some trips to Mars and Jupiter can take several years.  
They also orbit the Earth until they’re told to land.  
There are still so many more things to explore in space  
Because our Solar System is an amazing place.

**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 sets of index cards with the *Words to Learn* written on them, one set for each pair of students:  
- asteroid  
- astronaut  
- astronomer  
- atmosphere  
- comet  
- dwarf planet  
- ice giant  
- orbit  
- telescope  
- Solar System  
- surface  
- unmanned
**Grammar and Usage**

**The Simple Present and Simple Past Tenses**

Explain to the class:

*When we talk about tenses, we mean the time the action occurred. Present tense refers time present time—now or in general. Past tense refers to an action that happened in the past, and future tense refers to actions that have not happened yet.*

Ask: *Which sentences on the board talks about the present? How do you know? Which one talks about the past? How do you know?* Have students work with a partner about present tense and past tense verbs. Ask students to share their rules with the class. Guide the class in creating rules using the ideas they shared. Write the rules on the board and have volunteers read them aloud. Remind students: *These rules apply for regular verbs, but here are irregular verbs that don’t follow these rules such as the verbs: be, have, do, and go.* Ask volunteers to provide the simple present and the simple past of these verbs. Ask: *What are some other irregular verbs in the simple past tense?* Elicit answers from the class and write them on the board. You may also choose to show students flashcards with the words that have irregular past tense forms on them.

**The Simple Future Tense**

Ask the class: *What do all the sentences have in common?* Elicit: the word *will*. Have students identify all of the verbs in the sentences. Then ask: *Are there any endings on the verbs?* Explain to students that these sentences are in the future tense. Ask the class to create a rule about forming the future tense. Guide the class in creating a rule and write it on the board. Have a volunteer read the rule aloud.

**Practice and Apply**

Prior to class, prepare sentence strips with sentences using the simple present, simple past, and future tenses. Cut the sentence strips in pieces with a word on each piece. Prepare enough jigsaw sentence sets for the number of pairs or groups of three in the class. Distribute the jigsaw sets and have students construct sentences. Circulate among the groups and provide assistance as needed. Then have the groups share their completed sentences with the class.
**Talk It Out**  **Cooperative Task**  Prior to class, prepare sets of cards with the base forms of twenty to thirty verbs, including irregular verbs, on them. Prepare enough sets for the number of groups of three in the class. Explain to students: *You will work with two partners. You will draw a card and must say a sentence using that verb in the past tense. The person to your right will change the tense and say the sentence using the present tense, and the person to his or her right will say the sentence using the future tense.* Circulate among the groups and provide assistance as needed. Then draw a card and have volunteers share sentences using the verb and the tense you assign them.

**Close**

**Write It Out**  To bring closure to Day 4, have students write two sentences about things they did in the past, two sentences about things they do now, and two sentences about what their future will be like. Have volunteers share their sentences with the class.

**Topic of Discussion**

**Past, Present, and Future**

1. Choose a card.
2. Make a sentence using the past tense of the verb on the card.
3. Pass it to the right for your teammate to say a sentence in the present tense or future tense.
Speaking and Writing

Model

Tell students you are going to say a riddle. They may ask you yes/no questions to help them get the correct answer.

I’m far from Earth, but not too far.  
I’m rocky and dusty and have  
a bright color.

I may have had volcanoes, but no  
little green men.  
Who am I?

Provide examples to review the structure of yes/no questions:
Are you a planet? Do you have clouds? Elicit other questions and guesses from the class until the correct response, Mars, is given.

Practice and Apply

**COOPERATIVE TASK**  
Tell students: Think of a riddle that describes one of the key words or the planets discussed in Our Solar System. Each student will have a turn to tell their riddle to a partner. You should end your riddle with: What am I? Explain to students that their partner may ask three questions to help them guess the correct answer. Circulate among the pairs and provide assistance as needed.

Listen to Write

**INFORMAL ASSESSMENT**  
Explain: I have a list of Words to Learn. I will say each word 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 Our Solar System to self-correct their spelling.

| 1. surface | The surface of the Moon is rocky. |
| 2. orbit | The planets orbit around the Sun. |
| 3. dwarf planet | Pluto is a dwarf planet. |
| 4. astronomer | Astronomers study the sky. |
| 5. asteroid | Asteroids are rocky objects. |
| 6. Solar System | The Sun is the center of our Solar System. |
| 7. ice giant | The planet Uranus is an ice giant. |
| 8. atmosphere | Earth’s atmosphere contains air. |
| 9. astronaut | The Apollo 11 astronauts landed on the Moon. |
| 10. telescope | We can see stars and planets through a telescope. |
| 11. comet | Comets can have long bright tails. |
| 12. unmanned | Today’s spacecraft is unmanned. |
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 planet. Write the following writing prompt on the board. Say: Think about the different planets you learned about and the one you liked best. Then read the prompt aloud:

Which of the planets is your favorite and why?

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. Provide reference materials such as books or websites. Have students draw a picture of the planet they are going to write about. 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. Draw a Main Idea and Details graphic organizer on the board. Draw three squares and three lines coming from each square. Have students copy the graphic organizer on a sheet of paper and complete it with the main ideas about what they will write in the squares and the details that support them on the lines below.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Have students write about what their favorite planet on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use the past, present, and future tenses, and to refer back to the ideas they discussed with their partners and included in their graphic organizers.

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 Our Solar System 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

Before Reading

Have students look at the cover and title page of *The Terrible, Horrible Itch!* Ask students to explain what title, author, and illustrator mean. Have volunteers read the title, author, and illustrator’s name. Say the title, author, and illustrator and have the class repeat it: *The Terrible, Horrible Itch!* by Fran Hodgkins, illustrated by Wally Rodriguez.

Using Text Features to Locate Information

Tell students: *Sometimes a book or story has features to help us locate information. This book has a Words to Learn section.* Have students locate this section in their books. Then ask: *How are these words organized? Ask students:* *What is the purpose of this section? How does this section help you find information?* Encourage students to talk about whether or not they think this section is helpful. Have students explain their answers. Have students talk about other features they have seen in books that help the reader locate information.
Genre

Remind students that we read to learn. Say: Some books and stories explain or describe. Others entertain. Some others do all of these things. Explain that The Terrible, Horrible Itch! is a narrative. Remind students that a narrative tells a story. Review character, setting, plot, and conflict with the class. Say: The characters in a narrative are the people or animals that do the actions in the story. The setting is the time and place where the story happens. The plot is the series of events that happen in the story, and the conflict is a problem that the characters must solve. Explain to the class that there are many kinds of narratives. The Terrible, Horrible Itch! is an example of a folktale. Say: Folktales can have characters with unusual powers, or animals that have human characteristics. Folktales often teach a lesson and show how cooperation can help solve problems. They are often funny. Tell students that folktales are often stories that are passed down from one generation to another. Lead a discussion with the class about folktales they know about or have read. You may provide examples, such as Pecos Bill, or Paul Bunyan.

