Santillana Spotlight on English 5
Guided Reading Manual

Academic English for success in content and literacy
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**A Shelter from a Storm**

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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 cover and title page of *A Shelter from a Storm*. Ask volunteers to read the title, author, and illustrator. Quickly remind students that the title is the name of the book, story, or poem. The author is the person who wrote the text, and the illustrator is the person who drew the pictures that accompany the text. Say the title, author, and illustrator and have students repeat it after you: *A Shelter from a Storm* by Noelle Yaney Child, illustrated by Hector Cuenca.
Genre

Explain to students that there are many kinds of writing. Say: Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. Myths, folktales, science fiction, and realistic fiction are types of fiction writing. A Shelter from a Storm is an example of realistic fiction. Explain: This means that the story could be real, but it is not. The characters, setting, and events may be real or could be real, but they are not. Have students talk about other works of realistic fiction they know about or have read.

Frontload Vocabulary

Point to the word racket and have students read it aloud with you. Say: A racket is a lot of loud noise. Have students talk about what kinds of things make a racket or when they might hear a racket. Point to the word evacuate and have students read it aloud with you. Say: When there is a disaster or an emergency, people need to evacuate the area so they can be safe. Have students talk about situations when people would need to evacuate. Encourage students to talk about any situation when they have had to evacuate. Elicit: a fire drill. Point to the word anxious and have students read it aloud with you. Say: When we are anxious about something, we are worried about something. Ask students when they feel anxious. Continue this procedure with the remaining key words.

Activate Prior Knowledge

Show the class the Photo Card depicting a hurricane or images of hurricanes from magazines or the Internet. Ask: What do you know about hurricanes? What happens during a hurricane? Encourage students to talk about any experiences they have had being in a hurricane. Ask: Why are there shelters for people during hurricanes? How do people know where these shelters are? Have students talk about what people should do to prepare for a hurricane. Write students’ ideas on the board and then have the class prioritize them. Encourage students to explain their reasons for their responses.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of A Shelter from a Storm. 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 *A Shelter from a Storm* 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 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 the elements of a narrative such as: character, setting, plot, conflict, and theme. Explain:  
*The characters are the people or animals who participate in the action in the story and the setting is the time and place when the story takes place. The plot is the series of events in the story, and the conflict is the problem the characters must solve. The theme is the main idea of the story.*  
Students may answer in phrases or short sentences.

### More Complex
Use questions such as these for students to make inferences about the text. Explain that when we make inferences, we use clues 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.

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| **pages 2–3**  
What kind of storm was coming? *(a hurricane)* Have students talk about how they would feel if they knew a hurricane was coming.  
Where does the story take place? *(Bolton, North Carolina)* Who are the first characters we meet? *(Gus, Lily, Sarge, Mr. and Mrs. Aguayo)* Have students describe the characters, what they look like, and how they behave.  
What kind of person is Gus? Have students compare and contrast the characters in the story with their own family members. |
### Developing

**pages 4–5**

- What did Mrs. Aguayo buy at the grocery store? (canned food, crackers, peanut butter, dog food, water)
  
  Have students talk about what kinds of canned food Mrs. Aguayo might have bought. Encourage students to talk about why people buy canned food before a hurricane.

### Expanding

**pages 6–7**

- What might happen during the hurricane? (They may lose electricity.)
  
  What did the Aguayos do to prepare for the hurricane? (had lots of batteries for their flashlights)
  
  Have students talk about other uses for batteries during the hurricane. Encourage students to talk about any experiences they have had with losing electricity.

### More Complex

**pages 8–9**

- Where was the shelter? (at school)
  
  What did people in the shelter have with them? (clothes, photo albums, other treasures)
  
  Encourage students to talk about what things they would take with them to a shelter if they had to evacuate.

- Why did the people have to evacuate the coast? (High tides could flood the towns on the coast.)
  
  Why would people take photo albums with them to the shelter? Encourage students to speculate about what the “treasures” mentioned in the text might have been.

- What were some problems the Aguayos might experience during the hurricane? (no water, no electricity)
  
  Have students talk about what the scariest part of experiencing a hurricane might be. Encourage students to talk about how Gus and his family might be feeling as they prepare for the hurricane.

- Why do the Aguayos’ preparations help them feel less anxious about the storm? Have students speculate what might have happened if the Aguayos did not prepare for the storm. Encourage students to talk about whether or not it is better to be busy when they feel anxious.

- Why did the Aguayos do to prepare for the hurricane? (put the outdoor furniture, the grill, and the garbage cans away, got supplies at the grocery store, got water)
  
  Have students talk about what each person did to prepare for the hurricane. Encourage students to speculate about what jobs people in their family would do to prepare for a storm.

- Do you think Mr. and Mrs. Aguayo have experienced a hurricane before? Have students talk about how Mr. and Mrs. Aguayo’s behavior helped Gus and Lily.
### Developing

**pages 10–11**
- Why was the boy crying? (His puppy couldn’t be in the shelter.) Have students speculate why pets were not permitted in the shelter. Encourage students to talk about their pets.

### Expanding

**pages 12–13**
- What did the Aguayo’s do to help people? (used their house as an animal shelter) What kinds of animals stayed with them? (a puppy, cats, parrots, hamster, lizard) Have students talk about what the Aguayos did to organize the pets they sheltered and took to pet shelters.

**pages 14–15**
- What did the Aguayos do during the storm? (They slept in sleeping bags, listened to the radio, sang songs.) Have students talk about what might have been fun the night of the storm. Encourage students to talk about other activities the Aguayos might have done to pass the time.

### More Complex

**pages 10–11**
- What was the conflict at the shelter? (The boy wanted to bring his dog to the shelter, but dogs were not allowed.) Have students talk about how they would feel if they were the boy with the puppy or Gus or Lily.

**pages 12–13**
- How did the Aguayos resolve the conflict? (They set up a shelter for pets at their home. They took pets to other shelters.) Have students talk about whether or not the Aguayos had a good idea. Encourage students to explain their answers and what they might have done differently if they had been the Aguayos.

**pages 14–15**
- Why did the Aguayos sing songs during the storm? (To help them pass the time and feel less anxious.) Have students talk about what the Aguayos might have talked about during the storm.

**pages 12–13**
- How would Gus and Lily want to help the boy with the puppy? Encourage students to talk about what Gus and Lily’s actions say about their character.

**pages 14–15**
- How did the Aguayos’ pet shelter help them? Encourage students to talk about what the Aguayos’ home must have been like with all the animals staying there. Have students talk about what might be fun or difficult about sheltering the animals.

**pages 12–13**
- How was Gus feeling during the storm? Have students talk about how they would feel or have felt during a storm like the one described in the book. Encourage students to talk about how the animals might have felt and what the Aguayos might have done to help them.
Practice and Apply

**COOPERATIVE TASK** Have students work with a partner to create a list of things they think they would need during a hurricane. Have volunteers share their ideas with the class, Write students’ ideas on the board. Have the class decide the ten most important things to have from the list on the board. Then ask: *What were some good things the Aguayos did before and during the hurricane?*

Ask the class to list characteristics of realistic fiction. Tell the class they are going to compare and contrast *A Shelter from the Storm* with another work of realistic fiction they know about. You may remind students of other works of realistic fiction from other levels of Guided Readers such as *Sandwiches,* *Sandwiches, The Star Party,* or *Cheering for Anna.* Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Explain: *You and your partner are going to talk about A Shelter from a Storm and another work of realistic fiction. Label each circle with the title of the book.* Tell students to think about the characteristics of realistic fiction as well as specific items about the text when thinking about what the two works have in common. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class. Complete the Venn 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.
Phonics and Phonemic Awareness

**sh Sound** Explain to students: Some sounds may be represented by several letters or letter combinations. Say the sound sh and then say the words on the board. Have students repeat them after you. Say each word again and have students identify the part of the word that contains a sh sound. Underline the letters that represent that sound. Point out the different spellings for the same sound.

**COOPERATIVE TASK** Tell students they will practice reading the words aloud with a partner. Circulate among the pairs and provide assistance as needed. Then show the words to the class and ask volunteers to read them aloud.

**Practice and Apply**

Say the sentence slowly and have the class repeat after you. Repeat the sentence a few more times, each time increasing your speed. Ask volunteers to say the sentence as quickly and as accurately as they can.
Tell students you are going to say a word and they will write it on a separate sheet of paper. Say the word three times and allow students time to correctly write the word. Display the words for students to self-correct their spelling.

**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.

**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.

Everyone felt anxious; the hurricane was on its way.  
Mom and Dad didn’t go to work; school was cancelled that day.  
We got bottled water, canned food, batteries for flashlights.  
We carefully cleaned the yard and boarded the windows tight.  
The shelter got full, and people had to evacuate.  
If they stayed until the high tides came, it would be too late.  
The kennels were full; all pets have to evacuate, too.  
Now it’s time to wait for the storm; there’s nothing more to do.  
When it came, the winds made a racket and the rain came down.  
We were anxious, but then it stopped and there was not a sound.

**Close**

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
**Class Prep**
Display the following sentences on the board:

- Sarge has floppy ears and a long tail.
- Sarah likes soccer, but not baseball.
- We were tired, yet happy.
- A hurricane was coming, so we didn’t have school.

**Time** | **Cause** | **Condition** | **Contrast**
---|---|---|---
before | because | if | although
after | since | unless | though
until | | | even though
when | | | 
during | | | 

Explain to students: These are some of the relationships that subordinating conjunctions can show. Review the conjunctions with the class by reading the word and having the class repeat after you. Explain: The dependent clause can begin the sentence or come at the end. If it comes before the independent clause, we write a comma between the two clauses. If it comes after the independent clause, no comma is necessary. Have students switch the order of the example sentences on the board.
Practice and Apply

**COOPERATIVE TASK** Display the following sentences:

She is from Chicago or New York.
John is my brother and Lisa is my sister.
We can’t go with you if we don’t finish our chores.
While Mom made dinner, Dad mowed the lawn.
You like pizza, but I prefer hamburgers.
The puppy has a lot of energy, so I walk him a lot.
Though I was scared, I went on the rollercoaster.

Tell students that they will work with a partner to identify the conjunctions in each sentence. Say: *Determine if the conjunction is coordinating or subordinating and what kind of relationship the conjunction expresses.* Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their answers with the class.

**Talk It Out** **COOPERATIVE TASK** Prior to class, prepare sets of jigsaw sentences for the number of groups of three in the class. Cut the pieces so that subjects and verbs are one piece. Use the following sentences:

I’m going to study until I’m sleepy.
Mark and Anne are good students, but they are also good athletes.
Mom and Dad didn’t go to work since the hurricane was coming.
The game will be cancelled if it rains.
We can go to the park or to the pool after school is over.
My sister listens to music while she does her homework.

Tell students: *Your group will work together to piece logical sentences together. All pieces must be used.* After the groups have assembled their sentences, ask volunteers to share their completed sentences with the class. Have students identify the conjunctions in each sentence and the kind of relationship the conjunctions show. You may also choose to have students write their sentences on the board.

**Close**

**Write It Out** To bring closure to Day 4, have students write five sentences explaining why it is important to prepare for a storm. Tell students they must use a conjunction in every sentence. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Remind students of the end of the story of Snow White. Tell students to imagine what the dwarves might have said the day after Snow White was brought back to life by the prince. Say:

I’m so happy the prince saved Snow White. I’m sleepy, but I’m glad she’s OK. Why would she take an apple from that mean queen?

Elicit more ideas from the class. Encourage students to speculate what different dwarves might have said.

Practice and Apply

Tell students that they are going to work with a partner to create a dialogue between members of the Aguayo family. It is the day after the hurricane. Ask: What might they say to each other about what happened yesterday? What events would they want to talk about the next day? Allow students time to prepare a short dialogue, then have them present it 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 A Shelter from a Storm to self-correct their spelling.

