Santillana

Spotlight

on English

4

Guided Reading
Manual

Academic English for success in content and literacy
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What Is the Spotlight Guided Reading Manual?

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

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

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

How Does It Work?

The manual is organized into seven 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

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## Guided Reading References

Warm Up

Before Reading

Have students look at the title and cover page of *The Tale of Johnny Appleseed*. Remind students: The title is the name of the book, story, or poem. 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. Ask a volunteer to read aloud the title, author, and illustrator and have students repeat it: *The Tale of Johnny Appleseed* by Noelle Yaney Child, illustrated by Gaston Hauviller.
Genre

Explain to students that we read to learn. Books, stories, and poems can describe, explain, persuade, or entertain. *The Tale of Johnny Appleseed* is an example of a narrative. Narratives tell stories and there are many kinds of narratives. Tell students: *What you are going to read is an example of a folk tale. A folk tale is a story that is passed from one generation to another. Often they were not written down. Sometimes they teach a lesson. Some folk tales are called tall tales: stories where the characters and the actions they do are exaggerated. Sometimes the characters were real people, but the actions they did have been greatly exaggerated over time. Often there are animals that help the character in the tall tale. Tall tales can be funny or silly.* Have students provide examples of tall tales or folk tales they know or have read. You may also provide examples of tall tales such as Pecos Bill, Paul Bunyan, or John Henry to generate the conversation.

Frontload Vocabulary

Point to the word *wilderness* and have students read it aloud with you. Say: *The wilderness was a difficult place to live because there were few, if any, farms or towns.* Have students describe what the wilderness looks like. Encourage students to talk about any experiences they have had in the wilderness. Point to the word *boast* and have students read it aloud with you. Say: *Sometimes parents boast about things their children do because they are very proud of them.*

Have students talk about what they boast about. Point to the word *shelter* and have students read it aloud with you. Say: *There is a shelter at the bus stop to protect us from the rain and wind while we wait for the bus.* Encourage students to provide other examples of shelters. Continue this procedure with the remaining key words.

Activate Prior Knowledge

Lead a class discussion about the pioneers. Ask: *Who were the pioneers? What did they do? What do you think their life was like?* Encourage students to talk about anything else they might know about the pioneers. Then ask students to talk about what they know about the Native Americans. Encourage students to talk about how they lived and how they worked with the pioneers. Finally, have students talk about what they know about Johnny Appleseed.

Close

**MAKE PREDICTIONS** Show students the cover and title page of *The Tale of Johnny Appleseed*. 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 Tale of Johnny Appleseed*. 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 show understanding of reality and fantasy. Explain: *Fantasy is something that could not happen in real life. Reality is something that could happen in real life.* 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: *We draw conclusions when we take information about a character or event and make a statement or judgment based on that information.* Students should answer and elaborate on their answers in complete sentences.

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- **What does the tree on grandmother’s farm look like?** *(fat, lumpy, twisted and low branches, old, ugly)* Have students describe the farm in the illustrations. Encourage students to comment on whether or not they think the tree is ugly.

- **What part of the story seems realistic?** Have students talk about how the illustrations help them to understand the text.

- **What did people think when Grandmother showed off her old tree?** Encourage students to talk about a possession they have, or their family has, that is something they are proud of.
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<tr>
<td><strong>pages 4–5</strong>&lt;br&gt;What did Johnny Appleseed look like? (thin, dirty hair, bare feet, cooking pot on his head, brown clothes) Have students describe the little girl and her home.</td>
<td>What part of the story seems real and which part seems like fantasy or exaggeration? Have students talk about how the illustrations help them to understand the text. Encourage students to talk about how the illustrations show the events took place a long time ago.</td>
<td>Why weren’t people afraid of the strange man with no shoes and a pot on his head? Have students talk about how people today might react if they saw someone like Johnny Appleseed. Encourage students to talk about what they would do if they saw someone who looked like Johnny Appleseed coming toward where they live.</td>
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<td><strong>pages 6–7</strong>&lt;br&gt;What did John do as a boy? (He worked in an apple orchard.) Have students describe the illustration of the orchard. Encourage students to identify what is needed to work in an apple orchard.</td>
<td>How do we know that Johnny Appleseed was a real person? Have students talk about ways they can learn if something is true, partly true, or made up.</td>
<td>Why would families ask Johnny to stay for dinner? Encourage students to talk about ways people can thank others who do something for them. Have students talk about how people have thanked them for their help other than saying thank you.</td>
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<td><strong>pages 8–9</strong>&lt;br&gt;What did Johnny Appleseed do with his sack of apple seeds? (He planted orchards.) What else did he do? (cleared trees and bushes, dug holes, built fences) Have students describe the illustrations. Then have students explain what needed to be done to plant an orchard.</td>
<td>What parts of the story are factual? Have students talk about why Johnny would want to explore the wilderness. Encourage students to talk about whether or not that is something they would have liked to do if they had lived in Johnny Appleseed’s time.</td>
<td>Why did Johnny think pioneers would like apple trees? Encourage students to talk about why Johnny would think the apple trees might help the pioneers. Have students talk about what other things pioneers might have liked.</td>
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### Developing

**pages 10–11**
- **How did Johnny help the pioneers?** (sold them trees, helped them build their cabins)
- **How did he help the Indian brave?** (He made him some medicine and took care of him. He walked him home.)

Have students describe the illustrations. Encourage students to provide details about the illustrations that show how the pioneers lived.

### Expanding

**pages 12–13**
- **Why did the animals like Johnny?** (He was not afraid of them; he did not hunt them, he did not carry a gun.)

Encourage students to talk about what Johnny must have thought and felt when he was in the snowstorm in Pennsylvania. Have students talk about any experiences they have had in a snowstorm.

### More Complex

**pages 14–15**
- **What did Johnny do in the bear’s cave?** (He slept with a bear.)

Have students describe what it might have been like to sleep next to a bear. Encourage students to describe the bear and the bear cave.

### Explaining

**pages 12–13**
- **What parts of the story seem made-up?** Encourage students to talk about why people might have exaggerated some of the events in Johnny’s life. Have students talk about situations when people exaggerate and why they might exaggerate.

**pages 14–15**
- **What parts of the story do not seem realistic? What parts seem real?** Have students talk about what parts of the bear cave story might have been true. Encourage students to talk about what the bear cave story was meant to show or explain.

**pages 14–15**
- **Why would people boast that Johnny Appleseed planted trees in their orchard?** Have students talk about whether or not it was likely that Johnny walked from Massachusetts to California and planted trees along the way.
Practice and Apply

Tell students to think of a folk tale they know or have read. Explain: You will talk about this folk tale with your partner. Then compare and contrast the folk tale you just told to your partner with The Tale of Johnny Appleseed. Circulate among the pairs, providing assistance as necessary. Then ask volunteers to share their folk tales with the class and how they are similar or different to The Tale of Johnny Appleseed.

Ask the class to identify the most interesting thing they learned about Johnny Appleseed. Tell students that they are going to work with a partner to think of three questions they would ask Johnny Appleseed if he came to speak to the class. Then ask volunteers to share their questions with the class. Finally ask: What can we learn from the way Johnny Appleseed lived?

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. Tell the class: Each of the words contains vowel+r. When this happens, the vowel sound changes slightly. Say the words again and point to the r controlled vowels in each word as you say them. Explain that ar as in car always sounds the same. Say: car, farther, arcade. The or sound, as in born, always sounds the same. Say: born, torch, core. Explain: er, ir, ur sound the same. Point to the words on the board and say them. Have the class repeat after you.

**Practice and Apply**

**COOPERATIVE TASK** Tell students that they are going to hear some words. They must identify the r-controlled vowel in the word. Assign a number to each r-controlled vowel, from 1–5. Explain to students: Hold up the number of fingers that corresponds to the r-controlled vowel in the word you hear. After students have indicated their choice, say the word again and show them the word.

Have students work with a partner to locate examples of words with r-controlled vowels in *The Tale of Johnny Appleseed*. Ask volunteers to share their ideas with the class. Write the words on the board. Say the words and have the class repeat them after you. Then point to a word and have a volunteer read it aloud.

**Class Prep**

Write these words on the board:
- barn
- heard
- dirty
- born
- return
- car
- winter
- shirt
- orchestra
- sure

**Class Prep**

Words to say:
- dinner
- tore
- bird
- four
- sort
- winner
- girl
- turn
- far
- carnival
- heart
- shelter
- burn

**Review / ELLs**

For ELLs and other students experiencing difficulties producing the r controlled vowels, explain that the ar sounds like the sound pirates make. Have students practice this and then have them say the words car, bar, farm, and jar. Explain that the er, ir, and ur sound is like the sound of a dog growling. Have students practice the sound and then say the words: bird, mother, sure, girl, herd, and pure. Then write the following sentence on the board for students to practice: Doctor Werner has a girl bird that chirps and burps and says more words by far for sure than a charming actor. Ask volunteers to say the sentence.
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. 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.

The pioneers built a small cabin and could proudly boast, “This gives us shelter so we won’t freeze; we’re as warm as toast!” They planted an orchard, and they gathered fruit in a sack.

They had a few chickens and a rooster nicknamed Big Jack.

They met an Indian, and the Indian became a good friend.

He was there for the harvest and offered a hand to lend.

Although life in the wilderness was always very tough,

The pioneers’ families and friends made it seem less rough.

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.
Relative Pronouns: Who, Which, and That

Have volunteers read the first sentence aloud. Then ask: Who was Johnny Appleseed? Elicit: the man who planted seeds. Underline the relative clause in the sentence. Explain to students: This clause is called a relative clause; it helps us to understand which person, place, or thing the speaker or writer is referring to. Relative pronouns begin the clause. Some relative pronouns are: who, which, or that. Have students work with a partner to identify the relative pronouns in the other sentences. Ask volunteers to underline the relative clause in the sentences on the board. Have them draw an arrow from the clause to the noun it identifies.

Ask the class: Why do we use who sometimes, and that or which other times? Tell students to brainstorm ideas with a partner. Ask volunteers to share their ideas with the class. Help students to create a rule about using the relative pronouns who, which, and that.

Relative Pronouns: Whose and Whom

Display these sentences on the board:

- The boy whom Johnny helped was an Indian brave.
- The lady from whom we got our dog was moving to a smaller apartment.
- I saw a man whose clothes were made of brown sacks.
- Marisa is a girl whose family is very funny.

Point out and underline the relative clauses. Explain that we use whom to refer to objects of the sentence. Sometimes a preposition such as to, for, or from, precedes the pronoun whom. Point to the first sentence and say: The sentence can be said: Johnny helped a boy. Johnny is the subject and boy is the object. Have the class look at the second sentence. Ask students to restate it without using the word whom. Have students look at the sentences with whose. Explain: We use this relative pronoun mostly for people and their possessions. We use whose instead of his, her, or their. Have students restate the example sentences without the word whose.

Cooperative Task

Tell students they will work with a partner to describe these jobs using the relative pronoun whose, like you did using veterinarian as an example. Have volunteers share their ideas with the class.
Practice and Apply

**Cooperative Task** Prior to class, create sentence strips with the following sentences. Make enough sets of sentence strips for the number of pairs in the class.

The soup _______ I had for lunch was too salty.
The people _______ we visited yesterday lived downtown.
The dog _______ was barking was lost.
Sam is the boy _______ dad is a cop.
My computer, _______ keeps breaking down, is very old.
______ book is that?
My best friend is someone _______ makes me laugh.
The student to _______ I was writing is from South Africa.
A sandwich is something _______ is easy to eat.

Tell students that they will work with a partner to complete the sentences with the best relative pronoun. Then display the sentence strips on the board and ask volunteers to complete them. Ask them to explain their choice.

Prior to class, prepare sets of cards for the number of groups of three or four in the class. Use the following nouns:

- Johnny Appleseed
- cabin
- nickname
- school
- mother
- hero
- student
- pioneers
- the President of the United States
- Snow White
- bear
- the Simpsons
- Harry Potter
- wilderness
- hip-hop music
- American Idol
- math class
- orchard

**Talk It Out** **Cooperative Task** Tell students that they will work in groups of three or four. Say: *You will pick a card from the deck, which only you see. You must describe or explain the noun using relative pronouns in your descriptions or explanations. You cannot say the word or words on the card or any part of the word or words on the card. Your teammates will guess what is being described or explained.* Explain that the person who guesses correctly keeps the card. The person with the most cards is the winner. Circulate among the groups and provide assistance as necessary.

Close

**Write It Out** To bring closure to Day 4, tell students that they will write five sentences about Johnny Appleseed, his life, and his deeds. They must use a different relative pronoun in each sentence. Have volunteers share their sentences with the class.
**Speaking and Writing**

**Model**

Lead a brief discussion about monuments. Ask students: _Why do people make monuments? What kinds of monuments have you seen?_ Then tell students that you are going to describe a monument. Explain that they should listen for what person, event, or idea the monument represents.

_The Statue of Liberty is one of the most famous monuments in the United States. It is on an island in New York Harbor. The statue is of a woman wearing a crown and holding a torch in her hand. For many people who came to the United States by boat, she represented freedom and a new life with many possibilities. She still is a symbol of liberty today. Her torch represents the light of liberty. She holds a tablet with the date of American independence written on it. She stands on broken chains, which is another symbol of liberty._

Have students explain the reasons for the monument and what the monument represents.

**Practice and Apply**

**COOPERATIVE TASK** Tell students that they will work with a partner to come up with an idea for a Johnny Appleseed monument. Explain: _Think about things that Johnny Appleseed represents and things that represent Johnny Appleseed. Discuss your ideas with a partner and agree on a monument that you both think represents Johnny Appleseed._ Tell students that they will present their ideas to the class. Circulate among the pairs, providing assistance as needed. Have the pairs present their ideas 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 Tale of Johnny Appleseed_ to self-correct their spelling.
The Tale of Johnny Appleseed

Culminating Activity

Writer’s Workshop

Tell students that they are going to write a folk tale. Write the following writing prompt on the board. Say: Think of a folk tale you could write. Use a story you know or create an original story. Then read the prompt aloud.

Writing Prompt

1. nickname
2. shelter
3. sack
4. wilderness
5. orchard
6. cabin
7. boast
8. Indian
9. proudly
10. freeze
11. pioneers

My father’s nickname was Junior. Cabins were shelter in storms. They put the potatoes in a sack. It was exciting to travel through the wilderness. Plant an orchard on your farm. Lincoln was born in a cabin in Kentucky.

I boast about my singing ability. An Indian was a Native American. My parents smiled proudly as my older brother received his diploma. It is cold! The water will freeze. Life was not easy for the pioneers.

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. Distribute a Sequence Graphic Organizer from Spotlight on English Blackline Masters or draw one on the board for students to copy and complete on a separate sheet of paper.

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 discuss what they wrote in their graphic organizers with their partner. Encourage students to make suggestions to add to their partner’s story.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Have students write their folktale on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use relative pronouns, 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 relative pronouns, 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 Tale of Johnny Appleseed 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. Have students copy their writing on a separate sheet of paper. 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 *Antarctica: The World’s Wildest Continent*. Remind students that the title is the name of the book, story, or poem and the author is the person who wrote the book, story, or poem. Ask volunteers to read the title and author’s name. Then say the title and author for students to repeat after you: *Antarctica: The World’s Wildest Continent* by Noelle Yaney Child.
Genre

Remind students that we read to learn. Books, stories, or poems can describe or explain, inform, persuade, or entertain. Say: **Antarctica: The World’s Wildest Continent** is an example of informational or nonfiction writing. This means the story or the information they will read about is real: 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 examples of these works, such as: how-to books; biographies; or journals, to begin the discussion.