Frontload Vocabulary

Point to the word savannah and have students read it aloud with you. Remind students that they have read about the city of Savannah. Say: Savannah is a city in Georgia, but a savannah is also a tropical or subtropical grassland with few trees. Show students the Photo Card depicting a savannah or use images from the Internet. Point to the words: buffalo, gazelle, giraffe, and lioness. Have students read them aloud with you. Use Photo Cards or images from the Internet to help students to understand the meaning of the words. Point to the word itch and have the class read it aloud with you. Ask: What kinds of things make you itch? What do you do about it? Have students share their ideas with the class.

Activate Prior Knowledge

Lead a discussion about animals in Africa. You may display the Photo Card that depicts savannah or use other images of the African savannah. Ask: What animals live here? What do these animals eat? What do you think it would be like to live there? Have students discuss what they know about rhinos, giraffes, lions, gazelles, and buffalo. Students may respond in short phrases or complete sentences.

Predicting

Show students the cover and title page of The Terrible, Horrible Itch! 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 Terrible, Horrible Itch!* 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**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**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 the events in the story occurred. Say: *Word and phrases such as first, next, then, finally, and at last often help us to identify sequence.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to demonstrate understanding of cause-and-effect relationships. Remind students that the cause is the reason why something happens and the effect is the result of that cause. Say: *Words such as because, so, since, and therefore indicate cause-and-effect relationships.* Students should answer and elaborate on their answers in complete sentences.

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<tr>
<th>Developing</th>
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<tr>
<td><em>What is Rhino like?</em> (tall, large, and strong) Have students describe Rhino and where he lives.</td>
<td><em>What was Rhino’s problem?</em> <em>(He had an itch.)</em> Have students talk about what Rhino’s other problem is. Encourage students to talk about why this second thing is a problem.</td>
<td><em>Why do so many animals stay away from Rhino?</em> <em>(He’s tall, large, and very strong; they are afraid of him.)</em> Have students talk about what people do to make people stay away from them. Encourage students to talk about why people might do these things.</td>
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### pages 4–5
- **What did Rhino use to try to scratch his itch?** (his foot, his horn, a branch, a tree trunk)
  Have students describe what the illustrations depict.
- **What did Rhino do first to try and solve his problem?** (He tried to scratch it himself.)
  **What did he do next?** (He tried to use a branch and a tree trunk.)
  Encourage students to talk about what they do when they have an itch they can’t scratch. Have students talk about whether or not their solutions would work for Rhino.
- **What happened when Rhino tried to use a tree to scratch the itch?** (The branch breaks and Rhino knocks over the tree.)
  Have students talk about why Rhino’s efforts weren’t successful. Encourage students to talk about how Rhino might have felt when his efforts did not work.

### pages 6–7
- **What did Rhino do at the water hole?** (He rolls in the mud.)
  Encourage students to describe the animals by the water hole. Have students describe what they might have been thinking.
- **What did Rhino do next to stop the itch?** (He rolled in the mud.)
  **Where did Rhino go after this?** (He stomps across the savannah to find a solution.)
  Encourage students to talk about what they think Rhino must have been feeling and thinking.
- **Why did the gazelle run away from Rhino?** (They can see Rhino is cranky.)
  Encourage students to talk about what they do when they see someone is very cranky. Have students talk about whether or not they think the gazelles’ reaction to seeing a cranky rhino was smart.

### pages 8–9
- **What are giraffes like?** (They are curious.)
  **What did the giraffe do?** (He hid behind a tree.)
  Have students describe what the lioness is doing in the illustration. Ask students to explain why a giraffe might hide behind a tree. Encourage students to talk about whether or not this was a good hiding place.
- **Which animals saw Rhino?** (Gazelles, a lioness, and a giraffe.)
  **Did they do anything to help him?**
  **What did they do?** (No. They hid or ran away.)
  Have students talk about why the lioness would hide from Rhino. Encourage students to talk about ways animals hide.
- **What did the lioness do when she saw Rhino?** (She flattened herself and watched Rhino go by.)
  **What did the giraffe do?** (He hid behind a tree.)
  Encourage students to talk about whether or not the lioness’s and giraffe’s reactions were good ones. Have students explain which animal was better at hiding.
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<tr>
<td>What did Rhino notice about the water buffalo? <em>(There is something on their backs.)</em> Encourage students to describe the water buffalo.</td>
<td>Which animals saw Rhino next? <em>(Cape buffalo.)</em> Have students talk about why the Cape buffalo would not be afraid of Rhino. Encourage students to talk about why Rhino would be so interested in what was on the buffaloes’ backs.</td>
<td>Why didn’t the Cape buffalo run away from Rhino? <em>(They are not afraid of Rhino.)</em> Have students talk about why the Cape buffalo did not help Rhino even if they are not afraid of him.</td>
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<td><strong>pages 12–13</strong></td>
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<td>What were on the buffaloes’ backs? <em>(Little brown birds.)</em> What were they doing? <em>(They pull off the bugs on the buffaloes’ backs and eat them.)</em> Encourage students to talk about why they think the buffaloes do not mind the birds on their backs.</td>
<td>What did the little brown bird notice? <em>(Rhino did not have anything on his back.)</em> Encourage students to talk about whether or not the little brown bird is smart. Have students explain their answers.</td>
<td>Why did the buffalo let the birds stay on their backs? <em>(Because they kept the bugs from bothering them.)</em> Why did the bird want to go on Rhino’s back? <em>(Maybe she might eat more bugs.)</em> Encourage students to talk about what kind of character the little brown bird had. Have students talk about whether or not they think the bird was trying to be more helpful or was more interested in helping herself.</td>
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<tr>
<td><strong>pages 14–15</strong></td>
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<tr>
<td>What was making Rhino itch? <em>(Bugs on his back.)</em> Have students describe how Rhino felt when the little brown bird got on his back. Encourage students to describe the illustrations.</td>
<td>What did the little brown bird do? <em>(She hopped on Rhino’s back and ate the bugs on his back.)</em> What happened to Rhino? <em>(The itch went away.)</em> Encourage students to talk about how the little bird treated Rhino differently from the other animals. Have students talk about why the Rhino let the bird help him.</td>
<td>Why didn’t Rhino get rid of the bird? <em>(The bird got rid of Rhino’s itch.)</em> Have students talk about any situations they have been in where they got help from an unusual source.</td>
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</table>
Practice and Apply

Remind students that folktales often have characters that are people with incredible abilities or animals with human qualities. Ask: **What other elements do folktales often have?** Have students identify these elements in *The Terrible, Horrible Itch!* Then, tell students to think of a folktale they know or have read about. Say: **You and a partner are going to talk about how this folktale is like *The Terrible, Horrible Itch!* and how it is different.** Circulate among the pairs, providing assistance as necessary. Then ask volunteers to share their ideas with the class.