1. kennels Some people put their pets in kennels when they go on vacation.
2. cancelled Because the singer was sick, the concert was cancelled.
3. anxious Kate was anxious to know if she got the part in the play.
4. tides The tides brought lots of shells to the shore.
5. hurricane The hurricane caused a lot of damage to the little town.
6. evacuate We had to evacuate because the river flooded.
7. flashlights Don’t forget to buy batteries for the flashlights.
8. racket When the cats play, they make a racket.
9. shelter We adopted a great dog from the animal shelter.
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 major weather event you have experienced such as a hurricane, tornado, blizzard, or just a very bad storm. Write the following prompt on the board. Say: Think about a major weather event you experienced. Think about what it was like, what you did, and how you felt during this event. 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 their graphic organizer with the order of events of the major weather event they 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 them talk about the writing prompt and the information in their graphic organizers with a partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting

Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about the major weather event they experienced. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use coordinating and subordinating 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 use of coordinating and subordination conjunctions, 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 A Shelter from a Storm 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 or use a 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.
Warm Up

Before Reading

Have students look at the cover and title page of *The Grand Canyon: Great Wonder of Nature*. Ask volunteers to read the title and the author. Quickly remind students that the title is the name of the book, story, or poem; that author is the person who wrote the text, and that sometimes photos, not illustrations, accompany the text. Say the title and author and have students repeat after you: *The Grand Canyon: Great Wonder of Nature* by Noelle Yaney Child.
Genre

Explain to students that there are many kinds of writing. Say: Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. The Grand Canyon: Great Wonder of Nature is an example of nonfiction, sometimes called informational writing. This means that the writing tells about real people, places, events, and facts. Discuss with the class what kinds of books might be informational/nonfiction. Ask students to provide examples of books they know or have read that are informational/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 habitat and have students read it aloud with you. Explain: A habitat is the place where animals and plants naturally live. Ask students: What is the habitat of a dolphin, a cactus, a polar bear, an alligator, a kangaroo, and a pine tree? Point to the word geologist and have students read it aloud with you. Explain: A geologist is a scientist who studies the Earth’s history by studying rocks. Point to the word species and have students read it aloud with you. Say: Tigers are a species of cat. Grizzly bears are a species of bear. Have students provide other species of big cats and bear.

Tell students that they will use dictionaries to look up the definitions of the other key words. Students may work with alone or with a partner. Ask volunteers to explain the unfamiliar words. Then have student work with a partner to create sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask students: What do you know about national parks? Have you visited any? Which ones? Then talk about preserving the environment, and ask the class why people want to protect the environment. Finally, have students talk about any experiences they had with nature that were wonderful. They may discuss places they visited or seen in books or movies. Discuss local natural sites with the class.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of The Grand Canyon: Great Wonder of Nature. 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 Grand Canyon: Great Wonder of Nature* 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 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. Remind students that cause is the reason something happens and the effect is the result of that cause. Words such as *because, so, since* and *therefore* can indicate cause-and-effect relationships. Students may answer in phrases or short sentences.

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

<table>
<thead>
<tr>
<th><strong>Developing</strong></th>
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<tbody>
<tr>
<td><strong>How deep is the Grand Canyon?</strong> (6,000 feet) <strong>What is at the bottom of the Grand Canyon?</strong> (the Colorado River) <strong>What did President Theodore Roosevelt do?</strong> (Made the Grand Canyon a national park.) Have students describe the photo of the Grand Canyon.</td>
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<tr>
<th><strong>Expanding</strong></th>
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<tr>
<td><strong>How was the Grand Canyon created?</strong> (layers of earth, the Colorado River passing over it, and wind) Have students talk about how long this process took and what this process is called. Encourage students to talk about what the Grand Canyon might have looked like before the river and the winds eroded it.</td>
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<th><strong>More Complex</strong></th>
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<tbody>
<tr>
<td><strong>How might people feel when they first see the Grand Canyon?</strong> Encourage students to talk about what the first people to see the Grand Canyon must have felt.</td>
</tr>
</tbody>
</table>
Day 2

Week 2

Developing

What colors are the layers of rock in the Grand Canyon? (tan, yellow, red, black) Which layer is the oldest? (the black layer) Have students identify the layers of rock in the photos. Encourage students to identify the newest and oldest layers in the photo.

What plants and animals can be found in the inner canyon? (cactus, rattlesnakes, scorpions) Have students identify other desert plants and animals. Encourage students to talk about why these plants and animals can live in the desert.

What plants and animals can be seen on the southern side of the Grand Canyon? (pines, sagebrushes, grasses, mule deer, bighorn sheep, coyotes, bobcats) Have students talk about what they know about the animals in the photos. Encourage students to talk about which animals they have seen or would like to see.

Expanding

Why are their fossils of sea creatures in the Grand Canyon? (The Colorado Plateau was once the floor of a sea.) Encourage students to talk about any fossils they have seen, what it was, and where they saw it.

How does the climate in the inner canyon affect the plants and animals that live there? (It is very hot, so desert plants and animals live there.) Have students talk about why the inner canyon might be so hot. Encourage students to talk about whether or not they would like to camp there.

Why do people see so many ringtails? (They look for scraps of food at campsites.) How do plants grow on the canyon walls? (Water springs from the walls, seeps through cracks in the rock, and waters plants.) Have students talk about why there seems to be more wildlife higher up in the canyon. Encourage students to talk about what these animals eat.

More Complex

Why is the Grand Canyon so interesting to geologists? Encourage students to talk about what other people might be interested in studying the Grand Canyon.

How is it possible for there to be different climates at the Grand Canyon? Have students talk about what they would have to pack if they were taking a trip to all the different areas of the Grand Canyon.

Why does there seem to be more wildlife higher up in the canyon? Encourage students to talk about what these animals might eat.
<table>
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<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
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<tbody>
<tr>
<td><strong>pages 10–11</strong></td>
<td><strong>How does the climate in the North Rim affect the plants and animals that live there?</strong> (It is cooler so pines, mountain lions, and squirrels can live there.) Have students talk about why the Anasazi would choose to live in the Grand Canyon.</td>
<td><strong>Why would the Anasazi choose to live in the Grand Canyon?</strong> Encourage students to talk about what kinds of dangers the Anasazi might have faced living in the Grand Canyon.</td>
</tr>
<tr>
<td>▶ What plants and animals can be found on the North Rim? (Ponderosa Pines, Blue Spruce, mountain lions, squirrels, Kaibob squirrel) Who were the Anasazi and what did they do? (a tribe of people; hunted deer and bighorn sheep and grew corn and beans) Have students describe the stone structure in the photo. Encourage students to speculate what it was for.</td>
<td><strong>How do visitors harm the Grand Canyon?</strong> (Pollution from trash and waste, air pollution from cars and buses, noise from boats and helicopters.) Have students talk about which way they would most like to see the Grand Canyon. Encourage students to talk about what they would do to be a considerate visitor to the Grand Canyon.</td>
<td><strong>Why would the Grand Canyon be a place people would go on religious journeys?</strong> Have students talk how Native Americans are part of the Grand Canyon.</td>
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<tr>
<td><strong>pages 12–13</strong></td>
<td><strong>How do human activities outside the park affect the Grand Canyon?</strong> (power plants and dams) What is being done to protect the Grand Canyon? (laws, air scrubbers, better ways to operate the dam, park rangers teaching people how to take care of the Grand Canyon) Have students talk about the best way to protect the Grand Canyon.</td>
<td><strong>Why are so many groups of people trying to protect the Grand Canyon?</strong> Have students talk about which group can make most protect the Grand Canyon. Encourage students to talk about whether or not national parks are important.</td>
</tr>
<tr>
<td>▶ Who lives in the Grand Canyon? (the Havasupai and the Hualupai) What are some activities visitors to the Grand Canyon can do? (hike, ride mules, boat on the river, take helicopter tours) Have students describe what is depicted in the photos. Encourage students to talk about the activities they would like to do at the Grand Canyon.</td>
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Practice and Apply

**COOPERATIVE TASK** Tell students that they are going to work with a partner to classify information about the Grand Canyon. Explain that they will make a chart with the following categories: climate, rocks, plants, and animals. Tell students to complete the chart with information from the text. Tell them to be sure to indicate the region of the canyon where each item can be found. For example, the bottom of the canyon is where we can find black rock called Vishnu schist, the climate is desert-like with cacti, rattle snakes, and scorpions living there. Display a similar chart on the board and complete it as volunteers share their answers with the class.

Lead a discussion with the class about the characteristics of works of nonfiction. Elicit: the information is real, sometimes there are photos that go with the text; sometimes there are headings, maps, charts, or diagrams. Tell students: You are going to work with a partner to compare and contrast The Grand Canyon: Great Wonder of Nature with another work of nonfiction you have read. You may suggest nonfiction works from previous levels of Spotlight on English such as Antarctica: The World’s Wildest Continent, The First Great Road Trip, or Microscopes: Windows on Hidden Worlds for students to use in their comparisons. Tell students: Use a Venn diagram to help you compare and contrast the two works. Circulate among the pairs, providing assistance as necessary. Draw a Venn diagram on the board. Ask volunteers to share their ideas with the class and complete the diagram on the board with the information elicited from 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.
Phonics and Phonemic Awareness

**Sound j**  Tell students that the sound _j_ can be represented not only by the letter _j_. Say the word _geologist_ as you follow it with your fingers. Have students repeat it after you. Explain: *The letter _g_ can be pronounced different ways. For example, it sounds like a _j_ in both places in the word geologist.* Point to a word and have volunteers read it aloud. Then have the class repeat it.

Explain: *Sometimes the _j_ sound can be confused with the _ch_ sound in cheese.* The sounds are produced nearly the same, except the throat should move when we pronounce the _j_ sound. The throat will not move when we pronounce the _ch_.

Have students place their hands on their throats and say the words _general_ and _cheese_.

**Practice and Apply**

Tells students you are going to say some words. Say: *If you hear the _j_ sound, raise your hand.* Say each word at least twice. Then write the words on the board and have volunteers read them aloud.

**Cooperative Learning**  Say the sentence and have the class repeat it after you. Say it several more times, each time increasing your speed. Tell students to practice saying the sentence to a partner as quickly and accurately as possible. Ask volunteers to say the sentence as quickly and accurately as they can for the class.
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.

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

The geologist stood on the vast canyon’s rim.
He thought about the things he would find below him.
Down the steep plateau he rode to the canyon floor.
It isn’t all the rocks, there is really much more.
He saw species in their natural habitat.
He saw beavers and mule deer, even a bobcat.
Besides all the different kinds of mammals he saw,
There were also all kinds of plants, some small, some tall.
Environmental groups are doing what they can
To preserve this place and stop the effects from man.

Close

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
Day 4

Week 2

The Grand Canyon: Great Wonder of Nature

Grammar and Usage

Class Prep

Write the following on the board:
✔ People walked across the flat desert.
✔ Visitors from around the world come to the Grand Canyon.
✔ The geologist stands beside black slabs of rock.
✔ It formed around 350 million years ago.
✔ Ferns grow in canyon walls.
✔ The Paiute lived to the north of the canyon.
✔ The noise from motorized boats echoes from canyon walls.
✔ Some visitors venture down the river.

Prepositions

Ask volunteers to read the sentences on the board.

Explain to students: A preposition is a word that relates a noun or pronoun to another word in the sentence. Prepositions can indicate different kinds of information. This information explains the connection the preposition makes between the object and other parts of the sentence. Tell students: Prepositions can indicate location or place such as behind, next to, or under. Have students provide examples of other location prepositions. Explain: Prepositions can also indicate direction, such as toward, through, or around. There are also prepositions that refer to time such as before, after, or until. Explain that some prepositions can indicate more specific relationships, such as purpose, forms of doing something, people who do something, belonging, and destination. Have students identify the prepositions in the sentences on the board. Circle the prepositions.

Have students brainstorm prepositions with a partner. Ask volunteers to share their ideas with the class. Write the prepositions on the board. Review the list of prepositions with the class.

Prepositional Phrases

Explain to students: A prepositional phrase begins with a preposition and ends with a noun or a pronoun, which is called the object. Point out the prepositional phrase across the desert. Underline desert. Explain: Desert is the object of the preposition across. The prepositional phrase is across the desert. Across relates to desert by showing direction. Ask students to identify the object of the preposition and the prepositional phrases in the sentences on the board. Ask: What words does this preposition relate? What kind of relationship does the preposition show?

Review / ELLs

Provide a list of prepositions on the board and have students copy them in their notebooks or prepare a handout for students to reference. Categorize the prepositions according to the kind of relationship they can show. Review the prepositions and their meanings. Have students act out the prepositions when possible as they review them.
Practice and Apply

Tell students that they are going to work with a partner to create example sentences that show the different kinds of relationships prepositions can make, such as place, time, direction, or another purpose. Explain to students that when they share their sentences with the class, they must also explain what relationship the preposition indicates. Circulate among the pairs and provide assistance as necessary. Be sure each pair shares at least one of their sentences.