Frontload Vocabulary

Point to the word crevasses and have students read it aloud with you. Say: *A crevasse is a narrow opening or crack in a glacier.* Show the class a photo of a crevasse. Point to the word treaty and have students read it aloud with you. Say: *A treaty is an agreement between countries.* Have students provide examples of when countries might sign a treaty. Point to the word survive and have students read it aloud with you. Say: *We need food, air, and water to survive.* Ask students to explain what would happen if we did not have these things. Continue the procedure with the remaining key words. Then have students work with a partner to create descriptions of the key words without saying the key word in their description. Ask volunteers to share their descriptions with the class. Have volunteers identify the key word described.

Activate Prior Knowledge

Ask students what kinds of things they would need to go camping. Then have students work with a partner to brainstorm a list of items they would need to survive in extremely cold temperatures. Ask volunteers to share their ideas with the class. Encourage students to explain the reason why these things are necessary. Write students’ ideas on the board and have the class vote on the ten items that are absolutely necessary. Finally, ask the class: *What do you know about Antarctica? Why do you think people would want to go there?*

Close

**MAKE PREDICTIONS**  Show students the cover and title page of **Antarctica: The World’s Wildest Continent**. 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 *Antarctica: The World's Wildest Continent*. 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 show understanding of cause-and-effect relationships. Remind students: *Cause is the reason why something happens. Effect is the result of that cause. Words such as because, since, and so indicate 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. Explain: *We make inferences when we take information from the text and what we already know to figure out something not directly stated in the text.* Students should answer and elaborate on their answers in complete sentences.

### Developing

- Who lives in Antarctica? (nobody)
- What are the temperatures like there? (very cold)

Have students provide more information about Antarctica’s climate. Encourage students to provide record temperatures and to identify Antarctica as a cold desert.

### Expanding

- Why is there little or no rain in Antarctica? (It is too cold.) Have students talk about what they were surprised to learn about Antarctica’s climate.

### More Complex

- What is it like for the scientists who stay in Antarctica all year? Have students talk about why Antarctica could be an interesting place for scientists to visit.
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<th>Developing</th>
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<tr>
<td><strong>pages 4–5</strong></td>
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<tr>
<td>▶ What covers Antarctica? (ice) What can you see in the water? (icebergs) Have students describe the iceberg in the photo. Encourage students to talk about what it might be like to see an iceberg.</td>
<td>▶ How do some icebergs look like sculptures? (The wind carves them.) Encourage students to talk about the dangers icebergs can present.</td>
<td>▶ What are the sounds you can hear in Antarctica? Have students talk about how the photos help them to understand the text and understand what Antarctica is like.</td>
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<tr>
<td><strong>pages 6–7</strong></td>
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<tr>
<td>▶ What happens in summer? (The sun shines all day.) What kinds of plants are found in Antarctica? (mosses and lichens) Have students describe the plants in the photo. Encourage students to describe the colors, what it might feel like, and anything else depicted in the photo.</td>
<td>▶ What is winter like in Antarctica? (It is dark.) Why does this happen? (The sun doesn’t rise during that time.) Have students talk about whether they would or would not like to stay in a place where the sun never rises or where the sun never sets. Encourage students to talk about what is good or bad about either condition.</td>
<td>▶ How do people live with the sun shining all day in summer? Have students talk about what kind of feeling the photos of summer and winter in Antarctica convey. Encourage students to explain how the photos help them to understand the text.</td>
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<tr>
<td><strong>pages 8–9</strong></td>
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<tr>
<td>▶ What kinds of animals can you see in Antarctica? (whales, elephant seals, seal, gulls, penguins) Where do they live? (mostly in the ocean and along the coast) Have students describe the animals in the photos. Encourage students to talk about what the other animals mentioned in the text look like.</td>
<td>▶ How do fish survive in Antarctica’s waters? (Their special blood keeps them from freezing.) Have students talk about how other animals adapt to their environment. Encourage students to talk about how the animals pictured have adapted to their environment.</td>
<td>▶ What do the animals that live in Antarctica eat? Encourage students to explain their answers. Have students talk about why these animals can survive in Antarctica’s harsh climate.</td>
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### Developing

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<th>Pages 10–11</th>
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<tr>
<td><strong>What challenges do people visiting Antarctica face?</strong> (getting there, the cold) Have students describe the clothing the people in the photo are wearing.</td>
<td><strong>What can happen to ships travelling to Antarctica?</strong> (They can become trapped.) Have students talk about which mode of transportation is the safest to take to Antarctica, which one would be the most fun, and which one the most dangerous.</td>
<td><strong>Why do people eat a lot of food when they are staying in Antarctica?</strong> Have students talk about which foods would be the best to eat when visiting Antarctica. Encourage students to talk about what food supplies the scientists might take with them for a stay in Antarctica.</td>
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### Expanding

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<th>Pages 12–13</th>
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<tr>
<td><strong>What are some dangers in Antarctica?</strong> (crevasses, sunburn, cold) Encourage students to talk about what they do to protect themselves from the sun.</td>
<td><strong>Why must people wear sunscreen and dark glasses when they are in Antarctica?</strong> (Because of the thin ozone layer.) Have students talk about how the sunlight in Antarctica is not warm but it can be dangerous because of the harmful rays that penetrate the ozone layer.</td>
<td><strong>What can people do to be more careful when they take walks in Antarctica?</strong> Have students speculate about precautions people may take to avoid accidents or getting lost when they go for a walk while they are in Antarctica.</td>
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### More Complex

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<th>Pages 14–15</th>
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<tr>
<td><strong>What do people staying in Antarctica do?</strong> (study wildlife, the ice, and outer space; have costume parties, play music, have cooking contests) Encourage students to talk about what kinds of things they do if they cannot go outside. Have students describe what activity is depicted in the photo.</td>
<td><strong>Why are there telescopes in Antarctica?</strong> (They can see deeper into the universe.) Encourage students to talk about any experiences they have had looking at the night sky far away from a town or city. Have students talk about why Antarctica would be a good place to look at the stars.</td>
<td><strong>Why can living in Antarctica be stressful?</strong> Have students talk about things that are stressful for them. Encourage them to talk about ways they relieve stress and ways people they know relieve stress.</td>
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</table>
Practice and Apply

Remind students that *Antarctica: The World’s Wildest Continent* is an example of nonfiction writing. Ask students to provide examples of other examples of nonfiction writing they have read. Say: You will talk with a partner about examples of nonfiction writing that you have read. Then compare these examples with *Antarctica: The World’s Wildest Continent*. Talk about how the examples you discussed are different from the book we just read. Circulate among the pairs, providing assistance as necessary. Then have volunteers share their ideas with the class. Ask students to identify what all these nonfiction texts have in common.

Ask students what kind of information about Antarctica is provided in the text they read. Say: The text talks about the weather in Antarctica. What other categories of information does the text provide? Elicit: plants, animals, seasons, human activities. Write these categories on the board. Tell students: You will work with a partner to classify the information in the text into each of the categories. List two facts for each category. Have students share their ideas with the class. Finally ask the class if they would go to Antarctica if they had the chance. Have students explain their reasons why they would or would not go.

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

Review Syllables  Remind students: *Words are broken into syllables, each syllable with a vowel sound.* Write the word *protect* on the board. Break the word into syllables: *pro* *tect*. Explain to the class: *The first syllable ends in a vowel. When a syllable ends in a vowel, the vowel usually has a long sound. The second syllable ends in a consonant sound. When this happens, the vowel sound in that syllable is usually short.* Write the word *nation* on the board and have students decode it.

Review Vowels  Remind students that vowel teams usually form one sound and will fall in the same syllable. Have volunteers read these words aloud and have the class repeat them.

Syllable –le  Explain to students: *When a word ends in consonant + -le, that little combination is one syllable.* Ask volunteers to read the words aloud and have the class repeat them.

Class Prep  Write these words on the board:

- float
- around
- freezing
- noise
- weather
- remain
- mainly
- treaty

Class Prep  Write these words on the board:

- people
- little
- table
- settled
- simple
- waddle
- turtle
- impossible

Practice and Apply  

Cooperative Task  Explain to students that they will practice reading the words aloud to a partner. Distribute the cards and circulate among the groups. Provide assistance as necessary. Then show the words to the class and have the class read them aloud.
Fluency Practice

**COOPERATIVE TASK**  Show the words to the class, sound them out, and have the class repeat them after you. Distribute the cards to the pairs and explain that they will practice reading the key words aloud to their partner. After the pairs have practiced, collect the cards. Then show the key words and have volunteers read them aloud.

**Review / ELLs**

For ELLs and other students experiencing difficulties placing stress on the correct syllable, remind them that all words with two or more syllables have a stressed syllable. This means that the vowel sound is louder, higher, and held longer than the other syllables. There is more emphasis on this syllable. Explain that stressing the correct syllable is important to understand what people are saying and for people to understand what you are saying. Say the following words: volcano, blizzard, fourteen, promises, forty, impossible, protect, treaty, continent, activities, and unusual. Punch the air on the stressed syllable. Write the words on the board and have students repeat them after you.

**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.

Twelve nations signed a treaty to protect the South Pole.
Preserving this cold desert is their ultimate goal.
Scientists go on risky trips to study life there.
They bravely set up their camp and endure the cold air.
They wear layers of clothes, sunscreen, and very warm coats
To observe the volcanoes and the icebergs that float.
They have to be very careful when they walk around.
They might fall into a crevasse and never be found.
Somehow many animals are able to survive.
If we take care of Antarctica, they will all thrive.

**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 Clauses**  Have volunteers read the clauses aloud. Explain to the class: *A clause is a group of words that has a subject and a verb. If a clause is a complete sentence, it is called an independent clause. If the clause does not express a complete thought, it is called a dependent clause.* Then ask the class to identify if the clause is dependent or independent. Remind them to ask themselves if the clause seems to be missing information.

**Relative Adverbs**  Explain to the class: *One way to tie a dependent clause to an independent clause is by using relative adverbs such as where, when, and why.* Refer students to the clauses on the board and add the following: *Summer is the time when the Sun shines all day. Can you understand why people go to the South Pole? A dry valley is where there is no ice.*

Point out: *When we attach these dependent clauses onto an independent clause, we have completed the sentence. The relative adverb connects the idea in the dependent clause to the idea expressed in the independent clause. The relative adverb we use depends on the kind of connection we want to make: explain a place, identify a time, express a reason or ask for a reason.*

**Practice and Apply**

Write the following words on the board or prepare a worksheet to distribute to each student:

1. The Fourth of July is ______ we see lots of fireworks.
2. I don’t know ______ I left my homework.
3. The bad weather is the reason ______ we didn’t have school yesterday.
4. My dog wags his tail like crazy ______ I get home.
5. The teacher explained ______ we have to take this test.
   Washington D.C. is a city ______ the museums are free.

Have students identify which relative adverb: when, where, or why, best completes the sentence. Ask students to explain their choice.
Prior to class, prepare sets of cards with the following words. Prepare enough sets of cards for the number of pairs in the class.

- do homework
- weekends
- my bedroom
- the White House
- eat vegetables
- summer
- nighttime
- library
- wash my hands
- absent from school

**Talk It Out**  **COOPERATIVE TASK**  
Explain to students that they will pick a card and must make a sentence using the word or phrase and a relative adverb. Circulate among the pairs and provide assistance as necessary. Then show a card to the class, or show new cards, and have volunteers make sentences using the word or phrase and a relative adverb.

**Close**

**Write It Out**  
To bring closure to Day 4, tell students to think about some of the things they learned about Antarctica. Have students write five sentences about Antarctica. Explain that they must use each relative adverb at least once. Ask volunteers to share their sentences with the class.

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**Relative Adverbs**
1. Choose a card.
2. Make a sentence using the word or phrase on the card and a relative adverb.
3. Share your sentence with your partner.
Speaking and Writing

Model

Tell the class that you are going to describe something about Antarctica. Explain that after you finish your description, they may ask you yes/no questions to help them guess what you described.

There is a lot of light, in fact, some days there is light all day. Now you will see more people and animals here. There are many animal babies, too. What is it?

Remind students to think of the information they learned from reading *Antarctica: The World’s Wildest Continent*. Read the description again. Encourage students to politely ask questions until they guess the correct answer: *summer*.

Practice and Apply

**COOPERATIVE TASK** Tell students: You are going to describe something about Antarctica to a partner. Your partner may ask no more than five yes/no questions to help them guess what you described. Circulate among the pairs and provided assistance as necessary. Then ask volunteers to share their descriptions for the class to guess. Remind students to politely ask yes/no questions to help them arrive at the correct answer.

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 *Antarctica: The World’s Wildest Continent* to self-correct their spelling.

| **1. camp** | You need to prepare and plan if you are going to camp in Antarctica. |
| **2. float** | Icebergs float around Antarctica. |
| **3. protect** | Parents protect kids from danger. |
| **4. volcano** | The volcano spewed ash and lava. |
| **5. risky** | Getting to Antarctica can be very risky. |
| **6. trapped** | I’ve never been trapped in an elevator. |
| **7. treaty** | The signed treaty ended the war. |
| **8. desert** | Even though it is very cold, Antarctica is considered a desert. |
| **9. South Pole** | Penguins live at the South Pole. Trees cannot survive in Antarctica’s harsh climate. |
| **10. survive** | One of the biggest dangers in Antarctica is falling into crevasses. |
| **11. crevasses** | |
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 a trip to Antarctica. Write the following prompt on the board. Say: Imagine you have a chance to go to Antarctica. Think about the things you would like to see and do on your visit to Antarctica. Then read the prompt aloud:

Writing Prompt
What would you do in Antarctica?

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. Distribute a Web Graphic Organizer from Spotlight on English Blackline Masters to each student or draw one on the board for students to copy and complete on a separate sheet of paper.

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 Graphic Organizers to their partner. Encourage students to make suggestion 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 their trip to Antarctica on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use relative adverbs, and to refer back to the ideas from their Graphic Organizers and those 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 Antarctica: The World’s Wildest Continent 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 to students so they can copy their writing. If time allows, they may choose to illustrate 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 *Cheering for Anna*. Ask volunteers to read the title and author. Ask students: What do we call a person who wrote a book, story, or poem? What do we call the person who draws the pictures that go with the text? Elicit: author and illustrator. Read the title, author, and illustrator and have students repeat after you: *Cheering for Anna* by Noelle Yaney Child, illustrated by Sandra Lavandeira.

Identifying Paragraphs

Have students look at the first two pages of the book. Ask students: How many paragraphs do you see on page 2? How many are on page 3? Point out that each time a new person speaks, there is a new paragraph. Ask students: How we can tell where a new paragraph begins? Elicit: The first sentence is indented. Continue the procedure through the rest of the book. Ask students: Why are there more paragraphs on some pages than on other pages?
Genre

Remind students that one kind of writing is a narrative; narratives are stories. *Cheering for Anna* is an example of a kind of narrative called realistic fiction. Say: 

Realistic fiction means that parts of the story are real, but others are not. The setting may be a real place. Some of the characters may be real people, but others may not be. The events in the story may not have happened but could have happened. Have students talk about examples of realistic fiction they know about or have read. You may also provide examples of realistic fiction. Encourage students to identify the parts of the story that were real and the parts that were not real.