Discuss with students things that make them cranky. Ask: **What do you do when you are cranky? How do people react when you are cranky?** Then have students discuss what their parents are like when they are cranky. Ask: **What animal in the story are you like when your parents are cranky? Why did you choose that animal?** Finally, ask: **What do you think the author was trying to say in this story? Explain your answer.**

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Review Context Clues  Remind students that sometimes we can understand and unfamiliar the meaning of an unfamiliar word by looking at context clues. Say: Using these context clues helps us to read with purpose and understanding. Context clues can be in the same sentence as the unfamiliar word or in a sentence near the unfamiliar word. Remind students that there are several kinds of context clues. The most common kinds of context clues are: definitions, examples, synonyms, and antonyms. Ask students: What are synonyms and antonyms? Elicit: words with similar meanings and words with opposite meanings. If students are having difficulty explaining synonyms and antonyms, you may provide an explanation for them. Explain that synonyms and antonyms are good context clues because sometimes we may understand the synonym or antonym of the unfamiliar word. Have students provide examples of synonyms and antonyms.

Cooperative Task  Explain to students that they are going to look for these words in The Terrible, Horrible Itch! Say: You will work with a partner to locate the words, discuss what the word means, and write your own definition of the word. Then you will identify what kind of context clue helped you to understand the meaning of the word. Circulate among the pairs and provide assistance as needed. Then have the pairs share their ideas with the class.

Practice and Apply  Cooperative Task  Review the key words with students by showing the words to the class, sounding them out, and having the class sound them out with you. As you read, underline the words with your finger. 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 follow the word with their fingers as they sound out the word. Collect the cards and then show a word to the class and have students read the word aloud.
Review / ELLs

For ELLs and other students experiencing difficulties correctly producing the syllable –ble, explain: In this syllable, the –e is silent. Produce the sound of the syllable. Say: This syllable sounds like bull, the animal. It is always pronounced this way when it is at the end of a word. Write the words: horrible, terrible, table, able, incredible, miserable, cable, fable, and bubble. Say each word and have students repeat after you. Then have students practice reading the words aloud to a partner. Finally, point to a word and have volunteers read it aloud.

Fluency Practice

Echo Reading  Display the rhyme below 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.

The gazelle said she was running away.
The lioness complained and wouldn’t stay.
The buffalo said it was horrible.
The giraffe agreed it was terrible.
The cranky rhino kept stomping around.
No manner to scratch his itch could be found.
But a little bird was on the right track.
She ate the bug biting the rhino’s back.

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.
Subject-Verb Agreement  

Read the sentences aloud and ask: What are subjects in these sentences? Elicit: Rhino and the giraffes. Tell students: Subjects can be singular or plural. A subject can be a noun or a pronoun. Explain that the verb of the sentence has to agree with the subject. Say: This means that we the subject is singular, we sometimes we add –s or –es to the end of the verb. When the subject is plural, we do not ass –s or –es to the end of the verb. Display the following sentences on the board:

A lioness sees Rhino coming.
These animals live in the savannah.
Ana and I take dance class together.
We learn about lots of animals in science class.
She keeps the bugs off Rhino.

Have students identify the subject and the verb that agrees with it. As students identify the subjects and verbs, underline the subjects and circle the verbs. Then have students say which subjects are singular and which ones are plural.

Pronouns and Antecedents  

Remind students that pronouns take the place of nouns. Review the personal pronouns with the class. Explain: When the pronoun is replacing a noun that is the subject of the sentence, we can use I, you, he, she, it, we, and they. If the pronoun is replacing a noun that is the object of the sentence, we use these object pronouns: me, you, him, he, it, us, and them. Explain to the class that the pronoun we use to replace the noun must match it. Say: This means that we use singular pronouns to replace singular nouns, and plural pronouns to replace plurals. It also means that we must pay attention to gender—masculine or feminine. Write the following pairs of sentences on the board:

Mrs. Reyes is our teacher. She is very nice.
Those buffalo are big. They have sharp horns.
Mike, Lucy, and I are going to the movies. We want to see that new comedy.
The gazelles run away from Rhino. They do not want to be near him.
Rhino has a terrible itch. He cannot scratch it.
Grandma gave my brother and me a present. She gave us a kitten.

Point out the nouns in the first sentences of each pair. Then circle the pronouns in the second sentences and draw an arrow from the pronoun to the noun it replaces. Explain this relationship to the class. Point out the agreement in number and gender between the pronouns and their antecedents.
Practice and Apply

Tell students they are going to work with a partner to find pronouns in *The Terrible, Horrible Itch!* When they find the pronoun, they must find the noun it replaces. Allow students time to look through the story. Then as a class go through the story and have volunteers identify the pronouns and antecedents.

**Talk It Out  COOPERATIVE TASK** Tell students that they are going to work with a partner. Explain to students: *One student will say a sentence using nouns. Your partner will restate the sentence replacing the nouns with pronouns. Then you will switch roles.* Provide the following example: *Rhino tried to scratch the itch. He tried to scratch it.* Circulate among the pairs and provide assistance as needed. Then have volunteers share their sentences with nouns and other volunteers restate them using pronouns.

Close

**Write It Out** To bring closure to Day 4, have students retell *The Terrible, Horrible Itch!* in five to seven sentences. Remind students to pay attention to subject-verb agreement and noun-pronoun agreement. Then have volunteers share their sentences with the class.

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**Topic of Discussion**

**Nouns and Pronouns**

1. Think of a sentence using nouns.
2. Share your sentence with a partner.
3. Restate your partner’s sentence using pronouns.
Speaking and Writing

Model

Review point of view and remind students of the nursery rhyme *Jack and Jill*. Ask students what the point of view is in the *Jack and Jill* rhyme. Then say: *Imagine you are at Jack and Jill’s house and they have just come back from their errand. It looks like something happened to them.* Tell students to think of questions to ask Jack or Jill. Explain that you will be Jill telling the story.