**Talk It Out  COOPERATIVE TASK** Explain to the class: You will work with a partner to think of how to do something or how to get from one place to another in the school. Each sentence in your instructions or directions must include a prepositional phrase. Circulate among the pairs, providing assistance as necessary. Then have the pairs present their instructions or directions to the class. Encourage the class to politely ask questions for clarification or to check understanding.

Close

**Write It Out** To bring closure to Day 4, have students write about why the Grand Canyon is considered a natural wonder. Remind them to use a preposition in each sentence. Encourage students to vary the kinds of relationships the prepositions indicate. Ask volunteers to share their sentences with the class.

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**Topic of Discussion**

**Instructions and Directions**

1. Choose a skill or a route from one place to another in school.
2. List instructions or directions.
3. Use a prepositional phrase in each instruction or direction.
4. Present your instructions or directions to the class.
Speaking and Writing

Model

Tell students you are going to describe a trip you took. Say, for example:

I went to Key West by car. We drove through the Everglades and on bridges. We drove over the water on bridge after bridge. I could smell salt in the air. We got to Key West at noon and walked through the streets. By three o’clock we checked into our hotel.

Then tell students they may ask you questions about your trip. Elicit questions from the class and answer them accordingly.

Practice and Apply

Tell students to think of things to do on a visit to the Grand Canyon and questions they might ask someone who has visited the Grand Canyon. Then have them image they have taken a trip to the Grand Canyon. Explain: You will take turns asking your partner about their trip to the Grand Canyon. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their questions with the class and elicit answers from other volunteers.

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 Grand Canyon: Great Wonder of Nature to self-correct their spelling.

<table>
<thead>
<tr>
<th>Topic of Discussion</th>
<th>1. species</th>
<th>There are many species of fish in the Colorado River.</th>
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<tbody>
<tr>
<td></td>
<td>2. habitat</td>
<td>Beavers, skunks, and ringtails live in the river habitat.</td>
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<tr>
<td></td>
<td>3. canyon</td>
<td>The canyon is millions of years old.</td>
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<tr>
<td></td>
<td>4. dam</td>
<td>The dam changed the way the river flowed.</td>
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<td></td>
<td>5. steep</td>
<td>I like to go sledding down steep hills.</td>
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<td></td>
<td>6. rim</td>
<td>The view from the rim of the Grand Canyon is spectacular.</td>
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<tr>
<td></td>
<td>7. geologist</td>
<td>Geologists study rocks.</td>
</tr>
<tr>
<td></td>
<td>8. environmental</td>
<td>Environmental groups work to protect the Grand Canyon.</td>
</tr>
<tr>
<td></td>
<td>9. mammals</td>
<td>Bobcats, mule deer, coyotes, and big horn sheep are mammals.</td>
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<tr>
<td></td>
<td>10. vast</td>
<td>The Sahara is a vast desert.</td>
</tr>
<tr>
<td></td>
<td>11. plateau</td>
<td>The plateau was part of the sea floor.</td>
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</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 that they are going to write about another natural wonder. Write the following prompt on the board. Say: Think about some other natural wonders in the United States or other parts of the world. What is this wonder like and what can be found there? 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. Provide books and Internet resources for students to research other natural wonders. Distribute 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: Write the natural wonder in the body of the spider and information about it on the legs of the spider. You may add more legs if necessary.

Organizing Ideas

COOPERATIVE TASK

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

Drafting

Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about a natural wonder. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use prepositions and prepositional phrases, 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 use of prepositions and prepositional phrases, 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 Grand Canyon: Great Wonder of Nature 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 or use a 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.
Warm Up

Before Reading

Have students look at the title page. Ask students to identify the title and the author. Then read the title and author and have students repeat after you: *Cool Careers in Agricultural Science* by Noelle Yaney Child.

Genre

Explain to students that there are many kinds of writing. Say: *Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. Cool Careers in Agricultural Science is an example of nonfiction, sometimes called informational, writing. This means that the writing tells about real people, places, events, and facts.* Discuss with the class what kinds of books might be informational/nonfiction. Ask students to provide examples of books they know or have read that are informational/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 efficiently and have students read it aloud with you. Say: *Efficiently means doing something well without wasting time, effort, or money. Jenny worked efficiently at cleaning her room and was finished in less than one hour.* Point to the word organism and have students read it aloud with you. Say: *An organism is a living thing. It can be very small like bacteria or large like a whale.* Point to the word digest and have students read it aloud with you. Say: *Our bodies digest the food we eat.* Continue the procedure with the remaining key words.

Explain to students that they will work with a partner to create sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask students what they know about agriculture. Then ask: *What kinds of things does an agricultural scientist need to study?* Have students discuss problems farmers face, and what they might do to solve them. Have students discuss which problems they think are the most serious or important and why. List students’ ideas on the board. Tell students: *You will work in groups of four to rank the problems from the most to least serious.* Have the groups present their lists and explain their reasons for ranking them as they did.

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of *Cool Careers in Agricultural Science.* 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 *Cool Careers in Agricultural Science* 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 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 make inferences. Explain: *We make inferences when we use clues from the reading and what we already know to figure out something not directly stated in the text.* Students may answer in phrases or short sentences.

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

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<th>More Complex</th>
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<tr>
<td><em>What do agricultural scientists study? (biology, chemistry, physics, mathematics)</em> What do animal scientists develop? (vaccines, animal feeds) Have students talk about what things people study in biology, chemistry, or physics. Have them talk about other professions that study similar things.</td>
<td><em>What characteristics might an agricultural scientist have?</em> Have students talk about why someone might be interested in agricultural science.</td>
<td><em>Why do agricultural scientists sometimes use several different sciences to solve a problem? (The problems can be very complicated and need experts from different fields.)</em> Have students provide examples of problems that would need different sciences to solve.</td>
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</table>
### Developing

**Pages 4–5**

- **What do animal scientists help farmers do?** (breed animals that resist diseases and produce more) **What problem are animal scientists in Australia trying to solve?** (burping sheep producing methane) Have students talk about how the burping sheep can hurt the planet. Encourage students to talk about some of the ways animal scientists have helped farmers.

### Expanding

**Pages 6–7**

- **What do crop scientists study?** (plants, how plants grow) Have students talk about things that can make plants sick. Have students talk about what the fungus was in Illinois was killing.

### More Complex

**Pages 8–9**

- **Why did scientists have to stop fungus from growing?** (It was destroying their leaves and rotting their fruit. It spread to other fields.) Have students talk about what the photos are depicting about how crop scientists work.
### Developing

**pages 10–11**
- **What do agricultural entomologists study? (insects)**
  Have students talk about what insects the agricultural entomologists had to learn to control. Encourage students to talk about whether or not there are insects that are helpful for agriculture.

- **Why is an agricultural entomologist’s work important?**
  Have students talk about why someone would be interested in studying insects.

- **What did entomologists do to solve the screwworm problem?**
  (They made the screwworms unable to reproduce.) Have students talk about other ways entomologists can help farmers. Encourage students to speculate about what the people in the photos are doing.

### Expanding

**pages 12–13**
- **What did soil scientists do to help farmers manage the soil? (how to use their fields, preserve soil, plant different crops each year)**
  Have students describe what topsoil is and why it is important.

- **How can soil loss be a serious problem?**
  Have students talk about what they think is the most important part of farming.

- **How can planting different crops each year help soil?**
  (Different plants use different nutrients; some plants strip nutrients and others replace nutrients.) Have students talk about why there is a topsoil problem.

### More Complex

**pages 14–15**
- **What are some products that food scientists created?**
  *(lactose-free milk, cheese, ice cream)*
  Have students talk about how Super Slurper is used.

- **What kind of person might a food scientist be?**
  Have students talk about why food scientists do important work. Encourage students to talk about food allegories they have and how they found out about it. Ask students whether or not these foods were foods they once enjoyed or would like to eat.

- **How is Super Slurper useful?**
  (It can absorb up to 2,000 times its weight in water.) Why are astronauts growing crops in space? (They won’t be able to carry enough food for their trip.) Have students speculate what a greenhouse at the International Space Station might look like and what plants they might be trying to grow there.
Practice and Apply

**Cooperative Task** Have students think of some of the problems the agricultural scientists work on and how they solve them. Tells students they are going to brainstorm ideas with a partner. Explain that they will make a two-column chart. In the first column, they will write the problem and in the second column they will write the solution. Tell them they should include at least four problems and solutions. Ask volunteers to share their ideas with the class. Then ask: *Which agricultural career is the most interesting to you? Why?* Discuss with the class the things they were surprised to learn about these careers.

Ask the class: *What are some characteristics of nonfiction works?* Then tell students they will work with a partner to compare and contrast *Cool Careers in Agricultural Science* and *The Grand Canyon: Great Wonder of Nature*. Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Explain: *Complete the diagram with the ideas you and your partner discuss as you compare and contrast these books.* Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class and complete the diagram on the board with information provided by students.

**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

Display the following prefixes and suffixes on the board:

- bio—life
- dis—away, apart, opposite
- mis—bad
- pre—before
- re—again
- micro—small
- un—not
- ment—condition
- ly—like or manner
- ist—someone who does something
- ic—like
- al—relating to
- ling—small
- able or ible—is, can be

**Roots and Affixes**

Explain to students that when they see an unfamiliar word, they can sometimes understand what it means by taking the word apart. Say: *Roots and affixes are parts of words. The root is the main part of the word. Affixes are groups of letters that can come either before or after the root. Prefixes come before the root and suffixes come after the root. Tell students: Knowing what affixes mean can sometimes help us to understand the meaning of an unfamiliar word. This can help us to read with understanding and purpose. A prefix can change the meaning of the root. Suffixes can tell us what kind of word it is: noun, verb, or adjective, for example.*

Have students copy the chart in their notebooks. Ask volunteers to read the affixes aloud. Then prepare flashcards with the affixes from the chart on them. Tell students: *I am going to show you an affix and you must say what it means.* Show prefixes first, then suffixes. Then shuffle the cards and tell students to identify the kind of affix it is, as well as what it means.

Write the following words on the board: biology, disease, misuse, return, natural, duckling, carefully, microscope, disagreement, artist, and metallic. Separate the affix from the root for each word and explain each part of the word. Say: *Bio means life and -ology is the study of something, so biology is the study of life.* Continue the procedure with the other example words.

**Practice and Apply**

Write the following words on the board:

- biologist
- prevent
- recycle
- medical
- reproduce
- agricultural
- distrust
- return
- chemical
- discover
- replace
- settlement
- misprint
- amazement
- scientific
- disinterested
- genetic

*Week 3 Cool Careers in Agricultural Science*
Tell students that they will work with a partner to describe or explain the parts of these words and what the word means. Have volunteers share their ideas with the class.

**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.

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

If you’ve got fungus on your figs or your seedlings don’t sprout,  
Or your animals have wounds, and you are about to shout.  
There are experts who can help you eliminate your woes.  
An agricultural scientist is the one who knows.  
If your cow is hurt or sick, that means it will need vaccines.  
These scientists will breed strong cows by studying their genes.  
These scientists can help animals to resist disease.  
They can put better nutrients in all animals’ feeds.  
They help soil work efficiently to do what it must do.  
They not only help farmers, they help other people, too.  
They take out things that are difficult to digest, sometimes,  
Take out harmful organisms from the ones that are fine.  
These amazing scientists can be found in any place:  
In greenhouses, in labs, out on farms, and even in space.

**Close**

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

If Clauses
Have volunteers read the sentences aloud. Explain to students:

*These sentences are talking about a condition that is true in the present or future. It may be a habit, a predictable fact, or a plan for the future.*

Point out that there are two parts to these sentences. Say: *The if clause identifies the condition and the results clause explains what happens or will happen if the condition in the if clause takes place.* Tell students: *The verb in the if clause is always in the present tense; the verb in the results clause can be in either the present or future tense. Use the present to talk about habits or facts, and the future to talk about an event that will probably happen.*

Point out that we often use the verb will in the results clause. Explain to students that we can place the results clause first if we want to focus attention on the result. If we want to focus attention on the condition, we place the *if* clause first.

Display the following sentence starters on the board:

- If you don’t do your homework…
- If we do all our chores…
- If Mike practices enough…
- If I don’t eat breakfast…
- If it snows a lot…
- If people don’t drink enough water…

Ask volunteers to read the sentence starters aloud. Then tell students to complete the sentences with a result clause. Have volunteers share their ideas with the class.

Untrue or Unreal Conditions in the Present or Future
Display the following sentences on the board:

- If I were an agricultural scientist, I would work with animals.
- If we won the lottery, we would take a long trip.
- If the farmers had more space, they would try to grow different crops.
- If students ran the school, there would be more vacation days and fun activities.
- If Bob wanted to win the race, he would run every day.