Frontload Vocabulary

Show students a photo of the Opening Ceremony from an Olympic Games. The photo should show the torch. Ask students: What is happening in the photo? Ask questions to elicit the key words by asking: What is this place? Who are the people? Point to the torch and ask: What is this? As students identify the key words, point to each word on the board and have students read it aloud with you. Point to the word *disabilities* and have students read it aloud with you. Separate the prefix and suffix from the root. Explain: *Each piece of the word means something: the root able, the prefix dis, and the suffix ies.* Explain what each piece means to help students understand that this word means something that makes things difficult or not possible to do. Ask volunteers for examples of disabilities. Follow a similar procedure with the word *volunteers.* Say: I volunteer at an animal shelter on weekends. I feed the cats and dogs, play with them, and help to find them homes. I don’t get paid for the job. Have students talk about other places where people working there might be volunteers. Follow a similar procedure with the remaining key words.

Activate Prior Knowledge

Have students talk about what they know about the Olympics. Encourage students to talk about which events they like best and why. Ask: Why do you think so many people enjoy watching the Olympics? Then have students talk about what they know about the Special Olympics. If necessary, explain that the Special Olympics are like the Olympics but for people who are mentally or physically challenged. Many of the events are the same as the events in the Olympics. Others have been modified so people with disabilities can participate.

Close

**MAKE PREDICTIONS** Show students the cover and title page of *Cheering for Anna.* 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 *Cheering for Anna*. 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 show and understanding of sequence of events and to describe the characters and events in detail. Remind students: *Sequence is the order the events in a story occur. Words such as first, next, then, and finally are words that indicate sequence.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to draw conclusions about the text. Remind students: *We draw conclusions when we take information about a character or an event to make a judgment based on that information.* Students should answer and elaborate on their answers in complete sentences.

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| **Pages 2-3**
<p>| Where were the girl and her family going? <em>(Ireland)</em> What were they going to do there? <em>(They’re going to see Cousin Anna run in the Special Olympics.)</em> Encourage students to talk about how they might feel if they had the chance to take a similar trip. | How did the girl feel when she first heard about the trip? <em>(very excited)</em> How did she feel when she learned more about the trip? <em>(confused and worried)</em> Have students talk about why the girl’s family wanted to take this trip. | Why would the girl be worried about the trip? Why did she think she would be so different from Anna? Have students talk about why people might be afraid to meet people who are different. Encourage students to talk about why people might be worried to become friends with someone who has a disability. |</p>
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<td><strong>pages 4–5</strong></td>
<td><strong>How did the girl spend the first week in Ireland?</strong> <em>(watching Anna practice)</em></td>
<td><strong>Why did the girl think she would not be impressed watching Anna’s practice?</strong></td>
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<td><em>How did the girl feel when she walked into the stadium?</em> <em>(She was amazed and, excited.)</em></td>
<td>Encourage students to talk about situations where they didn’t expect to be impressed about something until they experienced it. Have them talk about why they did not expect to be impressed and what impressed them.</td>
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<td>Have students talk about how the girl’s opinion about Anna was changing.</td>
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<td><strong>pages 6–7</strong></td>
<td><strong>What happened after the speeches at the ceremony?</strong> <em>(A runner came in with the torch.)</em></td>
<td><strong>Why would the girl feel thrilled at the ceremony?</strong></td>
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<td><em>What happened next?</em> <em>(He lit the sculpture and fireworks began.)</em></td>
<td>Have students talk about experiences they have had when they felt thrilled. Encourage students to talk about what made them feel that way.</td>
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<td>Have students talk about what the athletes might have been feeling when they walked into the arena. Encourage students to talk about what the most exciting part of the ceremony was.</td>
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<td><strong>pages 8–9</strong></td>
<td><strong>What did the girl notice as she watched more events?</strong> <em>(The athletes cheered for everyone. She didn’t notice their disabilities.)</em></td>
<td><strong>Why would the athletes cheer for their competitors?</strong></td>
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<td>Have students talk about how the girl’s opinion of the athletes was changing.</td>
<td>Have students talk about what this says about the kind of people the athletes were. Encourage students to talk about how this might be different from other competitions.</td>
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<td>Have students talk about whether or not they think it might be fun to volunteer at the Special Olympics. Encourage students to talk about any experiences they may have had volunteering for something.</td>
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### Developing

**Pages 10–11**

- What was the girl’s favorite event? *(the wheelchair shot put)*
- What did the girls giggle about? *(their mothers going crazy over Bono and U2)*

Have students talk about their favorite sporting events. Encourage students to talk about why they like these events.

### Expanding

**Pages 10–11**

- What happens at the wheelchair shot put? *(The athlete positions him/herself in the circle, holds the shot put at the neck, throws it straight out.)*
- What did the girl do after the wheelchair shot put? *(She lined up for autographs.)*

Have students talk about why the girl liked the wheelchair shot put best. Encourage students to talk about the kinds of things their parents do that make them laugh with their siblings or other family members.

### More Complex

**Pages 10–11**

- What happened that showed Anna and her cousin were having a good time together? Have students talk about how Anna and her cousin were alike. Encourage students to explain what the night before the race shows what kind of relationship Anna and her cousin had.

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### Pages 12–13

- How did Anna do in her first race? *(She won a bronze medal.)*
- How was her next race? *(the 200 meter)*

Have students talk about how they girl felt watching her cousin run. Encourage students to talk about any experiences they have had watching friends or family members at a sporting event and how they felt watching it.

### Developing

- Which of Anna’s events did the girl see first? *(the 4x100 relay)*
- How does this race work? *(The runner runs 100 meters with a baton and passes it to his or her teammate.)*

Have students talk about how the relay race might be more difficult to run than a regular race. Have students talk about how it might be easier.

### Expanding

- How did the girl feel watching Anna’s events? Encourage students to talk about how Anna must have felt having her family cheer for her. Have students talk about any experiences they have had when they had family cheering for them. Encourage them to talk about how it feels to know people are supporting them.

### More Complex

- How did the girl feel watching Anna’s events? Encourage students to talk about how Anna must have felt having her family cheer for her. Have students talk about any experiences they have had when they had family cheering for them. Encourage them to talk about how it feels to know people are supporting them.
### Practice and Apply

Review realistic fiction with the class. Then say: *Think of another example of realistic fiction. Talk with a partner about the story, and then compare this story with *Cheering for Anna*. How are the two stories alike and how are they different?* Circulate among the pairs, providing assistance as needed. Then ask volunteers to share their ideas with the class. Ask students: *What did you learn about the Special Olympics?* Students should answer in complete sentences. Have students write four sentences about why the Special Olympics are important. Ask volunteers to share their sentences with the class. Then have students discuss the theme of the story with a partner. Remind students: *The theme is the main idea of the story.* Ask volunteers to share their ideas with 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.
**Understanding Roots**  Explain to students: *When we see an unfamiliar word, we can sometimes understand it by taking the word apart. The root word is the main part of the word. Knowing roots may help to understand the meaning of the word. This will help us to read with purpose and understanding.* Point to the words on the board. Underline the following roots: bi, ocula, specta, photo, and graph. Tell the students that these are roots. Say: *Bi means two, ocular means eyes. So binocular means two eyes based on these roots. Spectacular means something to watch or something worth watching. Photo means light and graph means writing. Photograph is writing with light.*

Distribute a 3-column Graphic Organizer from *Spotlight on English Blackline Masters* to each student or draw one on the board for students to copy on a separate sheet of paper.

Have students copy the roots in the first column of their chart. Read the roots aloud and have the class repeat them after you. Review the meaning of each root and write it in the second column of the chart. Have students copy this information in their charts. Auto = self, bi = two, cap = take, crea = create, cycle = wheel, den = teeth, fac = make/do, flex = bend, liter = letters, man = hand, meme = remember, multi = many, photo = light, port = carry, scope = see/watch, secta = watch or see, tele = far, tract = pull/draw. Tell students: *You will work with a partner to think of words you know with these roots.* Have students write these words in the third column of their chart. Circulate among the pairs, providing assistance as needed. Ask volunteers to share their ideas with the class. Discuss with the class how the meaning of these words relates to the roots.

**Practice and Apply**

**COOPERATIVE TASK**  Write these words on the board:

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<tr>
<th>attract</th>
<th>automatic</th>
<th>except</th>
<th>creature</th>
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<td>photosynthesis</td>
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Tell students to practice reading these words aloud with a partner. Then ask volunteers to read the words for the class. Have the class discuss what these words might mean and how they relate to the roots. Then provide dictionaries and have students look up the definitions of these words. Ask volunteers to read the definitions aloud. Discuss whether the roots helped them to understand the word and how the root relates to the meaning.
Fluency Practice

**COOPERATIVE TASK**  Show the words to the class, sound them out, and have the class repeat them after you. Distribute the cards to the pairs and explain that they will practice reading the key words aloud to their partner. After the pairs have practiced, collect the cards. Then show the key words and have volunteers read them 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 arena is full, and the athletes are here.
This ceremony happens once every four years.
A group of volunteers show people where to sit.
Everybody is silent while the torch is lit.
The athletes with disabilities train hard, too.
They take part in events; there’s so much they can do.
They run, they jump, they throw, they swim, or they pedal
To be in a position to win a medal.

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:

✔ disabilities
✔ athlete
✔ train
✔ ceremony
✔ torch
✔ volunteers
✔ arena
✔ scheduled
✔ medal
✔ position

Cheering for Anna  Week 3  33
Present Progressive Tense  Ask volunteers to read the sentences aloud. Then have volunteers identify the verbs in each sentence. Elicit: *are flying, am watching, are helping, is running, and are taking*. Explain to the class: *These verbs are in the present progressive tense*. One of the uses of this tense is to talk about an action going on now, and which is not yet complete. It may go on in the future, and we don’t know how long in the future it will continue. Point to the two parts of the tense: forms of the verb *be* and the *–ing* form. Explain to students: *This tense is formed by the present tense form of the verb *be*, and the *–ing* form of the verb that tells the action in progress*. The name of the tense has two names and has two parts. The name tells us what to do with the two parts: present-present tense of *be*, and *progressive*, which means the *–ing* form of the verb. Show the class photos or images of places where there is a lot of activity. Ask: *What is happening in the photo/picture?* Have students respond using the present progressive. Correct as necessary.

**Past Progressive and Future Progressive Sentences**  Have volunteers read the sentences aloud and identify the verbs. Ask: *When did the actions take place: in the past, now, or in the future? How do you know?*  Elicit: *the past* and the words *was* and *were*. Explain to the class that the sentences are in the past progressive tense. Point out: *This tense is formed the same way as the present progressive except the form of the verb *be* is in the past tense*. Explain that we often use this tense to talk about past actions that were happening when something else happened, actions that happened repeatedly, something going on at a certain time in the past, or several actions happening at the same time.
Point out to students that the form of be is in the future tense—will be in the second and fourth sentences. This is the future progressive tense. Say: We use this future progressive tense to talk about an action in progress in the future. We can also use this tense to make predictions about the future. Have students form groups of three or four to discuss what they think they will be doing in twenty years. They will be around thirty. Circulate among the groups and provide assistance as necessary. Ask volunteers to share their predictions with the class.

Practice and Apply

Talk It Out  Cooperative Task  Have students talk to a partner about things they were doing last year. Remind students that they should talk about things that happened regularly. Ask volunteers to share what they learned about their partner with the class. Then have students form groups of three or four to discuss what they think they will be doing in twenty years. They will be around thirty. Circulate among the groups and provide assistance as necessary. Ask volunteers to share their predictions with the class.

Close

Write It Out  To bring closure to Day 4, have students write two sentences about how people lived one hundred years ago, two sentences about how people live now, and two sentences about how people will live one hundred years in the future. Remind students to use the appropriate progressive form. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Ask students what they know about the Olympic Games. Then explain:

*I’m going to tell you about an event that is like the Olympic Games.* Say:

*The Paralympics are held every four years in the same city as the Olympic Games of that year. There are Summer and Winter Paralympics. Like the Special Olympics, the Paralympics are for athletes with disabilities.*

Show photos from the Internet that depict athletes participating in the Paralympics. Ask students to talk about how these sporting events are different from the ones in the Olympic Games.

Practice and Apply

Tell students that they are going to research a sporting event at the Paralympics and will present that information to the class. Explain to students: *Tell whether the sport is a summer or winter sport and how it is different from the same or a similar sporting event in the Olympics.* Provide websites and other resources students may access for their research. Provide assistance as necessary. Then have students present their information to the class, encouraging the class to politely ask questions.

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 *Cheering for Anna* to self-correct their spelling.

| 1. scheduled | The scheduled events were late. |
| 2. medal | Lisa won a gold medal at the Science Olympics. |
| 3. athlete | Ryan’s father was a good athlete. |
| 4. volunteers | Volunteers work without pay. |
| 5. disabilities | Even though they have disabilities, the players were good. |
| 6. torch | The torch is an Olympic symbol. |
| 7. train | An athlete needs to train hard. |
| 8. ceremony | I’m excited about going to the awards ceremony tonight. |
| 9. position | The runner from Jamaica is in a good position to win the race. |
| 10. arena | There are concerts, sporting events, and even a circus at the arena. |
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 how people with disabilities should be treated in school. Write the following writing prompt on the board.

Say: Think about how people with disabilities are treated at school now. Think about what needs to change or be made better. 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. Distribute a 2-Column Graphic Organizer from Spotlight on English Blackline Masters or draw one on the board for students to copy on a separate sheet of paper. Tell students: Write ideas about how people with disabilities are treated now in the first column and your ideas about how people with disabilities should be treated in the second column.

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 refer to the ideas they wrote in their graphic organizers. 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 people with disabilities should be treated in school on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use progressive tenses, 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 and uses of progressive tenses, 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 Cheering for Anna 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. Have student copy their writing on a separate sheet of paper. 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 *Pueblo Life*. Ask volunteers to explain what title, author, and illustrator mean. Have them read aloud the title, the author and illustrator: *Pueblo Life* by Noelle Yaney Child, illustrated by Enrique Martinez.

Parts of a Letter

Explain: *Pueblo Life* is an example of a friendly letter. A friendly letter has the following parts: a greeting, called a salutation, which usually starts with the word Dear followed by the name of the person being written to; the body, which is the main part of the letter; a closing, which is a way of saying goodbye; and the signature, where you write your name at the end of the letter. Have students locate the salutation in the text. Ask a volunteer to read it aloud. Point out that it ends in a comma. Have students locate the closing. Ask a volunteer to read it aloud. Point out that it also ends with a comma. Discuss when they might write or have written a friendly letter.
**Genre**

Remind students that we read to learn. Books, stories, and poems can inform, describe or explain, persuade, or entertain. Say: Pueblo Life is an example of realistic fiction. Remind students that realistic fiction means that some parts of the story may be real, such as where the story takes place, certain events, or even some of the characters, and the rest could be real but are not. Say: Sometimes in realistic fiction texts, the main characters are not real although they could be, but settings, events, or information in the story are actually real or true. Have students provide examples of realistic fiction they know about or have read.

**Frontload Vocabulary**

Point to each word and have students read them aloud with you. Have students identify the words they already know. Then have students use dictionaries to look up the unfamiliar words. Ask volunteers to share the definitions with the class. Then have students work with a partner to create explanations of the key words. Tell students: Imagine you had to explain these words to someone who is unfamiliar with them. What would you say to explain the word to them? Have volunteers share their ideas with the class.