What a morning we had! Jack and I had to do some errands for mother. We had to get a pail of water. Well, we walked up the hill to get to the well to get some water. We got the water. I wanted to carry it but Jack wanted to carry it, too. I went to take the handle to help Jack. The pail was very heavy. Guess what happened!

Elicit questions from the class or provide an example to generate more questions such as: *What took you so long? What happened to your clothes?* Elicit questions from the class and respond to them as if you were Jill.

Practice and Apply

**Role-play** Tell students that they are going to imagine they are one of the animals from the story. Explain to students: *You are going to talk with a partner as if you were two of the animals who saw Rhino when he had the terrible, horrible itch. Create a dialogue about what they saw and felt when you saw Rhino. Describe how Rhino finally got rid of the itch.* Have the pairs present their dialogues to the class.

Listen to Write

**Informal Assessment** Explain: *I have a list of Words to Learn. I will say each word 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 *The Terrible, Horrible Itch!* to self-correct their spelling.*

| 1. terrible | The itchy feeling was terrible. |
| 2. buffalo | The herd of buffalo was at the zoo. |
| 3. savannah | The savannah is a biome in Africa. |
| 4. cranky | Joey gets cranky when he is hungry. |
| 5. stomp | Elephants like to stomp. |
| 6. giraffe | Giraffes eat leaves from tall trees. |
| 7. lioness | A lioness is very protective of her cubs. |
| 8. horrible | I think Brussels sprouts taste horrible. |
| 9. itch | A mosquito bit me and now I have an itch I want to scratch all the time. |
| 10. gazelle | A gazelle is a graceful animal. |
Culminating Activity

**Writer’s Workshop**

Tell students that they are going to research and write about an animal.

Say: *Find out what it looks like, what it eats, and what its activities are. Find out if it helps any other animals and how it helps them.* Then read the prompt aloud:

Research and write about an animal from the African savannah.

**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.* Provide books and web sites for students to use in the research. Have students draw a picture of the animal they are going to write about. 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 their partner’s drawing. Distribute the *Spotlight on English Blackline Master 5Ws and 1H Graphic Organizer* or draw one on the board for students to copy on a sheet of paper. Have students complete it with information they found in their research.

**Drafting** Explain: *The next step in the writing process is drafting. In this step, we write our ideas down.* Have students write about the animal they researched on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use subject, verb, and pronoun antecedents that agree, 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, subject–verb and pronoun–antecedent agreement, 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 *The Terrible, Horrible Itch!* 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

Before Reading

Have students look at the cover and title page of *Thurgood Marshall: Fighting for People*. Ask volunteers to read the title and the author. Then say the title, author and photo selector’s name and have students repeat after you: *Thurgood Marshall: Fighting for People* by Fran Hodgkins and Andreina Borges, photo selection by Mónica Delgado de Patrucco.
Day 1

Genre

Remind students that we read to learn. There are books, stories, and poems that explain or describe things, persuade us to act or change our thinking, and entertain. *Thurgood Marshall: Fighting for the People* is an example of an informational or nonfiction text. Say: This means that the story or the information they will read is real: real people, place, events, or facts. Explain that what they are going to read is called a biography. Tell students: A biography is the story of someone’s life. Ask students to give examples of biographies that they know about or have read. You may also provide examples of biographies to begin the discussion. Have students give examples of other kinds of books that may be non-fiction/informational books.

Frontload Vocabulary

Point to the word segregation and have students read it aloud with you. Explain to the class: There was a time in this country when there were separate schools, businesses, public bathrooms, and even drinking fountains for white and non-white people. This was segregation: keeping people separated. Point to the word prejudice and have students read it aloud with you. Explain: Prejudice is when people judge others without really knowing anything about them. Provide an example such as: All athletes are not intelligent. Point to the word demonstration and have students read it aloud with you. Explain: A demonstration is something you can show, such as a product, a process, or a service. But a demonstration also means a public showing of feelings toward a cause or a person. Follow a similar procedure with the remaining vocabulary. Encourage students to provide their own examples as you review each key word.

Activate Prior Knowledge

Remind students what prejudice is and ask the class: What kind of prejudice have you seen, heard, or experienced? Why do you think there is prejudice? You may provide some examples or personal experiences to begin the discussion. Students may answer in short phrases or complete sentences. Ask students: What do you know about the Civil Rights Movement? You may choose to generate the discussion by asking students to talk about Dr. Martin Luther King Jr. and why we remember him. Finally, ask students: What is the Supreme Court? Elicit answers that include: it is one of the three branches of government, it is in Washington D.C., and it hears important cases because it is the highest court in the land.

Show students the cover and title page of *Thurgood Marshall: Fighting for People*. 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 *Thurgood Marshall: Fighting for People.* 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. Have students read the text chorally. Ask individual students to read select lines from the text.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**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 show an understanding of cause-and-effect relationships. Remind students: *Cause is the reason something happens, and effect is the result of that cause. Because, so, and since are words that signal cause-and-effect relationships.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make inferences about information in the text. Remind students that we make inferences when we make judgments about people or events in the text. Students should answer and elaborate on their answers in complete sentences.

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<tr>
<td><em>Where and when was Thurgood Marshall born? (in 1908 in Baltimore)</em> Where did he go to school? (Lincoln University) Have students describe the photos. Encourage students to talk about how the school room in the photo is like their classrooms and how it is different.</td>
<td><em>Why did Marshall’s parents encourage him to study and learn? (his mother was a teacher and his grandparents were slaves.)</em> Have students talk about why education would be so important to the children of slaves.</td>
<td><em>What were Marshall’s parents like?</em> Have students talk about how Marshall’s parents helped to make him the person he was. Encourage students to describe their parents or caregivers. Ask students what values they stress and encourage in them and why.</td>
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Day 2