Have volunteers read the sentences aloud and identify the *if* clause and the result clause. Explain: *The if clause is talking about a situation that isn’t true or isn’t real now.* Say: *If I were an agricultural scientist, but I’m not. If they won the lottery, but maybe they don’t play or it isn’t very likely they will win. If the farmers had more space, but they don’t have more space or it is unlikely that they will have more space.* Explain that we use the past tense in the *if* clause to show that this isn’t a
real or likely situation. Point out that we use were or the verb be, no matter what the subject is. Point out the result clauses. Ask: What do these clauses all have in common? Elicit: would. Tell students that the verb could is sometimes used in the results clause. Replace the word would with could in the example sentences.

Practice and Apply

Tell students: Imagine what you would do if you were an animal, a superhero, an object, the president, or the principal. Tell students to discuss their ideas with a partner. Then ask volunteers to share their ideas with the class. Write their ideas on the board and have the class identify the if and result clauses. Have students identify the verb forms and make any necessary corrections.

Talk It Out  COOPERATIVE TASK  Prior to class, prepare enough sets of cards for the number of pairs in the class with the following sentences starters:

If I know…
If I don’t eat…
If it is sunny…
If I am bored…
If the teacher were a student…
If the scientists find a solution…
If I didn’t go to school…
If I were rich…
If I had a pet tiger…
If I found twenty dollars…

Tell students that they will work with a partner to complete the sentences. Remind students to pay attention to the verbs in the if clause. Read the sentence starters aloud and ask volunteers to complete the sentence.

Close

Write It Out  To bring closure to Day 4, have students think about what they would do if they could switch places with their parents. They would be the parents and their parents would be the children. Ask students to write at least five sentences. Have volunteers share their sentences with the class.
**Speaking and Writing**

**Model**

Tell students you are going to describe something from the *Cool Careers in Agricultural Science*.

*This is something that you can study, and it’s something that makes money. It’s very important and we couldn’t live without it. It involves working with plants and animals. What is it?*

Elicit questions and guesses from the class until the correct answer, *agriculture*, is given.

**Practice and Apply**

Tell students they are going to describe or explain one of the key words to a partner. Explain: *Your partner may ask no more than five yes/no questions to help him or her accurately guess the key word described.* After students have had the opportunity to describe the key word to their partners, ask volunteers to share their descriptions with 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 *Cool Careers in Agricultural Science* to self-correct their spelling.

1. **greenhouse**: These tomatoes were grown in a greenhouse.
2. **vaccines**: Without vaccines, we would get many childhood diseases.
3. **organism**: There are organisms in yogurt that help us to stay healthy.
4. **wounds**: The medic cleaned and dressed the soldiers’ wounds.
5. **efficiently**: If you work efficiently, it won’t take long to get the job done.
6. **digest**: Mom told me not to swim yet because I need to digest my lunch.
7. **resist**: Some diseases resist medicine.
8. **breed**: Scientists breed animals so the animals will be healthier.
9. **genes**: Biologist study genes to learn about why people get diseases.
10. **fungus**: The fungus killed the fruit, so the harvest was poor this year.
11. **nutrient**: For crops to grow well there needs to be certain nutrients in the soil.
12. **seedling**: The farmer planted the seedlings.
13. **eliminate**: Agricultural scientists are working hard to eliminate diseases.
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 research and write about careers in agricultural science. Write the following prompt on the board. Say: Think about some of the careers we read about and the kinds of things they do. Then write the writing prompt on the board and read it aloud.

Writing Prompt

Research a career in agricultural science. How is this career a cool career in agricultural science? How does this career help people?

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Provide resource materials for students to use to research agricultural careers, such as the Department of Agriculture website. Distribute a three-column chart 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 they will use this chart for their research. Explain: The first column is for information about the job, the second column is for information about preparation for the job, and the third column is for ways the job helps people.

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 them discuss the writing prompt and what they found in their research to their partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about the agricultural science career you researched. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use conditionals, 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 use of conditionals, 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 Cool Careers in Agricultural Science 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 writing. Have students copy their writing or use a 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.
Warm Up

Before Reading

Have students look at the cover and title page of Ancient Advice. Ask a volunteer to read the title and author. Then have the class chorally read the title and author with you: Ancient Advice by Noelle Yaney Child.

Genre

Remind students that there are many kinds of writing. Say: Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. Ancient Advice is an example of nonfiction, sometimes called informational, writing. This means that the writing tells about real people, places, events, and facts. Discuss with the class what kinds of books might be informational/nonfiction. Ask students to provide examples of books they know or have read that are informational/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 *physical* and have students read it aloud with you.
Say: *My grandfather is eighty years old, but he’s in good physical shape. He swims every day and walks two miles every day.* Have students talk about the physical activities they do. Point to the word *consume* and have students read it aloud with you. Say: *If we consume too much junk food, we will gain weight.* Have students talk about healthful foods people should consume.
Point to the word *meditation* and have students read it aloud with you. Say: *Meditation is a kind of exercise for the mind where you focus your thoughts to help you be more spiritually aware and peaceful.* Encourage students to talk about how meditation might be something good and who might practice meditation. Have students work with a partner to look up the remaining key words in the dictionary. Ask volunteers to share their findings with the class. Then have students write sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask the following questions: *What do people do to stay healthy? What is mental health? What do doctors do to help us stay healthy?* Then have students share experiences about being sick or going to the doctor. Ask: *What things can you do to get better without going to the doctor? Does your family have any home remedies for when you are sick?*

Close

**MAKE PREDICTIONS** To bring closure to Day 1, show students the cover and title page of *Ancient Advice*. 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 *Ancient Advice* 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 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 with one or more words.

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

**More Complex**  Use questions such as these for students to make inferences. Remind students that we make inferences when we use clues from the reading 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.

<table>
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<th>Developing</th>
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<tr>
<td>What parts of the body could Egyptians identify? (heart, lungs, brain) Have students talk about what the channels were and what they did. Encourage students to describe the illustration.</td>
<td>What did Egyptian doctors know that doctors today know? (parts of the body, observing heartbeats, feeling pulses) What did Egyptian doctors do differently when they treated their patients? (They purged for three days every month.) Have students talk about what the Egyptians believed causes illnesses.</td>
<td>What kind of person became a doctor in ancient Egypt? Why would purging be harmful? Have students talk about what kind of person would want to be a doctor now. Encourage students to talk about why someone would want to be a doctor in ancient Egypt.</td>
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<td><strong>pages 4–5</strong></td>
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<td>✤ What did the Egyptian use to make charms? (herbs, fishtails, rags, garlic, honey) What did Greek doctors believe kept people healthy? (exercise) Have students describe the Egyptian charms in the photos. Encourage students to talk about why exercise was important to the Greeks.</td>
<td>✤ How were Greek doctors like Egyptian doctors? How were they different? (They both had roots in religion; the Greeks believed in exercise and physical fitness).</td>
<td>✤ Why would people think garlic could keep evil spirits away? Why would a gym be an important place in ancient Greece? Have students talk about how a modern gym is and is not like a gym in ancient Greece. Encourage students to talk about any other things people used or use to keep evil spirits away.</td>
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<td><strong>pages 6–7</strong></td>
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<td>✤ Who was Hippocrates? (a Greek doctor) What are the Four Humors? (blood, yellow bile, black bile, phlegm. The four important liquids of the body). Have students talk about ways the Greeks tried to keep the humors in balance.</td>
<td>✤ What did Greek doctors and other western doctors have in common? (They used the humors to base diagnosis). Have students talk about things we do today that might be like the things the Greeks did to keep the humors balanced.</td>
<td>✤ Why is Hippocrates so important? Have students speculate why the idea of the four humors remained popular for so many years.</td>
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<td><strong>pages 8–9</strong></td>
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<td>✤ What did the Romans do to try to keep the public healthy? (water systems and sewers) What did people do in the Roman baths? (exercise, go to the steam room, remove the oil and sweat from their body, swim in warm, hot, and cold baths) Have students talk about some of the public health problems the Romans tried to solve.</td>
<td>✤ How was Greek medicine like Roman medicine? How was it different? (They both emphasized exercise, used the humors; the Romans built water systems and sewers, had public baths.) Have students talk about what was wrong about Roman sewer systems.</td>
<td>✤ Why was public health so important to Romans? Encourage students to speculate what Roman baths might have been like.</td>
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<td>Developing</td>
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<td><strong>pages 10–11</strong>&lt;br&gt;How was Chinese medicine like Greek medicine? How was it different? (Exercise and what people ate were important; the Chinese used qigong and acupuncture.)&lt;br&gt;Have student describe the drawing. Encourage students to speculate what the drawing represents.</td>
<td>How was Chinese medicine like Greek medicine? How was it different? (Exercise and what people ate were important; the Chinese used qigong and acupuncture.)&lt;br&gt;Have student describe the drawing. Encourage students to speculate what the drawing represents.</td>
<td><strong>pages 12–13</strong>&lt;br&gt;How was Indian medicine like Chinese medicine? How was it different? (They both wanted balance with mind, body, and spirit, they both believed in forces; the Indians believed people were connected to the universe).&lt;br&gt;Encourage students to talk about how the Chinese tried to stay healthy. Have students talk about the parts of Chinese medicine that might help to have good health. Encourage students to talk about what kinds of Chinese medicine they have tried or would like to try.</td>
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<td><strong>pages 12–13</strong>&lt;br&gt;What did Indians believe? (People are connected to everything in the universe.)&lt;br&gt;Have students explain what a <em>dosha</em> is. Encourage students to describe the photos.</td>
<td><strong>pages 14–15</strong>&lt;br&gt;How did Indian medicine relate to their religion? Encourage students to talk about what all of the medicine from these ancient cultures had in common. Encourage students to speculate why they all had these things in common.</td>
<td><strong>pages 14–15</strong>&lt;br&gt;How did Indian medicine relate to their religion? Encourage students to talk about what all of the medicine from these ancient cultures had in common. Encourage students to speculate why they all had these things in common.</td>
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<td><strong>pages 14–15</strong>&lt;br&gt;What did Indians do to stay healthy? (ate herbs, did yoga)&lt;br&gt;Encourage students to talk about any experiences they have had doing yoga or what they know about yoga.</td>
<td>How did Indian medicine relate to their religion? Encourage students to talk about what all of the medicine from these ancient cultures had in common. Encourage students to speculate why they all had these things in common.</td>
<td><strong>pages 14–15</strong>&lt;br&gt;How did Indian medicine relate to their religion? Encourage students to talk about what all of the medicine from these ancient cultures had in common. Encourage students to speculate why they all had these things in common.</td>
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**Week 4**

**Ancient Advice**
Practice and Apply

Cooperative Task  Tell students that they are going to work with a partner to identify the main idea in each section of Ancient Advice; Ancient Egypt, Greece, Rome, China, India, and the modern day. Once they have identified the main idea, they will write two details that support the main idea. Ask volunteers to share their ideas with the class. Then lead a discussion about the main idea of the entire book.

Review the characteristics of nonfiction works with the class. Tell the class that they will work with a partner to compare Ancient Advice with Cool Careers in Agricultural Science. Say: Think about the author’s purpose, how the information is presented and organized, and any visual presentation such as photos or illustrations. Draw a Venn diagram on the board and explain to students that they will use this to organize their ideas. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class and complete the 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

Greek and Latin Roots  Explain to students: English has a large vocabulary because it borrows words from other languages. Greek and Latin are two of the languages that have contributed many words to English. Sometimes we can figure out the meaning of new words if we know the meaning of the Greek or Latin roots. Say: For example, the root phys means body, so words like physical, astronaut, or physician have something to do with the body. Physical is something to do with the body, physician is a person who works with the body. It is another word for a doctor. Write the words spiritual, universe, and popular on the board. Explain: Spirit comes from the Latin root spir which means breathe or soul. Inspire means to breathe in. Have volunteers explain what inspire means. Point to the word universe and explain: This word has the root vers which means turn and the prefix uni which means one. Ask volunteers to explain how the prefix and root can help someone to understand what the word means. Point to the word popular and explain that the root of this word is pop which means people. Popular means “of the people.” Say: Population is the number of people in a place or a group of people.

Say the roots and then write the meanings next to them: hear, listen, tooth, citizen, life, write, light, carry, far, and sound. Tell students to write the roots and definitions in their notebooks.