**Activate Prior Knowledge**

Discuss with students what they know about Native Americans such as: tribes, where they live now, how they live, or any other information. Ask: How do you think many Native Americans live today? What things do you think are the same as your life? What things might be different? Then ask students to share any experiences they might have with Native American culture such as visiting a reservation or other Native American community, going to a festival, visiting a museum about Native Americans, or books they have read about Native American culture.

**Close**

**MAKE PREDICTIONS** Show students the cover and title page of Pueblo Life. 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.
Day 2

**Listening and Reading**

**Echo Reading**  Read aloud *Pueblo Life*. 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 compare and contrast information in the text. Remind students that when we compare, we tell how things are alike. When we contrast, we tell how things are different. 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 in the text and what we already know 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 2–3</strong></td>
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<tr>
<td>► <em>Where is Jenny from? (San Ildefonso, New Mexico)</em>  What are Pueblos? (a Native American group named for their village)  Have students talk about how the Pueblo got their name. Encourage students to talk about the languages Pueblo speak.</td>
<td>► <em>How is where Jenny lives like where Alex lives? How is it different?</em>  Have students compare their community to Jenny’s. Encourage students to discuss where they would prefer to live and why.</td>
<td>► <em>What do you think Jenny would want to know about life in New York City?</em>  Have students talk about a place they would like to learn about. Encourage students to talk about any experiences they have had with pen pals or e-pals.</td>
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Day 2

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<td>▶ What subjects does Jenny study? (math, reading, social studies, science, physical education) What will she do for her special project? (study the river, test the water, make a presentation)</td>
<td>How is Jenny’s school day like yours? How is it different? Encourage students to talk about which classes they like best. Have students talk about which class they think Jenny might like best.</td>
<td>Why was Jenny excited about her first field trip? Encourage students to talk about why field trips are fun. Have students talk about which parts of Jenny’s field trip they would most enjoy.</td>
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<td>▶ Why does Jenny’s grandmother use an horno instead of a modern oven to make bread? Have students talk about what Jenny likes the most about baking with her grandmother. Encourage students to talk about why baking days might be important to Jenny’s grandmother.</td>
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<td><strong>pages 6–7</strong></td>
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<td>▶ What kind of house does Jenny have? (adobe) Have students describe Jenny’s house. Encourage students to talk about whether or not they would like to live in a house like Jenny’s.</td>
<td>How is Jenny’s house like a traditional Pueblo house? (It is adobe, it looks older than it is) How is it like a modern American house? (It has a microwave, TV, a computer.) Have students talk about video games in their house and whether or not their parents think they are a waste of time.</td>
<td>Why would Jenny tell Alex she has a microwave, a TV, and a computer in her home? Encourage students to talk about what people think of when they think of how Native Americans live. Have students explain where people get these ideas. Encourage students to talk about any wrong ideas people may have had about people of their heritage.</td>
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<td><strong>pages 8–9</strong></td>
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<td>▶ What does Jenny do with her grandmother? (bake bread) What is her favorite dish? (pozole, a soup of meat and hominy) Have students describe the horno. Encourage students to talk about activities they do with a grandparent.</td>
<td>How is Jenny’s grandmother like many grandmothers? How is she different? Have students describe their grandparents. Encourage students to talk about how grandparents are special.</td>
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Pueblo Life  Week 4
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<td>▶ What does Jenny’s uncle do? (He’s a potter.) What is special about this pottery? (He makes black-on-black pottery Ildefonso.) Have students describe the pottery in the illustrations. Encourage students to talk about what he uses to make these pots.</td>
<td>▶ How are the shiny pots like the black-on-black pottery? How are they different? Have students describe the process of making the pots including the materials Jenny’s uncle uses.</td>
<td>▶ What does Jenny think about her uncle’s pottery? Have students talk about whether or not the pottery is popular or famous.</td>
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<td><strong>pages 12–13</strong></td>
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<td>▶ What do many people in San Ildefonso do? (They’re artists.) What does Jenny’s dad do during the week? (He’s an engineer.) What does he do on the weekends? (makes turquoise and coral jewelry) Have students describe the pottery and the jewelry Jenny’s parents make.</td>
<td>▶ How does Jenny’s dad continue Pueblo traditions? (He makes jewelry.) What does he do that is modern? (He is an engineer at Los Alamos.) Have students describe how Jenny is like her father. Encourage students to talk about the ways they are like one of their parents.</td>
<td>▶ How does Jenny feel about her father’s jewelry? Encourage students to speculate whether or not Jenny will be an artist.</td>
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<td><strong>pages 14–15</strong></td>
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<td>▶ What is a kiva? (an underground meeting room) What is Jenny going to do this year? (dance the Buffalo dance) Encourage students to talk about any Native American dances they might have seen. Have students describe what the women in the illustration are wearing.</td>
<td>▶ What is different about the rituals in the kiva from other Pueblo rituals? (The kiva rituals are private; other ones are open to the public.) Have students talk about rituals they have participated in. Encourage students to talk about why the Pueblo has some public rituals.</td>
<td>▶ How does Jenny feel about her people’s traditions? In what ways does she show this? Have students talk about which of Jenny’s traditions she is most proud of. Encourage students to talk about a tradition their family has.</td>
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Practice and Apply

Have students work with a partner to compare and contrast *Pueblo Life* and *Cheering for Anna*. Remind students that both works are examples of realistic fiction. Tell students: *Think about what these two stories have in common. Talk about the parts of the books that were real, and the parts that could be real but were not.* Circulate among the pairs, providing assistance as necessary. Then ask volunteers to share their ideas with the class.

Tell students to imagine they took a trip to San Ildefonso. Explain that they will write about their visit, what they saw, and what they did. Have volunteers share their writings with 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

Understanding Prefixes  Remind students that knowing roots can help us to understand unfamiliar words. Explain: *Prefixes can also help us with these words. Prefixes are groups of letters that come before the root of a word. The word prefix contains an example of this. Pre means before.* Provide other examples of words with this prefix such as: *preschool, preview, or prevent.*

Have students volunteers read the words on the board aloud. Point to the first word and underline the prefix *in* Explain that this prefix can mean toward or in. Say: *Inside is made up of the prefix in and the root side. Inside is the place within.* Underline the prefix *micro* and explain that it means small. Microwave means small wave. Have students think of other words they know with this prefix. Elicit words such as *microscope, microorganism,* and *microphone.* Underline the prefix *tele* and explain to students that this prefix means distant. Ask students: *Now that you know what the prefix of this word means, what does the word television mean?* Elicit: *distant or faraway sight or seeing.* Underline the prefix *under* and have students explain what the word *underground* means.

Practice and Apply

Display a three-column chart on the board. Write the following prefixes in the first column with their definition in the second column. The third column should be blank.

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**COOPERATIVE TASK**  Review the chart with the class and have students repeat the information after you. Distribute a 3–column chart from *Spotlight on English Blackline Masters* to each student, or have them copy the one on the board on a separate sheet of paper. Tell the class: *Complete the first two columns with the information on the board. Then, work with a partner to think of words you know with these prefixes. Write these words in the third column of your charts.* Tell students to discuss how the prefix contributes to the meaning of the word. Then have volunteers share their ideas with the class.
**Cooperative Task**  Prior to class, prepare enough sets of vocabulary cards for the number of pairs of students in the class. Use the following words:

- unicycle  
- tripod  
- reverse  
- postpone  
- mispronounce  
- interrupt  
- immobile  
- incomplete  
- disappear  
- diagonal  
- decathlon  
- binoculars

Tell students that they will practice reading the words aloud to a partner. Then show the words to the class and have volunteers read them aloud. Ask the class what they think these words might mean and how the prefix can help them to determine the meaning. Check students’ definitions with the dictionary entries.

**Fluency Practice**

**Cooperative Task**  Show the words to the class, sound them out, and have the class repeat them after you. Distribute the cards to the pairs and explain that they will practice reading the key words aloud to their partner. After the pairs have practiced, collect the cards. Then show the key words and have volunteers read them 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 Pueblo honor their ancestors and keep their traditions. They still make glossy pottery with painted decorations. They knead the clay to make vases and bowls of different texture. Some Pueblos can make turquoise jewelry of the gods of nature. They teach their children how to bake bread on coals in the old style. The paddles help take it out of the **horno** after a while. But when Pueblos get lost, what do you think they do? Can you guess? It’s really no ancient secret: They get out their GPS!

**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:

- traditions  
- ancestors  
- sacred  
- GPS  
- adobe  
- coals  
- paddle  
- kneads  
- glossy  
- texture  
- turquoise  
- honor
Grammar and Usage

Modal Verbs Point to each word and have students read them aloud with you. Explain to students that these are special verbs called modals. Say: *Modals are different from other verbs. They do not have different forms.*

Have volunteers read the sentences aloud. Ask them to identify the modal verbs in each sentence. Then ask: *Do the modal verbs change with the subject?* Explain to students: *When we ask questions using the modal verbs, we do not need a form of do in the question. We also do not use a form of do in negative statements.* Say: *I can't dance.* Ask the class yes/no questions with modal verbs such as: *Can you sing? Will you watch TV tonight? Must you do chores at home? Should you ask questions if you don't understand? Can you drive a car? Will you go to work today? Must we run to class? Should you push someone in the hall?* Students should answer with yes or no and the modal verb.

Explain to students: *The modal we use depends on the message we want to communicate. Modal verbs can be placed into two basic categories: modals of certainty and modals of obligation.*

Say: *Modals of certainty tell us if the action is certain, probable, possible, or impossible.* Draw a vertical line on the board and write 10 at the top and 0 at the bottom. Explain to the class: *10 = certain and 0 = impossible.* Tell the class that they are going to assign a number to the following modals according to the certainty the word conveys. List the following modals for students to rate: *will not, cannot, will, shall, may, should, might, would, could, can.* Write *will not* at 0 to get the class started. The end result should have the modals *will not* and *cannot* at 0, and *can, will,* and *shall* at 10. *Should, would, could* are between 9 and 5. The modals *might* and *may* should fall between 2 and 5.

Explain to students: *Modals of obligation are used for polite suggestions, invitations, or polite instructions as well as for rules.* Point to the modals of obligation on the board: *must, will, should, shall, may, ought,* and *could.* Ask the class: *Which words are used for a strong obligation?* Tell students to think of how rules are stated. Elicit: *must, will, shall.* Then have students identify words that we use to make suggestions or recommendations. Elicit: *should, could, can, might.*
Review / ELLs

For ELLs or other students experiencing difficulties distinguishing the difference in meanings among modal verbs, explain that modals of obligation will tell us how much choice we have. Write some example sentences on the board such as: Visitors can go to the tourist center. Visitors might go to the tourist center. Visitors should go to the tourist center. Visitors ought to go to the tourist center. Visitors must go to the tourist center. Visitors shall go to the tourist center. Have volunteers read the sentences aloud and then ask: Do we have a choice? You may also choose to read the sentences, making gestures that show the degree of obligation in each sentence. Then have students do the following activity.

Tell students: Work with a partner to create three sentences expressing a strong obligation and three sentences expressing a suggestion or recommendation. Provide an example such as: We should visit San Ildefonso. We must go to the tourist office first. Have volunteers share their sentences with the class.

Past Actions and Modals

Have the students read the sentences aloud with you. Explain to the class: Modals can express certainty and obligation in the past. The modal could is used like can when talking about the past. Tell students that another way to use all the modals to refer to the past is to follow the formula modal + have + past participle. Point to the parts of the formula in the example sentences on the board.

Practice and Apply

Talk It Out

Cooperative Task

Divide the class into groups of four or five. Tell the class: You are on a deserted island where there is fresh water and there are banana trees and coconut palms. Your job is to agree on a list of ten things you will need to help you survive. Use modals to make your suggestions and explain your reasons. Circulate among the groups and provide assistance as necessary. Have each group present their list to the class and explain why they chose each item. Write the items on the board. Then have the class choose the ten most necessary items from the list on the board.

Close

Write It Out

To bring closure to Day 4, have students write three sentences about things to see and do in San Ildefonso. They should include two recommendations or suggestions in their writing. Remind students to use a modal verb in each sentence. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Tell students you are going to tell them a riddle about something they read in *Pueblo Life*. Say:

*I’m found in the Southwest. I’m a person and a thing. I’m a group of adobe houses. I am the person who built them. What am I?*

Tell students that they may ask you no more than five yes/no questions to help them correctly guess the answer: *pueblo*.

Practice and Apply

Tell students to think of a riddle about one of the key words or something from the story *Pueblo Life*. Explain: You will tell your riddle to a partner. Your partner may ask no more than five yes/no questions to help them correctly guess the answer. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their riddles with the class. Encourage the class to politely ask questions to correctly guess the answer to the riddle.

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 *Pueblo Life* to self-correct their spelling.

<table>
<thead>
<tr>
<th>Pueblo Riddles</th>
<th>Topics of Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <em>turquoise</em></td>
<td>2. <em>turquoise</em> The turquoise necklace is pretty.</td>
</tr>
<tr>
<td>3. <em>GPS</em></td>
<td>3. <em>GPS</em> We found the restaurant with help from a GPS.</td>
</tr>
<tr>
<td>4. <em>glossy</em></td>
<td>4. <em>glossy</em> The ceramic plate was so glossy I could see my reflection.</td>
</tr>
<tr>
<td>5. <em>ancestors</em></td>
<td>5. <em>ancestors</em> They respect their ancestors by observing ancient customs.</td>
</tr>
<tr>
<td>6. <em>coals</em></td>
<td>6. <em>coals</em> Put the burgers on the grill when the coals are white.</td>
</tr>
<tr>
<td>7. <em>honor</em></td>
<td>7. <em>honor</em> We honor our military veterans.</td>
</tr>
<tr>
<td>8. <em>kneads</em></td>
<td>8. <em>kneads</em> The baker kneads the dough before making the bread.</td>
</tr>
<tr>
<td>9. <em>sacred</em></td>
<td>9. <em>sacred</em> The eagle was sacred for Pueblos.</td>
</tr>
<tr>
<td>10. <em>paddle</em></td>
<td>10. <em>paddle</em> You need a paddle to power a canoe.</td>
</tr>
<tr>
<td>11. <em>traditions</em></td>
<td>11. <em>traditions</em> Some holidays are old traditions.</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 a tradition in their family. Write the following writing prompt on the board. Say: Think of a tradition in your family. It might be something that is a tradition from where your family is from, or it may be something that just your family does. Then read the prompt aloud:

What is a tradition in your family?

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. Distribute a 5Ws and 1H Graphic Organizer from Spotlight on English Blackline Masters or draw one on the board and have students copy it on a separate sheet of paper. Explain: This Graphic Organizer will help you answer the questions about the tradition you are going to describe.

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 talk about the information they included in their Graphic Organizers. 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 their family tradition on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use modal 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 use of modal verbs, 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 Pueblo Life 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. Have students use a computer to produce a final copy of their writing. Tell students that once they have produced a final copy of their work, they will share it with the class.
Warm Up

Before Reading

Have students look at the title and cover page of *Sandwiches, Sandwiches*. Ask: *What is the title of the book? Who is the author? Who is the illustrator?* Then say the title, author, and illustrator for students to repeat after you:

*Sandwiches, Sandwiches* by Noelle Yaney Child, illustrated by Maria Wernicke.