Week 7

Thurgood Marshall: Fighting for People

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<tr>
<td>What did Marshall decide he wanted to become? (a lawyer)</td>
<td>Why didn’t Marshall go to the university where he wanted to study? (He was not allowed to go there because he was African American)</td>
<td>Why did Marshall decide to be a lawyer? Encourage students to talk about what makes them want to have the job or career they want when they grow up.</td>
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<td>Why did he go to Howard University? (because Howard University accepted African Americans)</td>
<td>Have students talk about how Marshall must have felt. Encourage students to talk about what they would do or have done when someone told they couldn’t do something important to them.</td>
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<td><strong>pages 6–7</strong></td>
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<tr>
<td>Who was Charles Hamilton? (one of Marshall’s professor)</td>
<td>Why did Marshall want to fight against prejudice? (He understood how discrimination and prejudice felt.)</td>
<td>Why did Marshall want to fight against discrimination and prejudice? Encourage students to talk about why Marshall was a good person to fight against discrimination and prejudice.</td>
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<tr>
<td>What did Marshall want to fight against? (prejudice)</td>
<td>Have students talk about how the photos helped them to better understand the text. Encourage students to talk about what is depicted in the photos.</td>
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<tr>
<td><strong>pages 8–9</strong></td>
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<tr>
<td>What does the NAACP do? (helps African American people)</td>
<td>Why did Marshall decide to help Gaines Murray? (To help him go to the law school where Marshall wanted to go)</td>
<td>Why was the NACCP a good job for Marshall? Have students talk about what might be good experience for them to help them with their future plans.</td>
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<td>What happened in Marshall’s first big case? (black people could go to a law school)</td>
<td>Have students talk about other groups they know that help people. Encourage students to talk about how these groups help people.</td>
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*Note: The text above is a plain text representation of the document. It maintains the original layout and structure.*
### Developing

**pages 10–11**

- Who was Linda Brown? (a third grader) Why did she have to go so far to school? (She lived far from the African American school.) Encourage students to talk about what they think about Linda Brown’s situation.

### Expanding

**pages 12–13**

- What happened after the Supreme Court case? (Public schools were not separate anymore.) What were some examples of segregation? (separate bathrooms and water fountains) Encourage students to talk about how it would feel to live with segregation laws.

**pages 14–15**

- Why did Marshall have more work to do? (There was still segregation and prejudice.) Encourage students to talk about what they see in the photos. Have students talk about how the photos help them to understand what segregation is.

### More Complex

**pages 10–11**

- Why did Marshall help Linda Brown? (So she could go to a school closer to her house and so schools were not segregated anymore.) Have students talk about the photos and what they depict.

**pages 12–13**

- Why did Marshall have more work to do? (There was still segregation and prejudice.) Encourage students to talk about why there would be segregation. Have students talk about what they think it must have been like for African Americans and non-African Americans in places where there was segregation.

**pages 14–15**

- Why did Congress hire Marshall? (For his work in front of the Supreme Court and his fight for civil rights.) Have students describe what is depicted in the photos. Encourage students to talk about what parts of the text the photos help to support.

- Why was Marshall appointed to the Supreme Court? Have students talk about whether or not they think Marshall’s appointment was a popular choice. Encourage students to talk about how Marshall could help people while he was on the Supreme Court.
Practice and Apply

Tell students: Think of a biography you know about or have read. Talk to a partner about this biography. How is this biography like the one about Thurgood Marshall we just read? How is it different? Allow the pairs time to discuss, and then have volunteers share their ideas with the class. Have students draw a picture that represents Thurgood Marshall’s life and work. Tell students: Draw an event in Marshall’s life or draw something that shows what his work did for this country. Write three sentences explaining how your picture represents Marshall. Then have students present their drawings and read their sentences to the class.

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
**Vocabulary Strategies**

**Suffixes**
Say the words and have the class repeat them after you. Explain to the class that even though these may be long or unfamiliar words, we can figure out the meaning by breaking the word into chunks or parts. Tell students: **Suffixes are parts of words attached to the root, or main part of the word. These suffixes often have a meaning and they can sometimes change the part of speech of the word.** Ask the class: **What do all of these words have in common?**

Elicit: they end in –ation. Explain that **ation** is a suffix that we can add to a verb and make it into a noun. This suffix means state or condition. Underline the suffix in the word demonstration. Say: **Demonstrate is the root plus the suffix –ation means the condition of showing. The demonstration is for civil rights. The people are showing support for civil rights.** Have students break the other words into roots and suffixes and ask volunteers to explain what the words mean. You may provide students with dictionaries to help them break the words into parts.

**Review / ELLs**
For ELLs and any students experiencing difficulties accurately producing the sh sound in words that end in –tion or –sion, have students make the sound they make when they want someone to be quiet. Have students practice the sound then explain: **This sound can be represented with th, but it can also be represented by ti or si in words that end in –tion or –sion.** Display the following, say it and have students repeat after you. Then have students practice saying it with a partner. Say: **A solution to pollution in the nation is not just demonstrations, but the notion that our transportation needs the addition of train stations. That was the conclusion of the commission we saw on a television transmission.**

Ask: **What is the suffix?** Elicit: –ment. Explain to the class: **This suffix means the action of something. It can change a verb into a noun.** Break the first word into the root and suffix. Say: **government is the action of governing.** Have the class break the other words into roots and suffixes and ask volunteers to explain what the words mean.

**Practice and Apply**
Prior to class, prepare sets of cards for the number of pairs in the class with the following words on them:

- preparation
- examination
- frustration
- admiration
- animation
- illustration
- administration
- temptation
- education
- invitation
- payment
- treatment
- movement
- placement
- statement
- achievement
- amazement
- employment

Class Prep
- Write the following words on the board: demonstration, discrimination, segregation
- Write the following words on the board: punishment, experiment, judgment, advancement
**Cooperative Task** Tell students that they will read the words on the cards aloud to a partner. Then they will discuss what they think the words mean. Circulate among the pairs and provide assistance as needed. Then collect the sets of cards and show the words to the class. Have students read the words aloud and ask volunteers to explain what the words mean.

**Fluency Practice**

**Cooperative Task** Review the key words with students by showing the words to the class, sounding them out, and having the class sound them out with you. As you read, underline the words with your finger. 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 follow the word with their fingers as they sound it out. Collect the cards and then show a word to the class and have students read the word aloud.

**Echo Reading** Display the rhyme below 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.

When African Americans were slaves they had no rights.
For a long time after they were freed, they still had to fight.
They fought all kinds of prejudice and discrimination.
Then they rejected all forms of legal segregation.
Thurgood Marshall was a lawyer, and he took a big case.
He said that school is for all children, no matter their race.
The fight went on in court. There were many demonstrations.
In the end, Justice Marshall’s advice helped change the nation.
He fought hard for all people to be treated the same way.
That’s why Thurgood Marshall is honored to this very day.