Practice and Apply

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

- audio
- biography
- influence
- autograph
- civilization
- export
- phonics
- dental
- auditorium
- civil
- photograph
- graphic
- telephone
- television
- civic
- denture
- biology
- fluent
- transport
- telepne
- telesopn

Cooperative Task  Tell students they will work with a partner to determine the meaning of the words on the cards by looking at the root of the word. Explain that some words they may know, so they must explain how the meaning relates to the root. For words they are unfamiliar with, tell students to try to get a general idea of the word’s meaning. Circulate among the pairs and provide assistance as needed. Then have volunteers share their ideas with the class. Finally, have students look up the meaning of the words in the dictionary. Divide the words among the pairs. Then have students read the definitions and discuss how it relates to the root word.
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.

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

In ancient times it was thought that a scarab beetle charm
Could perform miracles and keep people immune from harm.
The Greeks believed we should consume food that matched our humor.
This was a popular thought, not just a silly rumor.
Doctors found that sewers carrying waste away from homes
Might improve public health in the ancient city of Rome.
There were public baths for everyone to have a good soak.
But the water was changed once a week, and that is no joke!
It’s good to keep balance, physical and spiritual.
We have to be in harmony with all things natural.
Some people do yoga; others practice meditation.
These are good practices from Asian civilizations.

Close

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
Past Participles  Explain to students: Past participles are usually the –ed form of a base verb such as walked, lived, played, or cooked. There are, however, many irregular past participles. Some examples of these irregular past participles are been, spoken, eaten, and written.

Tell the class: I will show you the base form verb and you must identify its past participle. You may say a sentence starter to elicit the past participle such as I have... As students correctly identify the past participle, show them the word, and then say the base form and past participle. Have the class repeat them after you. Repeat the process a few times. You may also choose to show the past participle side of the flashcard, and have students identify the base form.

Perfect Tenses  Explain to the class that perfect tenses are where they will most often use past participles. Tell students: The perfect tenses are formed by a form of the verb have and the past participle. A past participle never changes, no matter the time the action occurs or who is doing it. The verb have will change according to subject and time frame.

Ask the class: Have you ever traveled to another state? Have students elaborate on their answers. Explain: You are using the present perfect because you are referring to an activity in the past that may occur in the present or future. It is like saying “up until now.” For example, Up until now, I have traveled to 15 states. I may go to more states in the future. Explain that words such as yet, already, still, and ever are clue words that indicate the present perfect is needed.

Tell students that these sentences are examples of the past perfect. Say: This tense is formed by the past tense of the verb have and the past participle. The past perfect is used to relate past actions to each other. This tense identifies an action that occurred before another action in the past. Ask the class: Where had you lived before you moved to your current home? What had you wanted to be when you were six years old? Elicit answers from the class. Point out to the class that the questions refer to an action before a certain point in the past. Finally, explain that the future perfect tense is formed by the future form of have (will have) and the past participle. This tense is often used to make predictions about actions that will have already taken place by a certain point in the future. Say: Ten years from now, you will have graduated from high school. My grandparents will have been married fifty years next month.
Practice and Apply

**COOPERATIVE TASK**  Prior to class, prepare enough sets of jigsaw sentences for the number of groups of three in the class. Each word in the sentence is a piece of the jigsaw. You may use the sentences below or use five or six of your own, provided they contain examples of present, past, and future perfect tenses:

- Mike has known his best friend Josh since they were three.
- Mom had gone to the store before she picked me up at school.
- The dog has gotten out every night this week.
- My team will have won the championship two years in a row if we win tomorrow.
- I have seen my favorite movie ten times.

Distribute the jigsaw sets to the groups. Explain that they must make logical and grammatically correct sentences with all the pieces. You may tell them how many sentences they must put together. Circulate among the groups and provide assistance as needed. Then have volunteers share their sentences with the class. Next, prepare a questionnaire with a list of activities on a worksheet and distribute it to each student. Your list should have twice as many activities as the number of students in the class and include some unique, funny, or strange activities. Use the following activities to start your questionnaire:

- ride a horse
- break a bone
- go to Disney World
- travel to another country
- have a pet
- eat a snake or insect
- meet someone famous
- do something dangerous

**Talk It Out**  **COOPERATIVE TASK**  Explain to the class: You must find someone in the class who has done each activity. Circulate around the room and ask your classmates Have you ever...? When you find someone who has done the activity, write his/her name in the space provided. Ask a follow-up question to find out more about his/her experience. Tell students that should try to have different names beside the activities. After students have had a chance to complete their questionnaires, or if you have set a time limit, have students share their findings with the class.

Close

**Write It Out**  To bring closure to Day 4, have students write about a bad day they had. They should include as many details as possible. Remind students to use the perfect tenses in at least three of their sentences. Ask volunteers to share their stories with the class.
Speaking and Writing

Model

Tell the class that you are going to act out a dialogue between a doctor and a sick patient. Say, for example:

Patient: Doctor, I feel so tired and sometimes I don’t feel well after I eat.
Doctor: Do you feel bad when you eat certain things or you eat too much?
Patient: Sometimes. If I eat late at night or the food is spicy.
Doctor: I’m going to have you do some blood tests and a test to see if something is wrong with your stomach. Do you have a lot of stress?
Patient: Yes. My work is very stressful.
Doctor: While we wait for the test results, be careful what you eat. Try some yoga to help you with stress. You need exercise, too. If you don’t want to do yoga, take a walk every day.
Patient: Thank you, Doctor.

Have students determine if the doctor is a modern or ancient doctor and explain how they arrived at their conclusion.

Practice and Apply

ROLE-PLAY  Divide the class into groups: Egypt, Greece, Rome, India, and China.
Explain: Your group will create a dialogue between a doctor and patients from their assigned ancient civilization. Refer to information in Ancient Advice to help you with your dialogues. Circulate among the groups and provide assistance as needed.
After students have presented their dialogues, ask the class what civilization was represented in the dialogue and what clues helped them to identify it.

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 Ancient Advice to self-correct their spelling.

| 1. soak | I soak my feet to make them feel better. |
| 2. charms | Marisa got three new charms for her bracelet. |
| 3. immune | Eating healthy helps keep our immune system strong. |
| 4. physical | Jake needed a physical to play on the baseball team. |
| 5. meditation | A good way to maintain mental health is meditation. |
| 6. public | The baths were open to the public. |
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about a family story that has been passed down from generation to generation. Write the following prompt on the board. Say: Think about stories that your parents, grandparents, or even great-grandparents have passed down to you. Then write the writing prompt on the board and read it aloud.

Writing Prompt

What advice or family story has been passed down through generations? Why do you think this has been passed down?

7. harmony Ancient people believed many things were in harmony with each other.
8. sewer The Romans made sewers to carry waste away from homes.
9. balance Gymnasts have excellent balance.
10. consume We need to consume five servings of fruit and vegetables every day.
11. associated Yin and yan are forces associated with darkness and light.
12. practice The practice of purging is harmful.

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 to each student a Sequence 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 they will complete it with the events of the story.

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 talk about the writing prompt and the information they wrote in their graphic organizers with a partner. Encourage students to make suggestions to add to their partner’s writing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about ancient family advice or an old family story. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use the perfect tenses, 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 use of perfect tenses, 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 Ancient Advice 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 a 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.
Warm Up

Before Reading

Have students look at the title and cover page of *Anansi Tricks Again.* Ask volunteers to read aloud the title, author, and illustrator. Then say the title, author, and illustrator and have the class repeat after you: *Anansi Tricks Again* by Noelle Yaney Child, illustrated by Nancy Fiorini.

Genre

Explain to students that there are many kinds of writing. Say: *Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. Myths, folktales, science fiction, and realistic fiction are types of fiction writing. Anansi Tricks Again is an example of a myth.* Explain that a myth is a story passed down from generation to generation that explains the world or tells a story about super humans or gods. Have students provide examples of myths they know or have read. You may also provide examples of myths from various cultures.
Frontload Vocabulary

Point to the word *feat* and have students read it aloud with you. Explain: *A feat is a big achievement or act: running a marathon is a great feat.* Ask students to tell a feat they did. Remind students that this word sounds like *feet* but is spelled differently. Point to the word *clever* and have students read it aloud with you. Say: *Clever means smart or skillful. My cat is so clever that he can open the drawer where his food is kept.* Ask: *Who are some clever people you know? Why do you think this person is clever?* Point to the word *flourish* and have students read it aloud with you. Say: *Susan’s older brother is a showoff; he tried to impress his date by opening and closing the car door with a flourish.* Have students talk about other things people might do with a flourish. Continue the procedure with the remaining key words. Then have students work with a partner to write sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Explain to the class that *Anansi Tricks Again* is a story from Africa. Lead a discussion with the class about stories. Ask: *Why do people tell stories? What stories did you like to hear when you were younger? Why did you like those stories?* Tell students to think of the character they liked best in their favorite story. Have students work in groups to talk about what they learned or could learn from their favorite character. Ask volunteers to share their ideas with the class. Then ask: *What kinds of things can stories teach us?*

Close

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *Anansi Tricks Again.* 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 *Anansi Tricks Again* 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 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 with one or more words.

**Expanding**  Use questions such as these for students to show an understanding of fantasy and reality. Explain to students: *Fantasy is something that could not happen in real life, and that reality is everything real and authentic—something that could actually happen.* 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 that we draw conclusions when we take information from the text and what we already know 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>
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<tbody>
<tr>
<td><strong>pages 2–3</strong></td>
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<tr>
<td><strong>What does Anansi look like?</strong>  <em>(part boy and part spider)</em></td>
<td></td>
<td><strong>What did Anansi think about himself?</strong> Allow answers that include: confident, conceited, intelligent, and clever. Encourage students to talk about whether or not they agree with Anansi’s opinion of himself.</td>
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<tr>
<td>Have students describe Anansi and his parents. Encourage students to talk about why Anansi looks the way he does.</td>
<td><strong>What parts of Anansi and his family seem realistic and what parts seem like fantasy?</strong> Encourage students to talk about how Anansi’s family is like their own. Allow answers that include Anansi is punished for being naughty, which seems realistic. The punishment, however, is fantasy.</td>
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**Week 5  Anansi Tricks Again**
<table>
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<tr>
<th>Developing</th>
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<tr>
<td><strong>pages 4–5</strong></td>
<td><strong>pages 6–7</strong></td>
<td><strong>pages 8–9</strong></td>
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<tr>
<td><strong>What things did Anansi do to help people?</strong> <em>(taught people to farm, weave, build houses, gave them a path to heaven)</em> Have students talk about how Anansi gave the people a path to heaven. Encourage students to talk about whether or not Anansi really helped people.</td>
<td><strong>How are Nyame and Anansi like regular fathers and sons?</strong> Encourage students to talk about why Nyame is angry at Anansi’s boasting. Have students talk about the kinds of things their parents do to help them learn a lesson.</td>
<td><strong>Why did Anansi usually do the things he did?</strong> <em>(He helped people; he liked to trick his parents.)</em> Encourage students to compare Anansi with themselves and people they know. Have students talk about whether or not his tricks were unkind.</td>
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<td><strong>What did Anansi do to find out what his father wanted?</strong> <em>(He wore a bird disguise.)</em> Have students describe Anansi’s costume and the place where Anansi lived. Encourage students to talk about how they can tell Anansi is in costume based on the illustration.</td>
<td><strong>Where did Anansi get the materials for his costume?</strong> <em>(He got a feather from every bird on earth.)</em> Have students talk about what Anansi must have thought when his father and all the other people said they had never seen such a bird before. Encourage students to talk about why the people thought Anansi might know what kind of bird it was.</td>
<td><strong>How effective was Anansi’s costume?</strong> <em>(His father could not recognize him.)</em> Have students talk about how this trick fits with Anansi’s opinion of himself. Encourage students to talk about tricks they have played on their parents or other adults.</td>
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<td><strong>What did the people do when Anansi pulled the night out of his bag?</strong> <em>(ran around in a panic, bumped into trees)</em> Have students describe how Anansi presented the night, the moon, and the sun to his father. Encourage students to talk about what they people must have thought as Anansi presented these things.</td>
<td><strong>What parts of the story of the tortoise seem realistic and what parts seem like fantasy?</strong> Have students talk about what Anansi would have to have done before he played the trick on Tortoise. Allow answers that include a tortoise walking on four feet is real, a tortoise continuing to wash his hands before a meal is fantasy.</td>
<td><strong>What does the story of the tortoise tell us about Anansi?</strong> Have students talk about whether or not Anansi’s trick was mean. Encourage students to talk about why Tortoise kept going back to wash his hands.</td>
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<tr>
<td>Developing</td>
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<td><strong>pages 10–11</strong></td>
<td><strong>Why did Nyame choose the python, horns, and the tiger as payment for the stories?</strong> Have students talk about why so many people may have tried to get the stories. Allow the following answers. Nyame wanted Anansi to work hard for something, Nyame did not want to give the stories away, or Nyame thought it was too difficult for little Anansi to achieve.</td>
<td><strong>Why did Anansi say the gift of stories was the greatest gift of all?</strong> Have students talk about what Anansi thought about people. Encourage students to talk about why Nyame would not want people to have the stories.</td>
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<td><strong>What did Anansi have to pay to get all the stories?</strong> (a python, one hundred horns, and an angry tiger) Have students describe the illustrations. Encourage students to talk about what these illustrations tell us about Anansi’s character.</td>
<td><strong>Which parts of the python and the horns stories seem realistic and which ones seem like fantasy?</strong> Have students talk about which story seems more realistic and which seems more fantastic. Encourage students to speculate what happened to Python and the horns.</td>
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<td><strong>pages 12–13</strong></td>
<td><strong>How did Anansi get one hundred horns?</strong> (offered them shelter in a gourd, trapped them in the gourd) Have students describe the illustrations on these pages. Encourage students to talk about how they help them to understand what Anansi is like.</td>
<td><strong>How did Anansi make his tricks work?</strong> Have students talk about how Anansi was so clever. Encourage students to talk about why Anansi’s tricks were usually successful.</td>
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<tr>
<td><strong>How did Anansi get one hundred horns?</strong> (offered them shelter in a gourd, trapped them in the gourd) Have students describe the illustrations on these pages. Encourage students to talk about how they help them to understand what Anansi is like.</td>
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<td><strong>pages 14–15</strong></td>
<td><strong>What did the Anansi stories do for the slaves?</strong> (they gave them hope, helped them remember Africa, they could not be taken from them) Have students talk about ways the stories gave slaves hope. Encourage students to talk about things from their heritage that their family has kept.</td>
<td><strong>Why are Anansi’s stories important?</strong> (They meant a lot to the slaves; they taught that being small but clever is sometimes more powerful than being bigger and stronger.) Have students talk about whether or not they agree with this idea. Encourage students to provided specific examples either from the book or from experience to support their opinion.</td>
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<td><strong>How did Anansi get a tiger?</strong> (lured him into a bag) Have students talk about how Nyame reacted when Anansi completed his tasks to pay for the stories. Encourage students to talk about why folktales in West Africa are called Anansi stories.</td>
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Practice and Apply