Identifying Quotation Marks

Have students look at the dialogue on page 2. Point to the quotation marks and ask: *What are these marks called? When do we see them?* Elicit: *quotation marks, they go around what the characters say.* Point out that often there are cue words that tell us how the characters said these quotes. Say: *Words such as said, answered, replied, shouted, whispered, or agreed introduce who said the quote and how the person said it.* Have students look through *Sandwiches, Sandwiches* to find quotation marks and cue expressions. Tell students to raise their hands when they find one and read it aloud.
Genre

Remind students that we read to learn. Stories, books, and poems can describe or explain, inform, persuade, or entertain. Say: **Sandwiches, Sandwiches** is an example of realistic fiction. Remind students that this means that parts of the story are real or could be real. Say: Sometimes parts of a work of realistic fiction are real and others seem like they could be, but they are not. Other times all of the parts could be real, but they are not. Have students talk about examples of realistic fiction they know about or have read.

Frontload Vocabulary

Point to the word *rummage* and have students read it aloud with you. Act out the word and then ask: What kinds of things do you rummage for? Point to the word *portable* and have students read it aloud with you. Say: Laptops are portable computers; you can pick them up and take them everywhere. Ask students what other things are portable. Point to the words *stained glass* and have students read them aloud with you. Show students a photo of stained glass and ask: Where would you see stained glass? Continue the procedure with the remaining key words. Then have students choose five key words and write sentences using them. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask the class: What makes a sandwich a sandwich? Elicit responses from the class. Then have students talk about their favorite sandwiches, the strangest sandwich they ate or heard of, and why they do or do not like sandwiches. Then ask: Do you think sandwiches are typical foods around the world? Why or why not?

Close

**MAKE PREDICTIONS** Show students the cover and title page of **Sandwiches, Sandwiches**. 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.
## Week 5

### Day 2

### Listening and Reading

**Echo Reading**  Read aloud *Sandwiches, Sandwiches*. 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. 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 from the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to show an understanding of sequence of events. Remind students: *Sequence is the order in which the events of the story occurred. Words such as first, next, then, and finally, indicate sequence.* Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to draw conclusions about the text. Remind students: *We draw conclusions when we take information about a character or an event to make a judgment based on that information.* Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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</thead>
<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>What did Matthew do before he left the house?</strong> <em>(Made a sandwich)</em></td>
<td><strong>Why did Matthew make a sandwich?</strong> <em>(He doesn’t like new foods but loves sandwiches.)</em></td>
</tr>
<tr>
<td><strong>Where was Matthew going?</strong> <em>(a food festival)</em></td>
<td><strong>What did he do when the doorbell rang?</strong> <em>(dropped his lunch bag on the counter, got his wallet and shoes, grabbed his backpack)</em></td>
<td><strong>How did Matthew’s plan fail?</strong> <em>(He left his sandwich at home.)</em></td>
</tr>
<tr>
<td><strong>What did he want to take with him?</strong> <em>(a sandwich)</em></td>
<td></td>
<td><strong>Have students talk about why Matthew would go to a food festival. Encourage students to speculate about what Matthew’s mother thinks of Matthew’s eating habits.</strong></td>
</tr>
<tr>
<td><strong>Have students talk about any food or music festival they have attended. Encourage students to talk about what was the most fun and interesting part or what could be the most fun and interesting part of a food or music festival.</strong></td>
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</table>
### Developing

**pages 4–5**
- What did Matthew want to see? *(the Taiko drums)*
- What did the sushi look like? *(stained glass)*

Have students describe the festival based on the illustrations. Encourage students to talk about whether or not they have tried sushi.

**pages 6–7**
- What did Josh eat? *(soba noodles)*
- What did Matthew eat? *(nothing)*

Have students describe the entertainers in the Greek tent. Encourage students to talk about any experiences they have had trying Greek food or seeing Greek dancers and musicians.

**pages 8–9**
- What did Josh and his mom eat at the Greek tent? *(stuffed grape leaves)*
- What did Matthew look for in his backpack? *(his sandwich)*

Have students describe the Hawaiian tent. Encourage students to talk about which foods Josh and Mrs. Hayes tried that they have tried or would like to try.

### Expanding

**What did Matthew and his friends see first? (a sign for Taiko Drums)**
- What food did Josh and Mrs. Hayes try first? *(sushi)*

Have students talk about what Mrs. Hayes is like. Encourage students to talk about whether or not they agree with Matthew’s opinion that sushi looks like stained glass.

**Where did they go next? (the Greek tent)**

Have students identify the instruments the Greek musicians were playing.

**What interested Matthew most about the festival? (the music)**

Why? *(He doesn’t like to try different foods.)* Have students talk about which part of the festival would most interest them.

### More Complex

**What got Matthew excited about the festival? (The Taiko drum concert.)*
- What did Matthew think about the sushi? *(It was pretty.)*

Encourage students to talk about why a food festival would be a fun thing for kids to do.

**What did Josh and his mom eat at the Greek tent? *(stuffed grape leaves)*
- What did Matthew look for in his backpack? *(his sandwich)*

Have students describe the Hawaiian tent. Encourage students to talk about which foods Josh and Mrs. Hayes tried that they have tried or would like to try.

**Why didn’t Matthew try any foods? *(He thought he would eat his sandwich.)* How did Matthew realize that he didn’t have his sandwich? *(He looked for it in his backpack when he got hungry.)*

Encourage students to speculate about what Josh and his mother were thinking when Matthew couldn’t find his sandwich. Ask students to explain what they would do if they were Matthew or Josh.
<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 10–11</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>► What did Matthew want to eat? (tacos) What</td>
<td>► Where did Matthew go next? (the Mexican tent) What did</td>
<td>► How did Josh solve Matthew’s problem? (He made up a sandwich for him with a</td>
</tr>
<tr>
<td>did he eat instead? (a tortilla with chicken</td>
<td>he find out when he got there? (There were no tacos. He tried</td>
<td>tortilla and the chicken and almonds.) Have students talk about the kind of</td>
</tr>
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<td>and almonds) Have students talk about what</td>
<td>new food.) Have students talk about whether or not Matthew</td>
<td>person and friend Josh is. Encourage students to talk about whether or not</td>
</tr>
<tr>
<td>Mexican foods they like. Encourage students to</td>
<td>was polite. Encourage students to explain their opinions with</td>
<td>they have friends like Matthew or Josh.</td>
</tr>
<tr>
<td>talk about what they like to eat with tortillas.</td>
<td>specific examples.</td>
<td></td>
</tr>
<tr>
<td><strong>pages 12–13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>► How did Matthew like his Mexican sandwich?</td>
<td>► Where did Matthew and Josh go next? (the Indian tent) What</td>
<td>► How did the mariachi band help Matthew with his fear of new foods? (He</td>
</tr>
<tr>
<td>(He liked it.) What did he eat at the Indian</td>
<td>did Matthew do after he tried the ice cream? (He had seconds.)</td>
<td>was enjoying the performance and not paying attention to the food.) How</td>
</tr>
<tr>
<td>tent? (tandoori chicken on naan bread and</td>
<td>Have students talk about Josh and Mrs. Hayes’s reaction to</td>
<td>did Matthew show he liked the Indian food? (He went back for seconds.) Have</td>
</tr>
<tr>
<td>cardamom ice cream) Have students describe the</td>
<td>Matthew eating new foods. Encourage students to talk about</td>
<td>students talk about how Matthew’s ideas about food began to change.</td>
</tr>
<tr>
<td>mariachi band and the Indian tent. Encourage</td>
<td>any experience they have had either trying something new or</td>
<td>Encourage students to talk about if they would feel the same way as Matthew.</td>
</tr>
<tr>
<td>students to talk about Indian foods they have</td>
<td>getting someone else to try something new.</td>
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<tr>
<td>tried or whether or not they would try the</td>
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<tr>
<td>Indian foods Matthew tried.</td>
<td></td>
<td></td>
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<tr>
<td><strong>pages 14–15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>► What were the Taiko drums like? (different</td>
<td>► What did Matthew and Josh do before they went to the</td>
<td>► What did Matthew think of the Taiko drums and drummers? (He was very</td>
</tr>
<tr>
<td>sizes, some very big) What did they sound</td>
<td>Japanese tent? (They ate some Ethiopian food.) What did they</td>
<td>excited.) Have students talk about what they think Matthew will most</td>
</tr>
<tr>
<td>like? (thunder) Have students describe the</td>
<td>hear? (the sound of Taiko drum) Have students talk about</td>
<td>remember from his day at the festival.</td>
</tr>
<tr>
<td>Taiko drummers. Encourage students to talk</td>
<td>whether or not the Taiko drums were what Matthew expected.</td>
<td></td>
</tr>
<tr>
<td>about any experiences they have had seeing</td>
<td>Encourage students to talk about what they think they would</td>
<td></td>
</tr>
<tr>
<td>and hearing Taiko drums.</td>
<td>like about a Taiko performance.</td>
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</tbody>
</table>
Practice and Apply

Explain to the class: Every story has a narrator. Sometimes the narrator is a character in the story. This is called a first-person point of view. Words such as I, my, we, or our can be clues that indicate the narrator is an insider. This is first-person point of view. Sometimes the narrator is an outsider watching the action. When the author uses words such as he, she, they, his, her, or their, these are clues that the narrator is an outsider. This is third-person point of view. Have students look for clues that indicate the point of view of the story they just read. Encourage students to provide specific examples from the text to support their answer. Remind students that Sandwiches, Sandwiches is an example of realistic fiction. Elicit from the class some of the characteristics of realistic fiction. Tell the class: You are going to compare two examples of realistic fiction: Sandwiches, Sandwiches and Cheering for Anna. What do these two stories have in common? What is different? How do they represent realistic fiction? Draw a Venn diagram on the board for students to copy. Tell them that they will use the Venn diagram to show how the two stories are alike and how they are different. Remind students that realistic fiction sometimes mixes fact with fiction and sometimes is fiction that could be fact, but is not. You may choose to give students access to Cheering for Anna to refer to as they complete the activity. Circulate among the pairs, providing assistance as needed. Then, have volunteers share their ideas with the class. Fill in the Venn diagram on the board with students’ responses.

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

**Reviewing Roots and Prefixes**  Review roots and prefixes with the class. Explain: *Suffixes are groups of letters that come after the root of a word. Not only do suffixes have meaning, but they can change the part of speech of the root word—a noun to an adjective or an adjective to an adverb, for example.* Ask volunteers to read the words aloud. Point to each word and separate the suffixes from the roots. First explain what the suffixes mean: -ly = manner, -ing = quality, -able = can do, -ful = full of, -cian = person with a skill, -er = someone who does, and -ness = condition. Then point to each root and identify the part of speech. Explain how the word becomes a different part of speech when the suffix is added. Then explain the meaning of each word and how the suffix contributes to that meaning.

**Practice and Apply**

Tell students that they will practice reading the words aloud to a partner. Have the pairs identify what the word means and its part of speech. Then show the words to the class and have volunteers read them aloud. Ask students to share the ideas they discussed with their partners with the class. Have students look through *Sandwiches, Sandwiches* to find words with the suffixes discussed in class. Ask volunteers to share their findings with the class. Ask: *What does the word mean? What part of speech is this word?*

**Review / ELLs**

For ELLs or other students experiencing difficulty producing the w sound, have them practice the sound in isolation. Tell students to round their lips, push them out, and then relax them, almost like blowing a kiss. Point out that they should feel their throat vibrate as they do it. Have students practice the sound and then say the following words: sandwich, wink, weird, wallet, sidewalk, crowded, growled, swing, and we. After students have practiced the sound and the words, write the following sentence on the board: Walter Wilson wants sweet wet watermelon on warm weekends away in the woods. Say the sentence slowly and have students repeat after you. Repeat the sentence, increasing the speeding each time. Then have volunteers say the sentence as quickly and as accurately as they can.
Fluency Practice

**COOPERATIVE TASK** Show the words to the class, sound them out, and have the class repeat them after you. Distribute the cards to the pairs and explain that they will practice reading the key words aloud to their partner. After the pairs have practiced, collect the cards. Then show the key words and have volunteers read them 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.

Matthew thought the rhythms of the Taiko drums were so cool.
Although watching hula dancers was much fun, he missed school.
There were also musicians that strummed on strange instruments,
There were many different kinds of foods in so many tents!
Matthew looked at Josh mischievously and gave him a wink.
He said, “Mom, I didn’t eat my sandwich. What do you think?”
In unison his Mom and Dad said, “I can’t believe it!”
“But you don’t like new foods; you don’t like them one little bit!”
Matthew said, “I rummaged in the bag, but it wasn’t there.
I admit there was tempting food all around that food fair.
Sushi looked like stained glass; though tempting, I said I would pass.
Then Josh handed me a portable treat that tasted great:
That chicken and almonds turned out to be a tasty plate.”

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

**Adjectives**

Ask: *What do adjectives do?* Elicit: *describe nouns.*

Have students provide examples of adjectives. Write the adjectives on the board. Then have students use the adjectives to describe a noun of their choice. Ask volunteers to read the sentences aloud. Point out that the first three sentences are talking about the same thing. Explain to students that since all three sentences are talking about the same thing, we can combine the three sentences into one sentence by grouping the adjectives together.

Explain: *If we want to group adjectives together because they are all describing the same thing, there is an order to follow.*

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**Cooperative Task**

Explain: *Opinion means the opinion of the speaker. These are words such as beautiful, nice, or funny. What is beautiful to one person may not be to another. Tell students: Origin means where something is from.*

Point out that it is a good idea to limit the series of adjectives we use before a noun. Tell students that they are going to work with a partner to brainstorm adjectives that would fit in each category in the ordering equation. Then have volunteers share their ideas with the class. Write the suggestions under the appropriate category of the equation on the board.

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**Practice and Apply**

Prior to class, prepare sets of jigsaw pieces with adjectives and nouns for the number of pairs in the class. Each piece should contain just one word. There should be more adjectives than nouns in your sets. Use the following words and/or add more:

- two
- big
- black
- beautiful
- cats
- shiny
- new
- Italian
- bike
- delicious
- green
- Spanish
- olives
- pretty
- little
- pink
- flower
- round
- new
- silver
- coin
- huge
- old
- tree
Tell students they will work with a partner to logically describe the nouns in the set with the adjectives in the set. They will use all of the pieces. Remind students: *Think of the order of adjectives as you are putting your descriptions together.* Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their ideas with the class.

**Talk It Out  COOPERATIVE TASK** Divide the class into groups. Tell the class that they will think of some foods to describe. They must use at least two adjectives and cannot say the name of the food. The other people in their group must guess the food being described. Provide the following example: *It is a long, skinny, yellow fruit.* Elicit guesses from the class until they correctly guess: *a banana.* Circulate among the groups and provide assistance as necessary. Ask volunteers to share their descriptions for the whole class to guess.

**Close**

**Write It Out** To bring closure to Day 4, have students write a description of four foods their family eats on holidays or at celebrations. They should use at least three adjectives in each sentence. Tell students: *Imagine you are describing these dishes to someone who has never had them.* Ask volunteers to share their sentences with the class.
**Speaking and Writing**

**Model**

Tell students you will tell them about a new product. Have them listen to the description and decide whether or not it is something they would use. Say:

*This is no ordinary pen. It writes like any other pen, but when your hand slips, just touch the white button and write over the mistake. This pen will erase stray marks and keep your writing neat and clean. But there’s more! We all have trouble spelling. With this pen, you won’t have any more errors. Just touch the red button, and a small screen will light up on the side of the pen. Scan the pen over the words and the screen will tell you which are misspelled. Press the read button again, and the pen will replace the misspelled word with the correctly spelled one. This super pen is just $30. Buy yours today before supplies run out!*

Encourage students to ask questions to learn more about the product. Then ask: *Is this something you would buy? Why or why not?*

**Practice and Apply**

Tell students that they will work with a partner to create a new sandwich. They must choose things they both like to eat or at least would try. Then they will present their new sandwich idea to the class. Explain: *You will explain and try to convince the class that the sandwich is delicious and they should try it.* Circulate among the pairs, providing assistance as necessary. Have the pairs present their sandwiches and encourage students to politely ask questions to learn more about the sandwich.