**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.
Grammar and Usage

**Types of Nouns**  Ask the class: *What is a noun?* Elicit: a word that names a person, place, or thing. Have students provide examples of nouns that are people, nouns that are places, and nouns that are things. Write these words on the board. Then tell students that there are proper nouns and common nouns. Say: *Proper nouns are specific names, such as Thurgood Marshall, Supreme Court, the United States, Washington D.C., the Grand Canyon, iPod, or Disney World. Common nouns are not specific names such as: boy, man, lawyer, country, city, canyon, or amusement park.* Have students look at the list of nouns on the board and identify which nouns are common and which ones are proper. If there are no proper nouns, ask students to give examples.

**Abstract Nouns**  Tell students that nouns can also be categorized as concrete and abstract nouns. Explain: *Concrete nouns can be perceived with the senses. That means we can see, hear, touch, smell, or taste them. Abstract nouns cannot be perceived with the senses. These nouns are often ideas.* Provide some examples of abstract nouns such as: *childhood, honesty, love, or friendship.* Have students brainstorm more examples of abstract nouns with a partner. Ask volunteers to share their ideas with the class.

**Practice and Apply**

Tell students you are going to say a noun and they must decide if it is an abstract or a concrete noun. If they think the noun is abstract, they will raise their hand; if they think it is concrete, they will do nothing. Remind students that abstract nouns are things we can’t see, hear, touch, smell, or taste. If students appear to have difficulty identifying the abstract nouns, ask them if they can see, hear, taste, touch, or smell it.
Talk It Out  **COOPERATIVE TASK**  Explain to students that they will draw a card without letting their partners see the word. They must describe the word for their partners to guess. Their partners may each ask a question to help them to correctly guess the word. Circulate among the groups and provided assistance as needed. Then have volunteers describe a word for the class to guess.

Close

**Write It Out**  To bring closure to Day 4, display a list of abstract nouns on the board. Tell students to choose four of the nouns and write sentences using them. Ask volunteers to share their sentences with the class.

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**Abstract Nouns**
1. Draw a card.
2. Describe the word to your partners.
3. Allow your partners to ask you two questions to help them guess the word.

**Class Prep**
Prior to class, prepare enough sets of cards for the number of groups of three in the class. Use these abstract nouns:
- fun
- childhood
- freedom
- fairness
- horror
- laziness
- loyalty
- teamwork
- kindness
- disgust
- love
- friendship
- happiness
- beauty
Speaking and Writing

Model

Remind students that a riddle is a series of sentences that describe something in an indirect way. Read the following riddle:

I live in the past, but people from the present study me.
My story is full of people—some good, some bad.
I’ve seen war and peace, new inventions and ideas, art, empires, and revolutions.
I was made by kings, soldiers, presidents, artists, scientists, thinkers, and ordinary people.
What am I?

Tell students they can ask three yes/no questions to help them accurately guess what you described. Provide examples of yes/no questions such as, Is it something we can see? Is it something in school? Elicit other question and guesses from the class until the correct response, history, is given.

Practice and Apply

COOPERATIVE TASK Tell students to think of a key word to describe in a riddle. Each student will have a turn to tell their riddle to a partner. They should end their riddle with What is it? Explain to students that their partner may ask three questions to help them guess the correct answer. Circulate among the pairs and provide assistance as needed. Have volunteers share their riddle with the class.

Listen to Write

INFORMAL ASSESSMENT Explain: I have a list of Words to Learn. I will say each word 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 Thurgood Marshall: Fighting for People to self-correct their spelling.
Culminating Activity

Writer’s Workshop

Tell students they are going to write about a person who represents their culture or their heritage. Say: Think about important people who share your culture or heritage. What did they do? Why are they important? Then read the prompt aloud:

Who is an important person who represents your culture or heritage? Why is this person important?

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. Provide reference materials such as books or appropriate web sites for students to research important people from their culture or heritage. Distribute a Spotlight on English Web Graphic Organizer from Spotlight on English Blackline Masters or draw on the board for students to copy on a separate sheet of paper. Tell students: Use the graphic organizer to help you organize the information you find in your research about the important person.

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 talk about their research with a partner. Encourage students to 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 important person they chose on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use abstract 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, correct use of abstract 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 Thurgood Marshall: Fighting for People 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 an illustration 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

Before Reading

Have students look at the cover and title page of Go West! Ask volunteers to read the title, author, and illustrator. Then say the title, author, and illustrator for the class to repeat: Go West! by Amy White, illustrated by Facundo Teyo.

Genre

Remind students that we read to learn. Books, stories, and poems can describe and explain things. They can also entertain. Explain: Go West! is an example of a narrative. Remind students that a narrative tells a story and includes: characters, setting, plot, and conflict. Ask students to explain what each of these mean. Then say: Go West! is a narrative in the form of a personal journal. This is sometimes called a diary and is a record of the writer’s experiences, thoughts, and feelings. It is a way to remember a time in his or her life. Explain that these personal journals can be nonfiction or fiction. Explain that each time the writer writes something in the journal, it is called an entry.
Say: Journal entries begin with the date and may even include the day of the week and the year. Ask students: When would people want to keep a journal? Elicit reasons from students and encourage them to talk about examples of journals they know about or have read. You may also provide examples to help generate the discussion.

Frontload Vocabulary

Point to the word pioneers and have students read it aloud with you. Explain: A pioneer is one of the first people to settle in an area. Have students talk about what kind of person a pioneer might be. Point to the word excited and have students read it aloud with you. Say: I’m excited about going on vacation this summer. The children were excited about their trip to Disney World. Encourage students to talk about what kinds of things get them excited.

Point to the word supplies and have students read it aloud with you. Say: I have to buy pens, markers, paper, notebooks, and other supplies for school. I know I will need these things. Have students talk about what supplies they need for school. Then have students provide examples of supplies people might need for a camping trip or a picnic. Continue the procedure with the remaining key words.

Then have students work with a partner to write sentences using four of the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Lead a discussion about the West. Ask the following questions: What do you know about the setting of the West? How did people go there? What dangers did the settlers face? Would you like to make this kind of journey? Why or why not? Encourage students to talk about any books or stories they know about settling the West.