**COOPERATIVE TASK** Ask the class: *What is Anansi’s main characteristic? How does he show this?* Then explain to students that they will work with a partner to list all of Anansi’s tricks and why he felt he had to be such a trickster. Tell students: *Make a two-column chart. One column is for listing Anansi’s tricks and the other column is for listing the reasons why Anansi tricked the characters.* Allow student time to complete their charts. Have volunteers share their ideas with the class. Then ask: *Which feat was Anansi’s greatest? Which feat showed Anansi at his trickiest? Is Anansi a good character or a bad one?* Have students explain their answers.

Remind students about the characteristics of a myth. Lead a discussion with the class about another myth they know about or have read such as Ulysses, Hercules, Pandora’s Box, or Echo and Narcissus. Review the myth with the class. Then have students compare and contrast this myth with *Anansi Tricks Again*. Draw a Venn diagram on the board and have students copy it on a separate sheet of paper. Tell students: *You and a partner will compare and contrast these two myths. What do they have in common? How are they different? Use the diagram to organize your ideas.* Circulate among the pairs, providing assistance as needed. Ask volunteers to share their ideas with the class. Complete the Venn diagram on the board with student 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

**Context Clues** Explain to students: Context clues are ways to help readers understand unfamiliar words and the meaning of what they read. There are many kinds of context clues: synonyms, comparisons and contrasts, definitions or descriptions, cause and effect, and examples. These clues are often stated, but not always. Some indirect clues can be found in the tone or mood of the passage. Write the types of context clues on the board for students to refer to as they complete the activities. Review what synonyms, compare, contrast, cause, and effect mean.

Have students look at page 3 and find the word *punished*. Say: Imagine that you are not sure what punished means. Read the sentences before the word appears. Read the fourth, fifth, and sixth sentences on the page as students follow along. Ask: Was Anansi always a spider? Elicit: no. Ask: What did Anansi do in sentence five? Elicit: He tricked his father and mother again and again; he never listened to a word they said. Ask: What would mothers and fathers do if their child behaved this way? Is turning someone into a spider something someone might enjoy? Explain to students that *punish* is what a parent might do when the child behaves badly or does something wrong. Ask students: What kinds of things do parents do when their children behave badly? Is it something that children enjoy? Elicit what *punished* means from the class. Explain to the class that the context clues are in the sentences before the unfamiliar word appears. Say: By looking at the sentences before and by using what you already know, you can figure out what the word punished means.

Have students look at page 4 and find the word *conceited*. Read the paragraph before the word *conceited* appears as students follow along. Remind students that Nyame says Anansi is conceited. Ask: What does Anansi do before Nyame calls him conceited? Elicit: He says he is the cleverest creature and he’s cleverer than his father. Explain: We can figure out that conceited has to do with what Anansi says and does. We can also look at the sentence that follows. It says that Anansi’s boasting makes his father angry. If we know what boasting means, we can figure out what kind of person a conceited person is. Ask volunteers to explain what conceited means.

Have students look at page 8 and find the word *flourish*. Read the sentences before the one in which the word appears. Ask the class: Imagine how Anansi might have pulled out the sun. Did he do it carefully? Did he do it in the same way as when he pulled out the night and the moon? Have students imitate how Anansi might have pulled the moon out of the bag. Ask volunteers to explain what flourish means.
Practice and Apply

**COOPERATIVE TASK**  Tell students they are going to work with a partner to locate the remaining key words in the text of *Anansi Tricks Again*. Explain: *Once you find the key word, identify what the word means and the kind of context clue used.* Circulate among the pairs and provide assistance as needed. Ask volunteers to share their ideas with the class.

Tell students that these words are also in the text. Explain: *You will work with a partner to locate the words and determine their meaning based on context clues.* Then ask volunteers to define the word and explain what clues helped them to understand the meaning of the word.

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.

**ECHO READING**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency.

Anansi indeed was a clever kid,  
But he was punished for the things he did.  
He was cunning, and he was conceited.  
As a spider he wasn’t defeated.  
Even though greed had caused him to deceive,  
His feats sometimes helped those who were in need.  
When he opened a bag with a flourish,  
He gave us the sun, and we were nourished.  
He trapped one hundred hornets in a gourd,  
And those stories keep us from getting bored.

Close

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
Interjections  Remind students that each word in a sentence has a job to do. Parts of speech are the ways words are used in a sentence, such as nouns, verbs, or adjectives. Point to the phrases on the board and have volunteers read them aloud. Point to the interjections and say: These words are interjections. Interjections are a part of speech that shows strong emotion or surprise. Words such as ouch, wow, or oops are interjections. Ask students to provide other examples of interjections.

Punctuation and Interjections  Say the sentences with the appropriate degree of emotion. The say them again, pointing to the sentence as you say it. Ask the class: Which sentence shows stronger emotion? Have students explain how they could tell which sentence shows more emotion. Explain to the class: We use an exclamation point with an interjection to show very strong emotion whether the interjection is alone or a sentence follows it. If the emotion is not as strong, use a comma to separate the interjection from the rest of the sentence. If the interjection is alone, use a period.

Practice and Apply  Tells students they are going to hear some sentences with interjections in them. They will determine if they would use a comma or an exclamation point when they write the sentence. Explain that if they think an exclamation point is necessary, they will wave their hands in the air. If a comma is needed, they will sit quietly. Then display the sentences on the board and have students practice reading them aloud to a partner. Point to a sentence and ask a volunteer to read it aloud. Remind students to use the appropriate emotion for the punctuation they see.

Class Prep

Sentences to say:
✔ Hey! That’s my bike!
✔ Oh, you don’t like broccoli.
✔ Wow! You look great!
✔ Cool! We have another snow day today!
✔ Oh no! My cat is stuck in the tree!
✔ Ouch, Kitty you scratched me.
✔ Gee, that’s too bad.
✔ Uh-oh! I forgot my lunch!
**Talk It Out  ** **Role-Play**  Explain to students: You are going to create a conversation with a partner that must have an interjection in each sentence. Once you decide what you are going to say, write each sentence on a sentence strip. Tell the class that they will present their dialogues and show the sentence strips as they say the line. Remind students: Pay attention to the degree of emotion when you speak and what kind of punctuation you will need when you write the sentences. Circulate among the pairs and provide assistance as needed. Then have the pairs present their dialogues to the class.

**Close**

**Write It Out**  To bring closure to Day 4, have students choose a victim of one of Anansi’s tricks and write five sentences telling how that character may feel about falling for one of Anansi’s tricks. Students should include interjections in three of their sentences. Remind students to use appropriate punctuation. Tell students not to use the character’s name in their sentences. Ask volunteers to share their sentences with the class. Encourage the class to guess who might be speaking.

**Class Prep**

Prepare sets of ten sentence strips for the number of pairs in the class.

**Topic of Discussion**

**Interjections**

1. Create a dialogue with a partner using an interjection in each sentence.
2. Write each sentence on a sentence strip.
3. Be sure the punctuation you use shows the appropriate emotion you want to show.
4. Share your conversation with the class as you show your sentence strips.
**Speaking and Writing**

**Model**

Tell students you are going to talk about Anansi’s tricks. Say:

*My favorite trick of Anansi’s is the trick he played on the tortoise. That was the one when Anansi was hungry and the tortoise had food. He told the tortoise he had to wash his hands before he ate. The tortoise went to the river to wash his hands, but he got them dirty again when he walked toward the food.*

Encourage students to politely ask you questions about why you like this trick or anything else they would like. Answer the questions accordingly. Provide an example question: *Why do you like this trick?*

**Practice and Apply**

**COOPERATIVE TASK** Explain to the class that they are going to talk about Anansi’s tricks with a partner. Tell students: *Choose a trick of Anansi’s you like best. Describe the trick to your partner and explain why you like this trick the best.*

Encourage students to ask their partner questions to learn more about the trick, why they like the trick better than the others, or what the trick tells us about Anansi. Circulate among the pairs, providing assistance as necessary.

Ask volunteers to share their ideas with 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 *Anansi Tricks Again* to self-correct their spelling.

<table>
<thead>
<tr>
<th><em>Words to Learn</em></th>
<th>Meaning</th>
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<tbody>
<tr>
<td>1. greed</td>
<td>Greed caused Anansi to misbehave.</td>
</tr>
<tr>
<td>2. conceited</td>
<td>Sam is so conceited that he thinks he is good at everything.</td>
</tr>
<tr>
<td>3. feat</td>
<td>It was quite a feat for Dad to build a tree house for my brother and me.</td>
</tr>
<tr>
<td>4. gourd</td>
<td>Some musical instruments can be made from a gourd.</td>
</tr>
<tr>
<td>5. cunning</td>
<td>Spies have to be very cunning.</td>
</tr>
<tr>
<td>6. punished</td>
<td>My little brother was punished for putting laundry soap on the dog.</td>
</tr>
<tr>
<td>7. deceive</td>
<td>Will tried to deceive Mom by telling her he didn’t break her lamp.</td>
</tr>
<tr>
<td>8. clever</td>
<td>I don’t know if foxes are clever, although people say they are.</td>
</tr>
<tr>
<td>9. flourish</td>
<td>John Hancock signed the Declaration of Independence with a flourish.</td>
</tr>
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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 Anansi’s actions. Write the following prompt on the board. Say: Think about what Anansi did and what happened as a result of his actions. Then write the writing prompt on the board and read it aloud.

Were Anansi’s actions worth the consequences? Why or why not?

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 to each student a two-column graphic organizer from Spotlight on English Blackline Masters or have students make their own on a separate sheet of paper. Tell students: Complete the chart with Anansi’s actions in one column and the consequences 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 them discuss the writing prompt with their partner. Encourage students to make suggestions to add to their partners’ writing.