**Listen to Write**

**Informal Assessment** 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 *Sandwiches, Sandwiches* to self-correct their spelling.

| 1. stained glass | Stained glass windows are pretty. |
| 2. winked | Uncle Russ winked at me when he was joking with my mom. |
| 3. hula | Hula dancers are fun to watch. |
| 4. ingredients | Mom went to the store to buy the ingredients for the cake. We repeat the words in unison. |
| 5. unison | I rummaged through my bag looking for my homework. |
| 6. rummaged | |

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**Topic of Discussion**

**A New Sandwich**

1. Decide on ingredients for an original sandwich.
2. Describe it to get people to try it.
3. Create a presentation for your new sandwich.
4. Present it to the class.
Culminating Activity

Writer’s Workshop

Tell students they are going to write about a new food they have tried. Write the following prompt on the board. Say: Think of a food you tried even though you thought you would not like it. Then read the prompt aloud:

What is something you ate that you thought you would not like? What was it like? Why did you try it?

The Writing Process

Pre-writing  Explain: Writing is a process that is made up of steps. The first step is pre-writing. In this step, we gather ideas about what we are going to write. 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 separate sheet of paper. Explain that this will help them with ideas for their writing.

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 discuss what they wrote in their Graphic Organizers with 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 a new food on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use more than one adjective to describe a noun and to correctly order those adjectives, and to refer back to the ideas they discussed with their partners.

Revising  Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct order of adjectives, 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 Sandwiches, Sandwiches 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. Have students copy their writing on a separate sheet of paper. Tell students that once they have produced a neat copy of their work, they will share it with the class.

7. tempting  All those desserts are tempting.
8. strummed  There was a musician in the park who strummed a guitar.
9. portable  We brought a portable stove on the camping trip.
10. rhythms  The rhythms of the drums made us all want to dance.
11. mischievously  My puppy mischievously stole a sock from the laundry basket.
Warm Up

Before Reading

Have students look at the cover and title page of *The Star Party*. Ask volunteers to read the title, author, and illustrator aloud. Then say the title, author, and illustrator for students to repeat: *The Star Party* by Noelle Yaney Child, illustrated by Mariano Epelbaum.

Identifying Paragraphs

Refer students to page 2. Ask: How many paragraphs are on this page? How can you tell when a new paragraph begins? Elicit: three paragraphs, each new paragraph is indented. Remind students that each time a different character speaks, a new paragraph begins. Have students flip through the book and find the page with the most paragraphs. Ask students: Why are there so many paragraphs on this page? Elicit: There is a lot of dialogue.
Genre

Remind students that we read to learn. Ask students to identify the four purposes for writing. Elicit: to explain or describe, to inform, to persuade, and to entertain. Say: The Star Party is an example of realistic fiction. Remind the class: Realistic fiction means that the characters, setting, and events in the story could be real, but are not. It can also mean that some parts of the story are real or true. Have students talk about examples of realistic fiction they have read. Encourage students to talk about the parts of the stories that were real and the parts that could have been real, but were not.

Frontload Vocabulary

Point to the word planetarium and have students read it aloud with you. Say: The first part of the word is planet, which tells us a little about what this word means. A planetarium is a machine that projects stars, planets, and other heavenly bodies on a screen shaped like a dome. It’s also a building where this machine can be found. Ask students if they have ever been to a planetarium. Encourage students to talk about their experience there. Point to the word nebula and have students read it aloud with you. Show students a photo of a nebula. Explain: A nebula is formed by clouds and gases and found in deep space. Have students describe what the nebula in the photo looks like. Point to the word debris and have students read it aloud with you. Say: Debris is what is left over from something broken or destroyed. In space, debris is made up of pieces of rock. Have students talk about what these pieces of rock might have been. Encourage students to talk about where they might see debris on Earth. Continue the procedure for the remaining key words. Then, have students choose five words and write sentences using these words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask the class if they have ever been to a planetarium and have them discuss that experience. Then lead a discussion about space, heavenly bodies, or anything else related to space. Show photos of meteors and nebulae and have students comment on what they see. Show photographs of telescopes and a planetarium. Ask students: What do telescopes do? Have you ever used a telescope? What did you see? Then have students discuss any time they noticed a very starry sky, what it looked like, and how they felt looking at it.

Close

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

Echo Reading  
Read aloud *The Star Party*. 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 from 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 that the cause is the reason why something happens, and the effect is the result of that cause. Say: *Words such as because, so, or since 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. Remind students: *We draw conclusions when we take information about a character or event and make a judgment based on that information.* Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
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| **pages 2–3**  
*What was the family celebrating? (Rachel’s birthday)*  
Have students talk about how they celebrated their last birthday.  

*Why wasn’t Rachel excited about her birthday? (Her friends weren’t around.)*  

*What is Rachel’s family like?*  
Have students compare Rachel’s family to their own family. |
### Developing

**pages 4–5**

- **Where was the family going?** (a state park) What were they going to do there? (camp and go to a star party) Have students talking about any experiences they have had visiting a national park or going camping. Encourage students to talk about what they most enjoyed about these activities.

- **Why was the family going camping?** (Rachel wanted to go camping; the star party was at the park) Have students talk about activities they do or would like to do with their families. Encourage students to talk about why camping may or may not be a good family activity.

- **Why would Rachel’s parent choose a star party to celebrate her birthday?** Have students talk about how the star party may or may not be a good idea for a birthday celebration. Encourage students to talk about what Rachel might have wanted for her birthday celebration.

### Expanding

**pages 6–7**

- **Who was Mr. Wexler?** (an astronomer) What was the big event? (Perseid meteor shower) Have students talk about what might be fun about being an astronomer. Encourage students to talk about what Mr. Wexler might have studied to become an astronomer.

- **What causes the meteor shower?** (The Earth passes through debris in space.) What happens when debris hits the atmosphere? (It burns up.) Have students speculate about what causes the debris in space. Encourage students to talk about any movies they have seen about meteors.

- **What does a meteor shower look like?** Have students talk about why this event is called a shower. Encourage students to compare it to other kinds of showers.

### More Complex

**pages 8–9**

- **When can they see the meteor shower?** (between 2:00 a.m. and dawn) What causes light pollution? (lights from cities and towns) Have students talk about any experience they have had seeing a meteor or meteor shower. Encourage students to talk about what light pollution looks like.

- **What is light pollution?** (Lights from cities and towns causes glare and we can’t see the stars.) Have students talk about how light pollution might be something bad. Encourage students to talk about any photos they have seen of the lights on Earth taken from high altitudes.

- **Why are there quiet hours at the star party?** Have students talk about what other rules there might be at the star party. Encourage students to talk about why there would be a need for some rules.
Day 2

Week 6

## Developing

- **Pages 10–11**

  - What did people use to cover their flashlights? (red plastic)
  - Why did they do this? (to see the stars better)

  Have students talk about any experiences they have had watching stars. Encourage students to talk about where they were and how much light they had.

- **Pages 12–13**

  - What did Rachel and her family see in the sky? (earthgrazers, rings of Saturn, moons of Jupiter, a nebula)

  Have students talk about which of the objects Rachel and her family saw that they would like to see or have see. Encourage students to talk about what they would like to see in space if they had the chance.

## Expanding

- **Pages 10–11**

  - Why do people use red filters on their flashlights? (to cut down glare so they can see in the dark)

  Have students talk about whether or not a flashlight is really helpful when they are outdoors at night.

- **Pages 12–13**

  - Why do people use different sized telescopes? (to see deeper in space)

  Have students talk about any experiences they have had looking through a telescope. Encourage students to talk about any pictures they have seen of objects from deep space.

## More Complex

- **Pages 10–11**

  - What are Mr. and Mrs. Duncan like? Have students talk about what kind of people would go to a star party. Have students speculate about whether or not Rachel and her family will become friends with the Duncans. Encourage students to talk about people their family met while on a vacation or an outing.

- **Pages 12–13**

  - How did the people enjoy the star party? Have students talk about what might have been the most exciting part of the star party. Encourage students to talk about how a star party is a good community activity.

- **Pages 14–15**

  - Why couldn’t Rachel see the Milky Way at home? (There are too many lights.) Have students talk about what they can see when they look at the sky at night. Encourage students to talk about whether light pollution is an issue where they live.

  - Why did Rachel’s parents wake her up at 4:00 a.m.? Have students talk about whether or not they would be happy to be woken up to see the meteor shower. Encourage students to talk about any time they were woken up for something special.
Practice and Apply

Lead a discussion about birthday celebrations. Ask: *What was something unusual you did for a birthday celebration?* Then ask: *How was the star party a good way to celebrate Rachel’s birthday?* Discuss with the class what they think Rachel’s family is like and why they feel that way. Finally, have students work in pairs to write four sentences summarizing *The Star Party*. Ask volunteers to share their ideas with the class.

Ask the class: *What kind of book is The Star Party?* *(realistic fiction)* Have students identify characteristics of realistic fiction. Tell students: *We have read a few examples of realistic fiction. You will work with a partner to compare The Star Party and Sandwiches, Sandwiches.* Draw a Venn diagram on the board and tell students they will use this diagram to compare and contrast these two books. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class. Complete the Venn diagram on the board using the ideas generated from the class discussion.

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 that context clues are ways to help readers understand unfamiliar words. Say: *A context clue is found within the text—sometimes in the same sentence as the unfamiliar word or near the unfamiliar word. There are different kinds of context clues: synonyms, definitions, descriptions, examples, comparisons and contrasts, and cause-and-effect relationships.*

Tell students: *Knowing how to use context clues to understand unfamiliar words helps us to read with purpose and meaning.*

Have students look at page 6 of *The Star Party*. Ask a volunteer to read the first sentence. Point out the word *twilight*. Explain: *We are going to look for a context clue for the word twilight.* Have students chorally read the page. When they have finished, ask students: *Can you find a context clue for twilight? Look for a synonym or a definition.* Elicit: *tonight.* Explain that this is an example of a synonym context clue.

Have students look at page 7. Ask them to locate the word *debris*. Have students look at the second paragraph. Ask a volunteer to read the first sentence aloud. Then ask: *What is debris? How do you know?* Elicit: *Debris is made of tiny flecks of rocks and dust.* It is explained in the sentence. Tell students that this is an example of a context clue that is a definition. Point out that this definition is in the same sentence as the unknown word.

**Practice and Apply**

**COOPERATIVE TASK** Distribute a 3-column graphic organizer from *Spotlight on English Blackline Masters* to each student or draw one on the board for students to copy on a separate sheet of paper. Tell students to write the words in the first column of the chart. Explain that they will work with a partner to find these words in *The Star Party*. Say: *When you find the word, use context clues to figure out the meaning of the word. Write what you think the word means and what kind of context clue helped you get that meaning in the second column of your chart.*

When students have completed the second column, have volunteers share their definitions with the class. Ask them to explain which kind of context clues helped them to understand the word. Then distribute dictionaries and have the pairs look up the meaning of the words. Tell students to write the definitions in the third column of their chart. Have volunteers read the definitions aloud for the class. Discuss how the context clues helped them to understand the words.
Fluency Practice

COOPERATIVE TASK  Show the words to the class, sound them out, and have the class repeat them after you. Distribute the cards to the pairs and explain that they will practice reading the key words aloud to their partner. After the pairs have practiced, collect the cards. Then show the key words and have volunteers read them 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.

Meteors often skim the earth on a clear summer night. 
The sparkling particles of debris are a wondrous sight. 
If you look at the horizon, what is it that you see? 
Among other things, Venus rises as bright as can be. 
Put a filter on your flashlight so there won’t be a glare. 
You may even see the distant Milky Way far out there. 
With a telescope you might see a nebula in space. 
There is so much wonder and beauty in this awesome place. 
So whether they’re at the planetarium or at the park, 
Amateur astronomers don’t miss the show after dark.

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

**Prepositions**  Explain to the class: *Prepositions are words that relate a noun or pronoun to another part of a sentence. Prepositions can indicate place such as: over, below, under, behind, next to, or at. Prepositions can also indicate direction.* Provide examples of these prepositions such as: across, through, into, onto, around, up, or down. Explain: *Time is another relationship prepositions can make.* Before, after, during, since, until, and in are prepositions that can indicate time. Point out to the class that some prepositions can indicate more than one relationship. Explain: *The relationship the preposition indicates depends on the words it is connecting.* Say: *The boat is in the water. We are leaving in five minutes.* *In can indicate location and time.*

Have students look around the room and describe the location of different objects in the room. Then tell students: *Work with a partner to create three sentences using direction prepositions and three sentences using time prepositions.* You may display a list of these prepositions on the board for students to reference as they are creating their sentences. Ask volunteers to share their sentences with the class.

**Prepositional Phrases**  Ask students to identify the prepositions in the sentences. Explain to students: *A preposition introduces a prepositional phrase. The last part of the prepositional phrase is a noun or a pronoun. This word is called the object of the preposition. This is the noun or pronoun that the preposition relates to another part of the sentence.* Have students identify the prepositional phrase in the example sentences and then say the prepositional phrase. If students are experiencing difficulties, remind them that the beginning of the prepositional phrase is always a preposition and the end of the phrase is always a noun or pronoun-the object of the preposition.

**Practice and Apply**

Tell students they are going to be prepositional phrase detectives. They will work with a partner to find prepositional phrases in *The Star Party.* Assign two pages of the text to each pair. Explain that they must search for the prepositional phrases on the pages they have been assigned. They will write down the prepositional phrases they find, circle the preposition, and underline the object. Circulate among the pairs and provide assistance as necessary. Then have students share their answers with the class. Have them say the prepositional phrase and then identify the preposition and the object.
**Talk It Out  COOPERATIVE TASK**  Have blank sentence strips ready to pass out to pairs of students. Write the following prepositions on the board:

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<tr>
<td>in</td>
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Tell students: **You are going to work with a partner to create a sentence about school using each preposition. When you and your partner have decided on a sentence, write it on the sentence strip I will give you.** Once the pairs have completed their sentences, have them display their sentence strips, read the sentence, and identify the prepositional phrase.

**Close**

**Write It Out**  To bring closure to Day 4, have students write five sentences about **The Star Party**. Each sentence must contain a prepositional phrase. Have volunteers share their sentences with the class. Ask students to identify the prepositional phrases in their classmates’ sentences.
Speaking and Writing

Model

Tell students that you are going to tell them a riddle about something from *The Star Party*. Say:

*I can bring far things closer. I can show you new places you couldn’t see without me. I can be so big I need a building to hold me. I can travel very far and send you pictures of the places I’ve seen. What am I?*

Read the riddle again, pausing to allow students time to think about the clue and questions they might ask. Encourage students to keep asking questions until they guess the correct answer: *a telescope*.