Predicting

Show students the cover and title page of Go West! 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 *Go West!* 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**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**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 draw conclusions about information in the text. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to show understanding of cause-and-effect relationships. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th><strong>Developing</strong></th>
<th><strong>Expanding</strong></th>
<th><strong>More Complex</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Where was the family going? (Oregon)</em> <em>How were they going there? (wagon train)</em></td>
<td><em>How did the narrator feel about the trip? (He was excited.)</em> <em>How does the boy feel about all the things he and his family must do before the trip?</em> <em>Have students describe the illustrations. Encourage students to explain how they support the text. Ask students to explain why there are dates at the beginning of each page of text.</em></td>
<td><em>Why would people bring so many animals on a wagon train?</em> Have students compare how people traveled and what they brought with them during pioneer times and how people travel and what they bring with them now.*</td>
</tr>
</tbody>
</table>

*Encourage students to talk about any long journeys they have taken and how they traveled.*

*Encourage students to explain how they support the text. Ask students to explain why there are dates at the beginning of each page of text.*
### Developing

**pages 4–5**
- **What supplies did the family bring?** (flour, yeast, salt, sugar, cornmeal, a cow) From where did the family leave? (Missouri)
  - Have students talk about supplies they took on a long journey. Encourage students to talk about other things the family might have brought with them that were not mentioned in the story.

### Expanding

**pages 6–7**
- **Did the narrator like travelling in a wagon?** (No, it was too bumpy.) Have students talk about whether or not they would like to travel in a wagon. Encourage students to use the illustrations to help them to form their opinion about travelling by wagon.

**pages 8–9**
- **What are they wagon wheels made of?** (wood) Have students talk about safety measures people take today when travelling.

### More Complex

**pages 4–5**
- **Why was the family going to Oregon?** (free land) Encourage students to describe the illustration and explain how they help to support the text.

**pages 6–7**
- **What happens on bad weather days?** (The pioneers ride in the wagons.) Have students talk about what it might have been like to ride in a wagon on a rainy day.

**pages 8–9**
- **What did the narrator learn from his fall near the wagon?** (To be careful around the wagons.) Have students talk about dangerous situations they have been in. Encourage students to talk about how they felt when it was over, how their family reacted, and what they learned from the experience.
### Developing

**pages 10–11**  
- Why did people get sick?  
  * (They drank unclean water.)  
  Encourage students to talk about why sickness was a serious problem for the pioneers.

### Expanding

**pages 10–11**  
- What was the land like that the pioneers had to travel through?  
  * (It is rough.)  
  Have students talk about how the illustrations help them to understand what the land was like that the pioneers traveled through.

### More Complex

**pages 10–11**  
- Why would Pa decide to buy extra oxen? Encourage students to talk about the advantages and disadvantages of taking along extra animals.

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**pages 12–13**  
- Where were some of the people going? (California)  
  Have students talk about how the people might have felt when the wagon train split into two directions.

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**pages 12–13**  
- Which danger seemed scariest to the narrator?  
  Have students talk about what the map in the illustration is showing. Encourage them to explain how this map helps them to understand the text.

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**pages 12–13**  
- What did the wagon train do when there was a river to cross?  
  * (The men swam the animals and floated the wagons.)  
  Have students talk about how this could be dangerous. Encourage students to talk about what the people might have been feeling as they crossed the river.

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**pages 14–15**  
- What did the men want from the wagon train? (They wanted to steal the horses.)  
  Have students talk about what they think the pioneers might have felt when the men were following them. Encourage students to talk about why the men wanted the pioneers’ horses.

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**pages 14–15**  
- Why was the narrator excited about living in Oregon?  
  Have students compare the landscape in the two illustrations on these pages. Encourage them to explain how these illustrations support the text.

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**pages 14–15**  
- What did the people do when they knew they were being followed?  
  * (Put the wagons in a circle around the animals.)  
  Why would this work? Have students talk about why the horse thieves didn’t go through with their plan. Encourage students to talk about how the people from the wagon train must have felt that night and what might have happened if the thieves tried to steal the horses.
**Practice and Apply**

Have students think of any story they know or have read about a long journey. Tell students: *You will tell a partner about this long journey. Then you will compare and contrast these journeys with the one described in the book. After you have talked about how the journeys are similar and how they are different, write two sentences comparing and contrasting the journey you talked to your partner about and the one in the book.* Circulate among the pairs, providing assistance as needed. Then ask volunteers to share their ideas with the class.

Explain to students that making a decision to move far away and start a new life is not always an easy one. Tell students to imagine they are the mother or father of the family from the story. Say: *You are going to work with a partner to make a list of reasons to make the journey and reasons not to make the journey.* Encourage students to think about things such as costs, dangers, and what they will lose making the trip (as well what they will gain by making the trip), how their lives might be better, and any other reasons they can think of to make the trip. Have volunteers share their ideas with the class. Write these ideas in two columns on the board. Then have the class vote on the best reason to make the journey and the best reason not to make the journey. Encourage students to explain the reasons for their choices.

**Close**

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Go West!

Vocabulary Strategies

Prefixes

Explain to students that a prefix is a group of letters added to the beginning of a word. Say: Prefixes have meaning, and when we add the prefix to a word, the word changes meaning. Some common prefixes are pre, re, un, and mis. Tell students that these prefixes mean: before, again, not, and badly. Split the prefix from the root and define the word. Say: pre + view = before viewing or seeing; re + play = play again; un + happy = not happy; and mis + understand = understand badly.

Show the words to the class and have volunteers separate the prefix from the root. Have other volunteers explain what the word means. You may choose to have students write out a sentence equation for each word.

Review Suffixes

Remind students: Suffixes are groups of letters added to the end of a word. Suffixes can change the part of speech of the root word. Verbs can become nouns, nouns can become adjectives, or adjectives can become adverbs by adding a suffix to the root. Like prefixes, suffixes also have meaning. Tell students that some common suffixes are: –er/–or, –ful, –ion, –ly, and –ment.

Separate the suffix from the root. Tell students: When we add –er/–or to the end of a verb, we are identifying someone who does the action. Work + er = someone who works; act + or = someone who acts. Explain: The suffix –ful means full of, so peaceful means full of peace. Celebration is the act of celebrating. Say: The suffix –ion added to a verb means the act of doing something. When we add –ly to an adjective, it means the way something is done. Say: bad + ly = done in a bad way. Finally, explain that when –ment is added to a verb, it also means the act of doing something. Say: Movement means the act of moving.

Practice and Apply

Write the following words on the board:
- beautiful
- badly
- unclean
- luckily
- wonderful
- replay

Cooperative Task

Have pairs of students look for these words in the story. Have them identify the page number where they appear and indicate whether they contain suffixes or prefixes. In the case of replay, explain that they should only identify the base form in the story but still indicate whether it contains a suffix or prefix. Then have the pairs come up with sentences using each of the words.
Fluency Practice

**COOPERATIVE TASK**  Review the key words with students by showing the words to the class, sounding them out, and having the class sound them out with you. As you read, underline the words with your finger. 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 follow the word with their fingers 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 rhyme below 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.