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 their opinion about Anansi’s actions. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use interjections, 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, use of interjections, 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 Anansi Tricks Again 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 a 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.
Warm Up

Before Reading

Have students look at the cover and title page of *Revolutionary Women*. Ask volunteers to read aloud the title, author, and illustrator. Then have the class read the title, author, and illustrator with you: *Revolutionary Women* by Noelle Yaney Child, illustrated by Maria Wernicke.

Genre

Explain to students that there are many kinds of writing. Say: Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. *Revolutionary Women* is an example of nonfiction, sometimes called informational, writing. This means that the writing tells about real people, places, events, and facts. Discuss with the class what kinds of books might be informational/nonfiction.
Ask students to provide examples of books they know or have read that are informational/nonfiction. Explain that a biography is the story of a real person’s life. Say: Sometimes the subject of a biography is a person who is famous, sometimes it is the life story of someone who did something special, heroic, or unusual. When a person writes his or her own life story, it is called an autobiography. Have students talk about any biographies they have read. Encourage students to talk about people whose biographies they would like to read and why they want to read them.

Frontload Vocabulary

Point to the word musket and have students read it aloud with you. Explain: This was a type of firearm used in the past, especially during colonial times. You may also show a photo of a musket. Point to the word smuggle and have students read it aloud with you. Say: My family and I sometimes smuggle snacks into the movies because the food at the concession stand is expensive and not very healthful. Have students talk about things people smuggle and why they might smuggle these things. Point to the word pension and have students read the word aloud with you. Say: My grandfather worked for the company for forty years and got a very good pension from it when he retired. Explain that a pension is money that is given to someone for their work or service, usually when the person retires or reaches a certain age. Continue the procedure with the remaining key words. Then have students work with a partner to create sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask the class to talk about the Revolutionary War and important people from that time. Ask: Who fought the Revolutionary War? Why did they fight? Ask students to identify people from that time. Have them talk about what these people did. You may also display images of people and places from the Revolutionary War. Then ask the class: What is a hero? What make someone a hero? Have students discuss people they think are heroes and what they did to be a hero.

Close

Make Predictions To bring closure to Day 1, show students the cover and title Page of Revolutionary Women. 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 *Revolutionary Women* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence.

**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 with one or more words.

**Expanding**  Use questions such as these for students to draw conclusions about the women described in the text. Explain that when we draw conclusions, we take information about a character or an event to make a statement or judgment based on that information. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to make inferences about the information in the text. Remind students that when we make inferences, we use clues 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.

<table>
<thead>
<tr>
<th>Developing</th>
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<tr>
<td><strong>pages 2–3</strong></td>
<td><strong>What did colonists have to pay taxes on?</strong> (tea, glass, paper) <strong>What did the colonists do?</strong> (boycotted English goods) Have students talk about what the women did instead of buying British goods. Encourage students to talk about any boycotts they know about or have participated in. Have students talk about what things would be hard to boycott today.</td>
<td><strong>How did the boycotts of English goods help colonial businesses?</strong> <em>(People bought more colonial-made products.)</em> Have students talk about how this boycott might have been difficult for the colonists. Encourage students to talk about how the colonists solved any problems caused by the boycott.</td>
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<tr>
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<td><strong>pages 4–5</strong></td>
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<tr>
<td>What did Patriot women do to help the Patriot army? (rolled cartridges, raised money, made shirts for the soldiers)</td>
<td>How would Penelope Barker’s declaration inspire other colonists? Have students talk about whether or not a declaration can help a cause. Encourage students to talk about why the women might have decided to make this declaration.</td>
<td>How did the name “the Edenton Tea Party” mock the women? Encourage students to talk about why these women were mocked.</td>
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<tr>
<td><strong>pages 6–7</strong></td>
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<td>What did Emily Geiger carry? (a note from Nathan Hale) Why did Nancy Strong’s black petticoat mean? (the spy was ready for a message)</td>
<td>Why was Nancy Strong’s laundry a clever way to communicate with spies? Have students talk about what Nancy Strong’s communication system was like. Encourage students to talk about what Nancy Strong might have been like.</td>
<td>Why would General Greene trust Emily Geiger with such an important message? Have students talk about what Emily Geiger must have been like. Encourage students to speculate about why she is not more well-known.</td>
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<tr>
<td><strong>pages 8–9</strong></td>
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<td>What did Elizabeth Burgin do? (brought food to prisoners on ships, helped smuggle prisoners off the prison ships) How did Molly Pitcher get her name? (carried water to Patriot soldiers, sometimes fought the enemy)</td>
<td>Why would Elizabeth Burgin have been allowed to visit the prisoners? Have students talk about how Elizabeth Burgin must have seemed to the British soldiers. Encourage students to talk about how she might have communicated with the prisoners on the prison ship.</td>
<td>What was Elizabeth Burgin’s life like after she fled from New York? Have students talk about why Elizabeth Burgin would risk her life and her children’s lives to do what she did. Encourage students to talk about what kinds of causes for which people might be willing to lose everything.</td>
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</table>
### Developing

**Pages 10–11**
- **What did Margaret Corbin do?** (wore a man’s uniform, fought the British) *Why is she special?* (the first female soldier) Have students talk about what Margaret Corbin did after she was released by the British.

**Pages 12–13**
- **What did Deborah Gannett do?** (disguised herself as a man and fought in the army) *What is a camp follower?* (woman travelling with the army) Have students talk about who Paul Revere is and what he did to help Deborah Gannett.

### Expanding

**Pages 10–11**
- **What kind of soldier was Margaret Corbin?** Encourage students to provide evidence to support their opinion. Have students talk about what Margaret Corbin must have been like.

**Pages 12–13**
- **Why would Deborah Gannett promise to act like a lady?** (People were offended by her actions.) Encourage students to talk about why Margaret Corbin was a hero and Deborah Gannett offended so many people.

### More Complex

**Pages 14–15**
- **Who was Abigail Adams?** (the wife of John Adams, First Lady, and mother of a president) *Whose rights did she defend?* (African Americans and women) Encourage students to talk about what the First Lady does. Encourage students name other First Ladies and talk about anything they know about them.

**Pages 14–15**
- **What kind of person was Abigail Adams?** Have students talk about why Abigail Adams was so respected. Encourage students to talk about women today who are respected by many people.

**Pages 14–15**
- **Why was Abigail Adams able to influence her husband?** Have students talk about who influences them and why these people influence them. Encourage students to talk about what kind of person John Adams must have been.
Practice and Apply

COOPERATIVE TASK  Tells students that they are going to work with a partner to compare and contrast the revolutionary women and their efforts for the United States. Draw a two-column chart on the board and have students copy it on a separate sheet of paper. Explain to students: List the women in one column and what they did for the American Revolution in the other column. Explain to students that once they have their chart complete, it will be easier to compare and contrast the women’s contributions to the war effort. Have volunteers share their ideas with the class and complete the chart on the board with students’ responses with ideas elicited from the class. Then compare and contrast the activities. Ask: Which woman made the most important contributions? Have students explain their answers.

Lead the class in a discussion about the characteristics of nonfiction writing. Encourage students to think about nonfiction texts they have read and how the information was presented. Tell students that they are going to work with a partner to compare and contrast Revolutionary Women with Ancient Advice. Explain: You and your partner will compare and contrast these two books. Think about what each book is about, how the information is presented, and what characteristics of nonfiction texts each of these books have. Use a Venn diagram to help you organize your ideas. Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class. Complete 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

**Review Context Clues**  Remind student that context clues are ways to help not only understand a word, but also understand the text. Elicit from the class the different categories of context clues. Elicit: synonyms, compare and contrast, cause and effect, definition and description, and examples. Display the following word list on the board: *spinning bee, convinced, mocked, petticoat, document,* and *recognized.* Distribute a three-column graphic organizer. Tell students to write the word on the board in the first column. Explain to students that they will work with a partner to look for context clues in *Revolutionary Women* to help them understand the word. They will write what they think the word means based on the context clues in the second column. Provide copies of the book. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share with the class the information they wrote in the second column of their charts.

Provide dictionaries for the students. Tell students they will look up the words and write the dictionary definition in the third column. Allow students time to complete this column and then ask volunteers to share the definitions with the class. Have students compare the definition they wrote in the second column with the dictionary definition in the third. Ask students which clues helped them to understand the meaning or sense of the word.

**Types of Context Clues**  Remind students: *Context clues are ways to help not only understand a word, but also understand the text. When we know how to use context clues, we can read with more purpose and understanding.* Review the different categories of context clues with the class: synonyms, compare and contrast, cause and effect, definition and description, and examples. Have students look for the word *boycotted* on page 2 of *Revolutionary Women.* Ask a volunteer to read the last paragraph on the page. Explain: *The sentence says the colonists boycotted English goods. The text goes on to explain that the colonists bought colonial-made goods even when the English goods were more finely made. The following sentences explain what boycott means by providing examples of the goods the colonists bought and what they did not buy from Britain.* Have students look for the word *declaration* on page 4. Say: *The sentence says the declaration was written by someone. The next sentence says: “The document stated women would not drink tea from England.” These context clues help define the word declaration by telling us that it is something written, it is a document, it stated something, and was signed.* Finally, have students locate the word *smuggle* on page 8. Explain: *The prisoners were on the ship, but Elizabeth Burgin smuggled them off the ship. You can imagine that the prisoners could not be seen as they left the ship; they had to be hidden.*

Class Prep

Write the following words on the board:
- boycotted
- declaration
- smuggle

68  Week 6  Revolutionary Women
Practice and Apply

**Cooperative Task** Distribute a three-column graphic organizer. Tell students to write the words on the board in the first column. Explain to students: *You will work with a partner to look for context clues in Revolutionary Women to help you understand the words. Write what you think the words mean based on the context clues in the second column. Distribute dictionaries to students. Explain: Look up the words and write the dictionary definition in the third column.* Allow students time to complete this column and then ask volunteers to share the definitions with the class. Have students compare the definition they wrote in the second column with the dictionary definition in the third.

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.

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

Many honorable women made great contributions,
And many of them helped America’s Revolution.
They made declarations demanding no more taxation.
No more taxation without any representation.
These heroines believed all of this was a worthy cause,
And they decided to work hard toward it without pause.
They boycotted British goods; some of them carried muskets.
Some got food to the prisoners by smuggling it in baskets.
Some women had influence over men in history.
Some women soldiers got pensions from the military.
No matter what they did in Revolutionary days,
Their courage and their loyalty helped make the U.S.A.

Close

**Cooperative Task** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
Verbs  Prior to class, prepare cards for 20–30 verbs. Use a variety of verbs, both regular and irregular. Prepare enough sets of cards for the number of pairs in the class. Distribute the cards and a die to each pair. Explain to the class that they will draw two cards and must make a sentence using both verbs. They will toss the die to determine the tense of the sentence. Assign numbers for past, present, and future tenses. For example, if the number one is assigned to future tense and the student rolls a one, the sentence must refer to the future. Challenge students to shift tenses, but they must do so logically and correctly. Remind students that the perfect tenses often work with other simple tenses. Provide this example: I take ballet lessons and have taken them for five years. When I am thirty, I will have finished college. Circulate among the pairs and provided assistances as necessary. Then do the activity as a class and have volunteers create sentences.

Verb Tenses  Explain to students: When we are talking about tense in grammar, we are referring to the time in which the action occurred. There are three basic tenses: past, present, and future. Within these time frames, verb tenses can be simple, progressive, or perfect. Ask volunteers to read aloud the sentences on the board. Point out the tenses each sentence represents. Review simple past, present, and future tenses with the class. Provide sentence starters such as: Yesterday I…, Today I…, Next week I… Repeat the process with different subjects and irregular verb forms. Review the perfect tenses with the class. Remind students that the perfect tenses make a connection from one time to another: from the past to the present; from the past to farther back in the past; and from the present to the future.

Review / ELLs  Review verb tenses with students by showing them flashcards with the base form verb on one side and the past tense and past participle on the other side. Use both regular and irregular verbs. Show students the base form and have them say the past tense, present participle, and past participle forms. Then say one of the forms: past participle. Have students provide the base form and past form.
Shifts in Tense  Ask volunteers to read the sentences on the board. Explain: These are tense shifts that show a natural progression of time. Using a time word such as then, now, or soon, can also show a logical shift in tenses. Explain that the tense shift in the first sentence is logical because the first action is in the past progressive and was happening when the second action occurred. Point out that the shift changes in the second and third sentences are logical because although both actions are in the past, the first action happened before the second one. Say: The last sentence has a logical shift change because the shift change is marked by the time phrase in the future.