Practice and Apply

Explain to students that they will create a riddle about one of the key words or some information from *The Star Party*. They will tell their riddle to a partner. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their riddles 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 *The Star Party* to self-correct their spelling.

| **1. distant** | Astronomers see distant planets. |
| **2. skim** | We threw the stones so they would skim the surface of the water. |
| **3. meteor** | Meteor showers look like fireworks. |
| **4. horizon** | The explorers saw land on the horizon after months of sailing. |
| **5. planetarium** | Our class went to the planetarium to learn about stars and planets. |
| **6. nebula** | Nebula can have many shapes. |
| **7. debris** | A lot of debris from space exploration is floating in space. |
| **8. amateur** | Rachel is an amateur photographer. |
| **9. particles** | In the sunlight, sometimes you can see particles of dust in the air. |
| **10. filter** | Many people use a filter on their faucets to make water cleaner. |
Culminating Activity

Writer’s Workshop

Tell students they are going to write about light pollution. Write the following writing prompt on the board. Say: *Think about what light pollution is and how it is caused. Think about how it might be fixed.* 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.* Provide resources such as books, articles, or web sites for students to use for their research. Distribute to each student a Spider Graphic Organizer from *Spotlight on English Blackline Masters* or draw one on the board for students to copy on a separate sheet of paper. Explain that they should write whether or not light pollution can be corrected in the body and how it can or cannot be corrected on the legs. Tell students they may add more legs as needed.

**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 Organizers to their partner. Encourage students 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 light pollution and solutions to light pollution on a separate sheet of paper. Remind students to use all of the key words in their writing, encouraging them to use prepositional phrases, 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 prepositional phrases, 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 Star Party* 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.* Have students copy their writing on a separate sheet of paper or have them produce their final copy using a computer. 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 and cover page of *Microscopes: Windows on Hidden Worlds* and ask volunteers to identify the title and author. Ask: *Why is there no illustrator listed on the title page?* Elicit: *There are photos not illustrations in this book.* Then say the title and author and have students repeat after you: *Microscopes: Windows on Hidden Worlds* by Noelle Yaney Child.

Identifying Headings

Point out the headings throughout the text. Ask students: *Why do these headings tell us?* Allow answers that include to tell us about different times in the development of microscopes or to give us an idea about what we are going to read next. Have students talk about other texts where they see headings. Ask: *Do you see headings more often in fiction or nonfiction works? Why do you think that is?*
Genre

Remind students that we read to learn. Books, stories, and poems can describe or explain, inform, persuade, or entertain. Say: **Microscopes: Windows on Hidden Worlds** is an example of nonfiction or informational writing. This means that the information they will read is real: real people, places, events, or facts. Ask students to provide examples of nonfiction works they know about or have read. You may also provide examples of nonfiction works such as textbooks, biographies, journals, or how-to books to begin the discussion.

Frontload Vocabulary

Point to the word *optical* and have students read it aloud with you. Explain: *Optical means something related to the eye.* Show students an optical illusion of your choice. Explain: *This is called an optical illusion—a trick of the eye.* Point to the word *magnified* and have students read it aloud with you. Explain: *This means making something bigger than it really is.* Show students a magnifying glass, or a photo of one, and explain that this can help us see small things much bigger than they really are. Point to the word *spontaneous* and have students read it aloud with you. Explain: *This means doing something without planning or warning.* Ask students to think of something spontaneous they or a family member may have done.

Have students use dictionaries to look up the definitions of remaining key words. Ask volunteers to explain these words to the class. Then have students write sentences using the key words.

Activate Prior Knowledge

Show students a photo of a microscope and have students identify it. Then ask: *What kinds of jobs use microscopes? Why do you think people need to use microscopes in these jobs?* Have students talk about what they have seen or would like to see under a microscope and why they would like to see them.

Close

**MAKE PREDICTIONS** Show students the cover and title page of **Microscopes: Windows on Hidden Worlds**. 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 *Microscopes: Windows on Hidden Worlds*. 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 from the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to show understanding of cause-and-effect relationships. Elicit from students that cause is the reason something happens and effect is the result of that cause. Encourage students to identify words that indicate cause-and-effect relationships such as because, so, and since. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make inferences about the text. Remind students: We make inferences when we use clues from the text and what we already know to figure out something not directly stated or explained. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
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<th>More Complex</th>
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<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>How does a microscope magnify things? (It bends the light with a lens)</strong> Have students talk about how telescopes and microscopes are alike and how they are different.</td>
<td><strong>Why would microscopes show us new worlds?</strong> Have students describe the photos on the cover. Encourage students to speculate what the images really depict.</td>
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<tr>
<td><strong>What do microscopes do?</strong> (helps us see small things) Have students describe what the microscopic image on the page looks like. Have students look at the photographs on page 3 and speculate what the two machines are.</td>
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</table>
### Developing

**pages 4–5**

- **Who noticed glass could magnify things?** (Romans)
  - What is a microscope with two lenses called? (compound microscope)
  - Encourage students to talk about when they have used a magnifying glass. Have them talk about why detectives like the one in the photo might use a magnifying glass.

### Expanding

**pages 6–7**

- **What did Hooke see with his microscope?** (tiny boxes)
  - What did he call these things? (cells)
  - Have students describe the microscope pictured on page 6. Encourage students to talk about what other things this microscope looks like. Have students talk about which microscope looks easier to use.

- **How did Hooke improve the microscope?** (He added a third lens.)
  - Have students talk about how the diagram on page 7 helps them to understand more about Hooke’s microscope. Have students identify the parts of Hooke’s microscope.

### More Complex

**pages 6–7**

- **Why would spectacle makers like the Janssens make microscopes?** Have students speculate what might have made people in the 1500s want to investigate these hidden worlds. Encourage students to talk about what worlds we are investigating today.

- **Why was Hooke’s microscope important?**
  - Have students compare and contrast Hooke’s microscope with the microscope icon in the bottom corner of the page. Have them talk about why Hooke’s discovery of cells was so important.

**pages 8–9**

- **What were some challenges with Leeuwenhoek’s microscope?** (needed strong light, patience, steady hand, good eyesight)
  - Have students describe the image on page 9. Encourage them to describe what it looks like and speculate what it might be.

- **How did Leeuwenhoek improve microscopes?** (He made more powerful lenses.)
  - Have students describe Leeuwenhoek’s microscope. Encourage students to talk about how this microscope would or would not have been difficult to use.

- **Why were Leeuwenhoek’s microscopes considered the most powerful in the world?**
  - Have students talk about what Leeuwenhoek might have been like. Encourage students to think about how his actions represent the type of person he was. Have students talk about what characteristics Leeuwenhoek and other scientists share.
## Developing

### Pages 10–11
- **What were some things Leeuwenhoek discovered?**
  (weevil eggs, red blood cells in a frog’s foot, protozoa, bacteria) Ask students what Leeuwenhoek called the tiny creatures he saw. Have students say what he had really discovered.

## Expanding

### Pages 12–13
- **What is a stage?** (a platform on a microscope) What does it do? (holds the sample still) Have students identify things scientists used to prepare samples. Encourage students to talk about any experience they had looking at samples through a microscope.

## More Complex

### Pages 14–15
- **Why did scientists need a new measurement?** (Because they found things smaller than any old measurements could measure.) What was this measurement called? (a nanometer) Have students talk about the differences between an electron microscope and an optical microscope. Encourage students to talk about Scanning Probe Microscopes and what they can do.
Practice and Apply

Tell students: You are going to work with a partner to create a timeline about the history of the microscope. You will write a sentence or two under each point on your timeline. Circulate among the pairs and provide assistance as necessary. Then have the pairs present their timelines to the class.

Remind students that *Microscopes: Windows on Hidden Worlds* is an example of nonfiction, and *Antarctica: The World’s Wildest Continent* is another example of nonfiction. Tell students: You and a partner are going to compare and contrast these two nonfiction books. Use a Venn diagram to show how these two books are similar and how they are different. Circulate among the pairs, providing assistance as necessary. Draw a Venn diagram on the board. Have volunteers share their ideas with the class and complete the diagram on the board with students’ ideas.

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

Review Syllables  Remind students: *Words are composed of syllables and each syllable contains a vowel sound.* Write the word *microscope* on the board. Break it into syllables and have students repeat the syllables after you. Repeat the procedure with the following words: *optical, bacteria,* and *electron.* Then tell students to work with a partner to break the following words into syllables: *magnified, spontaneous, capillaries,* and *polishing.* Ask volunteers to write the words on the board and draw lines between each syllable. Have students clap out the syllables as they say the words.

Practice and Apply

COOPERATIVE TASK  Prior to class, prepare enough sets of vocabulary cards for the number of pairs in the class. Use the following words:

- government
- nanotechnology
- discoveries
- required
- microscopic
- technique
- experiment
- protozoa
- circulates
- polishing
- adjustable
- combination

Explain to students that they will read the words aloud to a partner. Then show the words to the class and have volunteers read the word aloud. Ask the class to say the word as they clap out the syllables.

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:

- optical
- lens
- simple
- magnified
- sample
- brass
- spontaneous
- capillaries
- bacteria
- electron
Fluency Practice

**COOPERATIVE TASK** Show the words to the class, sound them out, and have the class repeat them after you. Distribute the cards to the pairs and explain that they will practice reading the key words aloud to their partner. After the pairs have practiced, collect the cards. Then show the key words and have volunteers read them 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.

Blood coursing through capillaries very quick.
Bacteria in our food that could make us sick.
The lens of the microscope can bend the light
So as to magnify things out of our sight.
Optical microscopes changed though the ages—
Simple ones with brass plates turned to the stages.
Now electron microscopes help us to see
Everything invisible to you and me.
Samples showed that nature was not magical
Or spontaneous; the technique is practical.
Microscopes help us learn in so many ways.
Who knows what they can teach us in future days?

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

**Sentence Fragments**  
Read the fragments aloud and then ask students: *Do you feel like there is some information missing?* Point to the first fragment and ask: *What happened since the invention of the electron microscope?* Elicit from students: *We don’t know.* Tell the class: *This is a sentence fragment. It is an incomplete sentence. Sentence fragments can be short or long.* Remind students that a sentence is a complete idea. Explain that this fragment is a dependent clause and needs an independent clause to complete the idea. Write *scientists can see objects up to 10,000 times their size* on the board. Read the whole sentence: *Since the invention of the electron microscope, scientists can see objects up to 10,000 times their size.* Explain that now a complete idea is expressed in the sentence. Have students look at each fragment on the board and discuss what information might be missing. Then have students work with a partner to fix the remaining fragments. Ask volunteers to share their sentences with the class.

**Run-On Sentences**  
Explain to students: *Run-on sentences occur when independent clauses are joined incorrectly. These sentences may be very long, but they can be short too.* Tell students: *One way to correct a run-on sentence is to divide it into separate sentences.* Read aloud the first run-on sentence on the board. Point out to the class that there are two independent clauses in this run-on. Insert a period between the words *objects* and *most.* Then capitalize the word *most.* Say: *Now we have two complete sentences. Each sentence is a complete idea.*

Explain: *Another way to correct run-on sentences is to use a conjunction if the clauses are short or closely related.* Elicit the conjunctions *for, and, nor, but, or, yet,* and *so* from the class. Read the second run-on sentence on the board. Explain to the class: *These independent clauses are short.* Discuss the relationship between the two clauses. Ask the class: *What conjunction would best show this relationship?* Elicit: *but.* Insert this word with a comma in front of it. Explain that the clauses are now properly connected.
Practice and Apply

**COOPERATIVE TASK** Display the following on the board or prepare a worksheet to distribute to each student:

When I was six.
My cats run around like crazy and my cousin’s cats do the same things, too.
I like to play soccer with my friends Laura and Dan.
Since I went to camp.
Living in the United States.
Bill is an excellent student he is a good athlete.
Went to a birthday party.
The students had a party on the last day of school they went home early.
Scientists have improved microscopes so much that they can see the tiniest things.

Have volunteers read the items aloud. Tell students: *You will work with a partner to identify if the item is a fragment, a run-on, or a complete sentence. Be prepared to explain your answer.* Circulate among the pairs, providing assistance as needed. After the pairs have had time to discuss the answers, ask volunteers to share their ideas with the class.

**Talk It Out** **COOPERATIVE TASK** Tell the class: *Now that you have identified the fragments and run-on sentences from the last activity, you and a partner will talk about how make them complete sentences.* Explain that once they have decided how to fix these problems, they will write their complete sentences on sentence strips, which you will provide them. Circulate among the pairs, providing assistance as needed. Ask volunteers to share their ideas with the class. Have one partner read the complete sentence and have the other partner explain how they fixed the error.

Close

**Write It Out** To bring closure to Day 4, have students write about the kinds of things they would like to see under a microscope and why. They should write at least five sentences. Remind students to check that they do not have any sentence fragments or run-on sentences in their writing. Ask volunteers to share their sentences with the class.

**Topic of Discussion**

**Fragments and Run-On Sentences**

1. Identify the fragments and run-on sentences.
2. Discuss how to fix the problem with your partner.
3. Write your complete sentence on a sentence strip.
4. Explain your solution to the class.

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Microscopes: Windows on Hidden Worlds  Week 7  83
Speaking and Writing

Model

Review the evolution of the microscope with the class. You may choose to use the timeline students created after they read *Microscopes: Windows on Hidden Worlds*. Say:

The Romans knew that rounded glass could make things bigger. In the 1200s, Europeans made glass lenses to magnify text. Later, compound microscopes were invented, but most new microscopes only had one lens. Compound microscopes were used for a long time until the electron microscope was invented. Now there are microscopes that are even more powerful than electron microscopes. Who knows how powerful microscopes will be in the future!

Encourage students to discuss the differences between magnifying glasses and microscopes. Have volunteers describe what compound microscopes are.

Practice and Apply

Divide the class into groups and assign a type of microscope to each group. Tell students: *Your group is going to present information about the microscope assigned to you. Explain who invented it, how it looks and works, the discoveries made by using it, and why the microscope is important.* Be sure to provide copies of *Microscopes: Windows on Hidden Worlds* to help students gather their information.

Listen to Write

**INFORMAL ASSESSMENT** 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 *Microscopes: Windows on Hidden Worlds* to self-correct their spelling.

1. lens  
2. bacteria  
3. sample  
4. spontaneous  
5. optical  
6. electron  
7. magnified  
8. capillaries  
9. brass  
10. simple

- A lens lets you see near or far.  
- If you don’t wash your hands, bacteria could make you sick.  
- We tried a sample of Ethiopian food.  
- Mom’s decision to take us out to a movie was spontaneous.  
- I found a really fun website that has lots of optical illusions to try.  
- Scientists use electron microscopes.  
- Magnified insects look creepy.  
- Capillaries move blood around the body.  
- The brass plaque on the building says someone famous lived here.  
- Simple microscopes had one lens.
Culminating Activity

**Writer’s Workshop**

Tell students they are going to write about a new discovery with a microscope and how this discovery might be helpful. Write the following writing prompt on the board. Say: *Imagine a new discovery that was found using a microscope and what this discovery may do to help people.* 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.* Distribute to each student a 2-Column Graphic Organizer from *Spotlight on English Blackline Masters* or draw one on the board for students to copy on a separate sheet of paper. Tell students: *Write possible discoveries in one column and how they would be helpful in the other column.*

**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 discuss the ideas they wrote in their Graphic Organizer with 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 future discoveries using a microscope on a separate sheet of paper. Remind students to use all of the key words in their writing, to be sure they have no sentence fragments or run-ons, 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, to fix any sentence fragments or run-on sentences, 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 *Microscopes: Windows on Hidden Worlds* 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.* Have students copy their writing or a separate sheet of paper or use the computer to produce a neat copy of 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 and cover page of *The First Great Road Trip*. Ask volunteers to read the title and author aloud. Ask: *Why is no illustrator listed on the title page?* Elicit: *There are photographs in the book, not illustrations.* Then say the title and author for students to repeat after you: *The First Great Road Trip* by Noelle Yaney Child.