The pioneers were excited. The journey they would take
Was hundreds of miles of crossing mountains, rivers, and lakes.
So they started packing all their wagons full of supplies.
They hooked up the oxen and were set to leave at sunrise.
And away they went! Across this country the wagons rolled.
There were all kinds of people: men and women, young and old.
They met Native Americans, some friendly, others not.
But they kept going because they wanted to reach that spot
Where all of them would begin an exciting adventure:
The trail they traveled brought them to a new life and future.

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.
**Coordinating Conjunctions** Read the sentences aloud and ask students to identify the subjects and predicates. Explain to student that the first sentence is a simple sentence because it has one subject and predicate and expresses a complete idea. Cover the word *and* in the second sentence and explain that this sentence has two simple sentences that we connect with the conjunction *and*. This kind of sentence is a compound sentence.

Explain: Coordinating conjunctions combine words, phrases, clauses, and sentences. The conjunction we choose depends on the relationship we wish to show between these words, phrases, clauses, or sentences. Remind students that the coordinating conjunctions are: *for, and, but, or, nor, yet*, and *so*. Tell students: Use *and* to add information or sequence; *but* to show a contrast; *or* to suggest a choice or only one possibility; *for* to explain a reason; *nor* to show no choice or possibility; *so* to show a consequence or result; and *yet* to show a contrast.

Ask volunteers to read the sentences aloud. Then explain: You will work with a partner to find the coordinating conjunctions. Then decide what kind of relationship the conjunction shows. Allow students time to brainstorm, and then have volunteers share their ideas with the class.

**Subordinating Conjunctions** Point to the third example sentence on the board and tell students it is a complex sentence. Explain: A complex sentence is made up of two clauses. A clause has a subject and predicate, but some clauses express a complete idea while others do not. Clauses that express a complete idea are called independent clauses. They can stand alone. If the clause is missing some information, it is called a dependent clause. It depends on the other clause to provide the missing information. Cover the independent clause in the third sentence and read the dependent clause aloud. Ask: Because what? Say: We don’t know the answer. Then uncover the independent clause and read the sentence aloud.

Tell students that dependent clause can be at the beginning or the end of the sentence. Say: If a sentence begins with a dependent clause, use a comma at the end of a dependent clause. Explain that a dependent clause begins with a subordinating conjunction. These words can turn an independent clause into a dependent clause. Words such as: because, when, before, after, if, although, unless, and while are subordinating conjunctions.
Practice and Apply

**COOPERATIVE TASK**  Tell students that they will work with a partner to make sentences from the clauses. Once they decide what their sentence will be, the will capitalize the first word and add commas and periods. After the pairs have constructed their sentences, have volunteers share them with the class. You may choose to have students write the sentences on the board.

**Talk It Out  COOPERATIVE TASK**  Prepare sets of cards with conjunctions on them. Prepare enough sets of cards for the number of groups of three or four in the class. Use the following words: because, and, if, when, after, but, or, and before. Explain to students that their group is going to make sentences using the words on the card. Tell students: *Draw a card, write a sentence using the word on the card, and then read your sentence to your partners.* Circulate among the groups and provided assistance as needed. Have volunteers share their sentence with the class. You may choose to have students write their sentences on sentence strips to display on the board.

**Close**

**Write It Out**  To bring closure to Day 4, have students write about a journey they took. They should write at least one simple sentence, one compound sentence, and one complex sentence. Ask volunteers to share their sentences with the class.

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**Class Prep**

Prior to class, prepare sentence strips with the following clauses:
- we sold the furniture
- because the journey is too long to bring it with us
- if we farm the land for five years
- the land will be free;
- after we finish supper
- we played music and sang;
- we floated the wagons across the river
- while the animals swam across
- when we heard the noises
- we put the wagons in a circle

**Topic of Discussion**

**Conjunctions**
1. Draw a card.
2. Write a sentence using the conjunction on the card.
3. Read your sentence to your partners.
Speaking and Writing

Model

Tell students you are going to talk about a journey you took. They should think of some questions to ask you about your trip. Say:

A few years ago, I took a trip to Africa. I spent three weeks there. I saw many wonderful things. I saw beautiful places. I met very nice and very interesting people. I saw all kinds of animals. I spent a few days camping on safari. It was exciting and sometimes scary. The trip was one of the best trips I have ever taken.

Provide some model questions such as: What parts of Africa did you visit? Who traveled with you? or What did you do there?

Practice and Apply

Talk It Out

COOPERATIVE TASK  Tell students they are going to work with a partner to create a dialogue. Explain: One person will be a pioneer who has made the trip west; the other person is someone who is thinking of make the journey west. Encourage students to think about what questions to ask the pioneer about the trip: the dangers, the fun times, or supplies they would need. Circulate among the pairs and provide assistance as needed. Then have the pairs present their dialogues to the class. Ask the class: Which pioneer was the most persuasive and why? Which questions do you think were the most important to ask? Why?

Listen to Write

INFORMAL ASSESSMENT  Explain: I have a list of Words to Learn. I will say each word 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 Go West! to self-correct their spelling.

| 1. wagon     | The family went west in a wagon. |
| 2. miles     | How many miles did we walk today? |
| 3. country   | The United States is a big country. |
| 4. trail     | We hiked on the trail in the park. |
| 5. pioneers  | The pioneers explored new places. |
| 6. excited   | I’m excited about my birthday party. |
| 7. traveled  | I have never traveled by plane. |
| 8. Native Americans | The Native Americans respected the land |
| 9. river     | The settlers built a bridge over the river. |
| 10. journey  | It was a dangerous journey to go west. |
| 11. oxen     | Oxen pulled the wagon. |
| 12. supplies | We need to buy supplies for our camping trip. |
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 that they are going to write about the pioneers’ journey to the West. Write the following prompt on the board. Say: Imagine you are a pioneer travelling by wagon train to settle in the West. Think about what might you be feeling during the journey? Then read the prompt aloud:

Writing Prompt

How do you think the pioneers felt on their journey to a new home? Explain your answer.

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 that illustrates what they pioneers might have felt about their journey to their new home. 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 their partner’s writing. Distribute a Main Idea and Details Graphic Organizer from Spotlight on English Blackline Masters to each student or draw one on the board for students to copy on a sheet of paper. Tell students to complete it with their ideas for their writing.

Drafting  The next step in the writing process is drafting. In this step, we write our ideas down. Have students write their opinions about what the pioneers felt about traveling to their new home on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use coordinating and subordinating conjunctions, 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, use of different kinds of sentences, use of correct coordinating and subordinating conjunctions, 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 Go West! 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.