Genre

Remind students that we read to learn. Books, stories, and poems can explain or describe things, inform, persuade, or entertain. Say: *The First Great Road Trip* is an example of a nonfiction or informational text. This means the information presented in the text is real: real people, places, events, and facts. Have students provide examples of nonfiction texts they have read. Encourage students to compare these works to realistic fiction. Ask: *What can these two types of works have in common and what is different about them?*
Frontload Vocabulary

Point to the word *fad* and have the class read it aloud with you. Explain: *A fad is something people do, wear, buy, or following with exaggerated interest. Sometimes a fad is called a craze. It doesn’t last long.* Ask: *What are some fads you know about?* Point to the word *goggles* and have the class read it aloud with you. Explain: *Goggles are protective eyeglasses.* Ask: *When do people use goggles? Why do they use them?* Point to the word *convince* and have the class read it aloud with you. Explain: *We convince someone when we get someone to do or believe something by arguing or proving our point.* Ask: *How do you convince your parents to let you do something? How do your parents convince you to do something?* Continue the procedure with the remaining words. Then, have students work with partner to create sentences using the words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Explain to students that airplanes and television sets were also considered fads at the time they came out. Discuss with the class why people may have thought they were fads. Elicit that maybe airplanes and TV sets did not work well in the beginning.

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of *The First Great Road Trip*. 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:

✔ fad
✔ convince
✔ spare
✔ goggles
✔ detour
✔ stagecoach
✔ mascot
✔ deserted
✔ flock

The First Great Road Trip  Week 8  87
Listening and Reading

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

**Guided Reading**  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 from the text. Students may answer in one or a few words.

**Expanding**  Use questions such as these for students to show understanding of sequence. Remind students that sequence is the order in which the events of the story occurred. Words such as *first, next, then,* and *finally* can indicate sequence. 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. Elicit from students that cause is the reason something happens and effect is the result of that cause. Encourage students to provide examples of words that can indicate cause-and-effect relationships such as *because, so,* or *since.* 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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<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>What happened before Jackson made the bet? (There was an argument about cars.)</strong> Encourage students to talk about why people make bets and bets they have made.</td>
<td><strong>Why did Jackson want to make the trip? (to prove cars are not a fad and that it could be done)</strong> Have students talk about things that people thought were fads but have become commonplace.</td>
</tr>
<tr>
<td><strong>When did this road trip happen? (in 1903)</strong> How much was Jackson’s bet? (in 1903) Have students talk about where the bet took place and what the bet was.</td>
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*San Francisco – New York*  **VOL. 3   NO. 2**
### Developing

**pages 4–5**
- **Who was Sewall K. Crocker?** (an auto mechanic and Jackson’s co-driver) What kind of car did Jackson buy? (a 1903 Winton) What was its nickname? (the Vermont) Have students describe the car. Encourage students to talk about whether or not they would like to ride in that car.

- **What did the men do to prepare for the trip?** (removed the rear seat, packed camping gear, tools, rope, and a spare tire) What did they get for themselves? (long raincoats and goggles) Have students talk about what items they would need for a road trip today. Encourage students to compare how these preparations are the same and how they are different from Jackson’s time.

- **Why did Jackson remove the rear seat and strap containers to the car?** (to have more room for supplies, to carry their fuel with them because there were no gas stations) Why did the men wear goggles? (to protect their eyes from dust since there was no windshield) Have students talk about whether or not they think this trip was dangerous. Encourage students to talk about what aspects of the trip would be the most difficult.

- **Why did Jackson and Crocker avoid Nevada? Why were the red-haired woman’s directions bad?** Have students talk about what the red-haired woman must have thought when she saw the car. Encourage students to talk about what kind of person is a good person to ask for directions.

- **Why did she send them to the house? Why did Jackson and Crocker have to wait so long for parts?** Have students talk about why the newspaper report likened Jackson and Crocker’s arrival to a circus coming to town. Encourage students to talk about what kinds of things would cause a similar reaction today.

### Expanding

**pages 6–7**
- **Where did Jackson and Crocker go to avoid Nevada?** (Oregon) What did the men use instead of maps? (they followed railroads) Have students describe what they see in the photos.

- **What happened two days into the trip?** (They got lost.) How did they try to solve this problem? (They asked a red-haired woman for directions.) Have students talk about what people do now when they get lost. Encourage students to talk about any experiences they have had with getting lost and asking for directions.

- **Why did Jackson and Crocker avoid Nevada? Why were the red-haired woman’s directions bad?** Have students talk about what the red-haired woman must have thought when she saw the car. Encourage students to talk about what kind of person is a good person to ask for directions.

### More Complex

**pages 8–9**
- **Who was Bud?** (a bulldog) What was the first present he got? (goggles) Have students describe what the photos depict. Encourage students to talk about why the men would take a dog with them.

- **What happened while Jackson and Crocker waited for their car parts?** (People came to see the car.) Encourage students to speculate what the townspeople thought when they saw the car, what questions they might have asked Jackson and Crocker, and how the men might have spent their time while they waited.

- **Why did she send them to the house? Why did Jackson and Crocker have to wait so long for parts?** Have students talk about why the newspaper report likened Jackson and Crocker’s arrival to a circus coming to town. Encourage students to talk about what kinds of things would cause a similar reaction today.
### Week 8: The First Great Road Trip

#### Developing

**Pages 10–11**
- **What problems did Jackson and Crocker have?** (mud, breakdowns, waiting for parts)
  - Have students describe what they see in the photos. Encourage students to talk about any experiences they have had with cars breaking down.

#### Expanding

**Pages 12–13**
- **What city did Jackson and Crocker visit first?** (Omaha)
  - Have students talk about what other problems Jackson and Crocker had in the second half of their trip.
- **What happened in Wyoming?** (They got stuck in mud and had a breakdown.)
  - Have students talk about what they think might have been the biggest problem Jackson and Crocker faced. Encourage students to explain their answers.

#### More Complex

**Pages 14–15**
- **Why did Jackson strap a lamp to the car?**
  - Have students speculate what Jackson and Crocker might have done after they parked the Vermont in New York City. Encourage students to talk about what they would have done if they were Jackson or Crocker.
- **What happened in Wyoming?** (They got stuck in mud and had a breakdown.)
  - Have students talk about what they think might have been the biggest problem Jackson and Crocker faced. Encourage students to explain their answers.
- **When and where did they finish?** (July 26, 1903, New York City)
  - Have students talk about how Jackson and Crocker must have felt. Encourage students to think of events like this road trip that got the attention of people all over the United States.

**Pages 14–15**
- **How long did the trip take?** (63 days, 12 hours, 30 minutes)
  - Have students speculate what happened when Jackson and Bud got home. Encourage students to talk about what Jackson might have felt when this happened.
- **What happened as a result of Jackson and Crocker’s trip?**
  - Have students talk about why people want to travel cross-country by car. Encourage students to talk about whether or not this kind of trip is something they would want to do.
- **Did Jackson win the bet?** (Yes)
  - Have students talk about whether or not another team making the cross-country trip was a good or bad thing for Jackson and Crocker.
Practice and Apply

**Cooperative Task** Lead a discussion with the class about what kind of people Jackson and Crocker must have been. Have students explain their reasons for drawing those conclusions. Then have students imagine what the trip must have been like for Bud and talk about it with a partner. Tell students: After you have discussed your ideas with your partner, write five sentences about the trip from Bud’s point of view. Ask volunteers to share their sentences with the class.

Ask the class: What do the pages in the book look like? Elicit: a newspaper. Encourage students to point out specific items in the design that are like a newspaper. Point out the heading on page 3 and ask: Why is this text bigger than the rest of the text on the page? What information does this heading tell us? Tell students that they will work with a partner to locate other headings in the text and talk about what information the headings provide. Say: Talk with your partner about where the ideas for the headings come from. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with 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

Frequently Confused Words  Remind students that there are some words that are confusing because they sound the same but are spelled differently and have different meanings.

Write the following on the board: to, two, too; there, their, they’re; and here, hear. Say the words as you point to them and have the class say them with you. Point out the first set of words. Explain: The word to is often followed by a verb or a place. Say: I like to swim. I went to the movies. Tell the class: Too and also mean the same and are synonyms. Finally, point out that the number two has a w. Point to the set of words including there. Remind students: there is here with a t. Their shows possession and has the letter i in it. The last word, they’re, is a contraction for they are. Suggest that students think of the two words to check if they need the contraction. Have students look at the last word pair. Remind students: Hear is something we do with our ears. This word has the word ear within it. The other word is there without the –t.

Practice and Apply  Tell students: I will say a sentence using one of the words on the board. Assign a number to each word, 1–3. Explain: Hold up the number of fingers that corresponds to the number assigned to the word you think you heard. Say each sentence at least twice. When all students have indicated their choice, say the answer. Ask volunteers to explain why that was the correct choice. Have the class discuss what tactics they used to choose the correct answer. Then have students write sentences using the words on the board. Ask volunteers to write their sentences on the board. Correct as necessary.

Class Prep
Sentences to say:
✔ The car had two worn tires.
✔ I can’t hear the music.
✔ The railroad station is over there.
✔ They drove from San Francisco to New York City.
✔ Bud wore goggles, too.
✔ They used railroad tracks as their guide.
✔ The music is louder here than there.
✔ They’re going on a road trip.
✔ There are millions of cars today.
**Fluency Practice**

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

**Review / ELLs**

For students experiencing difficulties producing the *r* sound, explain that the sound is like that of a dog growling. Have students growl and then say: *road, rail, rain, run,* and *red.* Then say the following words sound by sound, gradually blending sounds and increasing your speed as students repeat after you: *great, tire, trip, garage, break, rear, route, protect,* and *crowd.* Finally, point to a word and ask individual students to read it 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.

“Automobiles are just a fad that won’t last long.”
Jackson wanted to convince people they were wrong.
Wearing goggles to protect their eyes from the dust,
Jackson and Crocker left saying “New York or bust!”
With only one spare, they soon needed a new tire,
While news of their journey was all over the wires.
They took a detour to avoid Nevada’s sands.
They had to drive through a lot of deserted land.
They hoped the stagecoaches would deliver new parts.
They waited for weeks, and Jackson almost lost heart.
Flocked by their fans, they got stuck in Nebraska’s mud.
They adopted a mascot: a bulldog named Bud.
Once in New York, people came from near and from far,
To see the drivers, their dog, and their famous car.

**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.
Use of Commas  Read the sentences aloud. Explain: *We need to use commas between three or more items in a list.* Point out that commas belong after each item in the list except the last one.

Ask volunteers to read the sentences aloud. Tell students: *We use commas before coordinating conjunctions when we connect two independent clauses.* Remind students that coordinating conjunctions are: *for, and, nor, but, or, so, and yet.*

Have volunteers read the sentences. Point out the commas and, tell students: *We also use commas for introductory clause of more than three words.* Have students write a sentence that illustrates each comma rule. Ask volunteers to write their sentences on the board and explain which rule their sentence demonstrates.
Commas with Direct Quotes  
Explain to students: Sometimes we may want to write someone’s exact words. When we do, we set this quote apart from the announcing words—words such as said, asked, shouted, whispered, or exclaimed. If the announcing words follow the quote, the comma belongs inside the quote. If the announcing words come first, place the comma at the end of the announcing word immediately before the first set of quotation marks. Point to the last two sentences. Tell students that question marks and exclamation points take the place of commas if the quote comes before an announcing word.

Have students write a two-line conversation with a question or exclamation and a response. Ask volunteers to write their conversations on the board. Remind students to use quotation marks and to pay attention to where and when to use commas.

Practice and Apply

Tell students: You are going on a comma scavenger hunt using The First Great Road Trip to find examples of different uses of commas. Explain: You will work with a partner to find four examples of commas in lists, commas with coordinating conjunctions, commas with introductory clauses, and commas with direct quotes. Circulate among the pairs, providing assistance as necessary. Have volunteers share their ideas with the class.

Talk It Out  
Tell students that they are going to explain comma usage to a partner. Have the class count off by twos. Explain: Students in group one will explain comma usage in lists and with direct quotes. Group two will explain comma usage with coordinating conjunctions and introductory clauses. Tell students that they must include examples in their explanations. Circulate among the pairs and provide assistance as needed. Have volunteers share their explanations with the class.

Close

Write It Out  
To bring closure to Day 4, tell students to imagine that they are either Jackson or Crocker and they are writing a journal entry about their cross-country trip. Explain to the class: You should include a list, a coordinating conjunction, and at least one quote in their entry. Ask volunteers to share their writing with the class. Have them indicate where they placed the commas and why they chose to place them there.
Speaking and Writing

Model

Ask the class: What do you talk about when you are taking a long trip? What kinds of things can you do to pass the time on a long journey? Tell students to imagine that they had no electronic devices to entertain them during the trip.

When my family and I took long car trips, we talked and joked. We played games, too. Sometimes we played the license plate game. We tried to see as many different state license plates as we could.

Have students discuss what they heard and the road trips they have taken.

Practice and Apply

Explain to the class that they will work with a partner to create a dialogue that Jackson and Crocker might have had during their road trip. Tell students: Think about the events that happened during the trip and use some of them in your dialogue. Have the pairs present their dialogues to the class.

Listen to Write

Informal Assessment 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 First Great Road Trip to self-correct their spelling.

<table>
<thead>
<tr>
<th>Topic of Discussion</th>
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<tbody>
<tr>
<td>A Road Trip Conversation</td>
</tr>
<tr>
<td>1. Imagine you and your partner are Jackson and Crocker.</td>
</tr>
<tr>
<td>2. Discuss what happened during their road trip.</td>
</tr>
<tr>
<td>3. Imagine what the two men might have talked about during their trip.</td>
</tr>
<tr>
<td>4. Create a dialogue to present to the class.</td>
</tr>
</tbody>
</table>

| 1. flock | There is a flock of sheep in the pasture near my house. |
| 2. detour | With all of the road construction, we had to take a detour. |
| 3. fad | Mood rings were a fad in the 1970’s. |
| 4. mascot | Our school’s mascot is the wildcat. |
| 5. convince | My older brother tried to convince my parents to buy him a car. |
| 6. stagecoach | The stagecoach was the most important means of transportation. |
| 7. deserted | There are some deserted islands. |
| 8. goggles | The swimmer’s eyes were red because he forgot his goggles. |
| 9. spare | Maggie gave me her spare pencil because I forgot to bring mine. |
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about a road trip. Write the following prompt on the board. Say: Think about a road trip you took with your family. Then write the writing prompt on the board and read it aloud.

The Writing Process

**Pre-writing**  Explain: The first step in the writing process is **pre-writing**. In this step, we gather ideas about what we are going to write. Distribute a Sequence Graphic Organizer from Spotlight on English Blackline Masters to each student or draw one on the board and have students copy it on a separate sheet of paper. Tell students to complete it with the events of their road trip.

**Organizing Ideas**  **COOPERATIVE TASK**

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

**Drafting**  Explain: The next step in the writing process is **drafting**. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about your road trip. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use commas for lists, quotes, introductory phrases, and with coordinating conjunctions, and to refer back to the ideas they discussed with their partner.

**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 comma usage, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words at the end of The First Great Road Trip to check their spelling of key words. Circulate among the students and assist as needed. 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. Have students copy their writing on a separate sheet of paper or use the computer to produce their final copy. Tell students that once they have produced a neat copy of their work, they will share it with the class.