Tell students that they must be careful not to make any illogical shifts in tense. Write the following sentence on the board: He walks outside and left the door open. Have students identify the verbs and the tense of each verb. Explain that the sentence begins with a present tense verb and ends with a past tense verb. The shift in tenses does not make sense. Explain: This problem is not difficult to fix. One way is to change the first verb to the past tense to have both verbs be in the past tense. The other option is to change the second verb to the present tense so that both verbs are in the present.

Practice and Apply

Cooperative Task  Explain to students that they will work with a partner or in a small group to identify incorrect shifts in tense. Once they have identified the error, they must correct it. Tell students that not all of the sentences will have errors. Circulate among the pairs or groups and provide assistance as necessary. Then ask volunteers to identify the errors and share their corrections with the class.

Close

Write It Out  To bring closure to Day 4, have student write about their day today. Tell students to include what they plan to do later today. Explain that they should include a logical tense shift in three of their sentences. Then ask volunteers to share their sentences with the class.

Class Prep  Write the following sentences on the board:

- Emily Geiger was riding to deliver a message when the British stopped her.
- Mary Hayes had been carrying water to soldiers when she began to fight in the Battle of Monmouth.
- Some men recognized that women had helped win the war.
- Women have contributed a lot in American history and they will contribute much more in the future.

Class Prep  Prepare sets of sentence strips for the number of pairs or groups of three in the class:

- I gave him a chair and sit beside him.
- Last summer we went to California and will go to Disneyland.
- Mike was happy with his grades, but his mother is not.
- When I opened the door, a big black cat walked in.
- The pitcher throws the ball and the catcher caught it.
- The teacher said we had done well on the test.
- Everything works until we lost power.
- My mom made breakfast and then she will go to work.
Speaking and Writing

Model

Tell students you are going to describe something from Revolutionary Women. Have students think about the clue and of yes/no questions. Elicit questions and guesses from the class until the correct answer, tea, is given.

You wouldn’t believe the trouble I caused.
I’m something some people use every day.
I’m usually something people enjoy on a cold day or in the afternoon.
Because I’m very popular, when it took more to have me, people got angry.
They even threw me in the harbor and refuse to take me home with them.
Such problem a little leaf like me can cause!

Practice and Apply

COOPERATIVE TASK  Tell students: You will describe one of the key words, people, or events from the story to a partner. Your partner may ask three yes/no questions to help you guess the correct answer. Circulate among the pairs and provide assistance as necessary. Then ask volunteers to share the descriptions for the class to guess. Encourage the class to politely ask questions to 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 Revolutionary Women to self-correct their spelling.

1. cause  Many people fought for the cause of independence.
2. pension  People who retire get a pension.
3. contributions  Immigrants have made important contributions to this country.
4. honorable  My grandfather got a medal for honorable service.
5. boycotted  People boycotted the bus service in Selma, Alabama.
6. influence  Friends can be a big influence on a person’s life.
7. smuggle  I smuggle snacks into theaters because prices are too high.
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about a woman in U.S. history.

Write the following prompt on the board. Say: You will research a woman from U.S. history. As you do your research, think about what she did and how she contributed to the United States. 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. Provide research materials such as books and Internet site for students to use. Distribute to each student a 5Ws and 1H 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: The graphic organizer will help you organize the information you find in your research.

Organizing Ideas  COOPERATIVE TASK

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

Drafting  Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about a woman from U.S. history. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use correct shifts in tenses, 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, appropriate shifts in tense, 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 Revolutionary Women 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 a 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.

Revolutionary Women  Week 6
Warm Up

Before Reading

Have students look at the cover and title page of *Friend of the Frogs*. Ask volunteers to read aloud the title, author, and illustrator. Then have the class chorally read it with you: *Friend of the Frogs* by Noelle Yaney Child, illustrated by Ines Huni.

Genre

Explain to students that there are many kinds of writing. Say: Two major kinds of writing are fiction and nonfiction. There are different genres, or types of writing within these two categories. Myths, folktales, science fiction, and realistic fiction are types of fiction writing. *Friend of the Frogs* is an example of realistic fiction. Explain: This means that the story could be real, but it is not. The characters, setting, and events may be real or could be real, but they are not. Sometimes people some characters, settings, or facts in the story are real, but the actual story is not. Have students talk about other works of realistic fiction they know about or have read.
Frontload Vocabulary

Point to the word *predator* and have students read it aloud with you. Say: *Bears, wolves, and cougars are predators of smaller animals in the western part of the United States.* Have students identify which animals these predators eat. Point to the word *woodwinds* and have students read it aloud with you. Say: *Clarinets, oboes, and flutes are woodwinds.* Have students talk about how these instruments are played and whether or not they can play them. Encourage students to talk about the other kinds of musical instruments, such as strings, brass, and percussion, and give examples of instruments in these categories. Point to the word *amphibians* and have students read the word aloud with you. Say: *Frogs are amphibians: animals that live on land and in the water.* Ask students to identify other amphibians. Continue the procedure with the remaining key words. Have students write sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask the class to describe a wetlands region. They should talk about what plants and animals might live there. Ask students to share any experiences they might have had at nature centers, zoos, or parks. Ask: *What kinds of things did you learn? Why are these places important?*

Close

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *Friend of the Frogs.* 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 *Friend of the Frogs* 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 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 with one or more words.

**Expanding**  Use questions such as these for students to show understanding of cause-and-effect relationships. Remind students that the cause explains why something happened, and effect is the result of that. Words such as *so*, *because*, *since*, and *therefore* indicate cause-and-effect relationships. Students may answer in phrases or short sentences.

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

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<td><strong>What did Frog Girl find out when she showed the frog to Mr. Phillips?</strong> <em>(Other students found frogs with deformities, too.)</em> Have students talk about how the students might have felt when then found the deformed frogs.</td>
<td><strong>What kind of person is Frog Girl?</strong> Have students talk about whether or not Frog Girl would be someone they would be friends with. Encourage students to talk about whether or not her nickname is a nice or not nice nickname.</td>
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<td><strong>What was wrong with the frog that Frog Girl found?</strong> <em>(It had a third back leg.)</em> Have students talk about other deformities frogs might have. Encourage students to talk about how they would feel if they found one of these frogs.</td>
<td><strong>What was wrong with the frog that Frog Girl found?</strong> <em>(It had a third back leg.)</em> Have students talk about other deformities frogs might have. Encourage students to talk about how they would feel if they found one of these frogs.</td>
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<td><strong>pages 4–5</strong>&lt;br&gt;Where do the extra nutrients in soil come from? (fertilizers and detergents) Have students talk about what algae looks like.</td>
<td>How do too many nutrients get into soil and water? What does too much fertilizer in the water do? (Rain washes the nutrients into the water; they cause too much algae to grow.) Have students talk about why people use fertilizer. Encourage students to talk about other things that could harm the water supply.</td>
<td>How do things people do affect natural areas? Encourage students to talk about things they do to harm and help the environment.</td>
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<td><strong>pages 6–7</strong>&lt;br&gt;What causes the frog deformities? (Parasites from snails go in the water.) Have students identify the states that are part of the Chesapeake Watershed and whether or not they have visited these states. Encourage students to talk about how too much algae can damage the environment.</td>
<td>How does too much algae affect the wetlands? (There are more snails to eat the algae. The snails have a parasite that passes to the frogs and causes deformities. Algae block the sunlight so underwater plants can’t grow.) Encourage students to talk about how fertilizers and detergents in the water far away can affect the wetlands.</td>
<td>How do frogs show the environment is out of balance? How can the balance of nutrients affect areas far away? Encourage students to talk about why they think frogs are so sensitive to environmental changes.</td>
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<td><strong>pages 8–9</strong>&lt;br&gt;What is Frogwatch? (A National Wildlife Federation program that monitors frogs.) Encourage students to talk about what happens at a Frogwatch.</td>
<td>How does Frogwatch help scientists? (The people record the types of frogs they hear and how often they hear them.) Have students talk about why the National Wildlife Federation would have programs like Frogwatch.</td>
<td>How do wetlands show the dependence plants and animals have on each other? Encourage students to talk about changes in the environment affect people.</td>
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<td>Developing</td>
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<td>More Complex</td>
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<td><strong>pages 10–11</strong></td>
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<tr>
<td>▶ <em>What did Frog Girl’s experience at the Frogwatch remind her of? (an orchestra concert)</em></td>
<td>◀ <em>Why did Cathy give everyone a lesson in frog sounds? (So they can accurately record which frogs they hear.)</em></td>
<td>▶ <em>How were the people feeling at the beginning of the Frogwatch? Encourage students to talk about how events like Frogwatch can get more people involved with helping to solve environmental problems.</em></td>
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<tr>
<td>Have students talk about how Frog Girl’s experience at the Frogwatch was like a concert. Encourage students to talk about whether or not they think a Frogwatch might be fun.</td>
<td>Have students talk about what it must have been like waiting for the frog sounds.</td>
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<tr>
<td><strong>pages 12–13</strong></td>
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<tr>
<td>▶ <em>What could Frog Girl do to help improve the water? (teach people about frogs at the community fair)</em></td>
<td>◀ <em>How can a booth at the community fair help frogs? (It can tell people about the problem and ways to help the frogs.)</em></td>
<td>▶ <em>Why did Cathy think it was a good idea for the students to teach people about the frogs? Have students talk about what they think Cathy is like and whether or not they think she is good at her job.</em></td>
</tr>
<tr>
<td>Have students talk about how the other frogs sounded. Encourage students to talk about any experiences they have had at community fairs.</td>
<td>Have students talk about other things community members might do to help the frogs. Encourage students to talk about any experiences they have had doing activities to protect the environment.</td>
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<td><strong>pages 14–15</strong></td>
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<tr>
<td>▶ <em>What things did the students have at their booth at the fair? (flowcharts, deformed frogs, flyers, frog stickers, CD of frog sounds)</em></td>
<td>◀ <em>What drew people to the frog booth? What did people do at the frog booth? (The CD of frog sounds; they signed a pledge to be a friend to the frogs by not using fertilizer and using low phosphorus and phosphorus-free detergents.)</em></td>
<td>▶ <em>Why did so many people visit the frog booth? Have students talk about any exhibits they saw that were or were not interesting, attractive, or informative.</em></td>
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<tr>
<td>Have students talk about what they think might have been the most interesting thing at the frog booth. Encourage students to talk about whether or not they would sign the pledge.</td>
<td>Have students talk about whether or not the pledge is a promise that people will keep. Encourage students to talk about other pledges people make and whether or not they are easy to keep.</td>
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### Practice and Apply

**Cooperative Task** Tell students they are going to work with a partner to identify the main idea of *Friend of the Frogs*. Say: *Think about the message of this book. Why do you think this is the message?* Encourage students to think of specific information that supports this main idea. Then have volunteers share their ideas with the class. Ask: *Do you agree with the author’s opinion that we can do things to improve the environment? Do you think the efforts of Frog Girl and her friends can actually help the frogs? Why or why not?*

Lead a discussion with the class about the characteristics of realistic fiction. Explain to students: *You and your partner are going to compare Friend of the Frogs and A Shelter from a Storm. What do these two works of realistic fiction have in common, how are they different?* Remind students to think about setting, characters, plot, conflict, and the aspects of each story that are actually real. Draw a Venn diagram on the board and have students copy it on a separate sheet of paper. Tell the class that they will use the Venn diagram to help them organize their ideas. Circulate among the pairs, providing assistance as needed. Ask volunteers to share their ideas with the class. Complete 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

Decoding Words Out of Context  Remind students that when we see an unfamiliar word in a text, we can sometimes use context clues to help us figure out what the word means. Say: Context means what is around the word. Tell students: Sometimes there are no context clues, the word is out of context.

Review decoding techniques with the class. Remind students: Words can be broken into syllables, and each syllable contains a vowel sound. Point to the word student on the board. Break the word into its two syllables: stu-dent. Explain to students: The first syllable ends in a vowel and the vowel sound is long. The second syllable end in a consonant and the vowel sound is short. Point to the word convince on the board and have students decode it.

Remind students: Vowel teams usually fall into the same syllable because they form one sound. Point to the next four on the board and ask volunteers to read the words aloud. Have the class repeat them. Point to the last five words the words on the board. Explain to students: When a word ends in consonant + le, that letter combination is one syllable. Ask volunteers to read the words aloud and have the class repeat after them.

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 pairs. Provide assistance as necessary. Then show the word to the class and have volunteers read it aloud.

Class Prep

Write the following words on the board:
✔ student
✔ convince
✔ beneath
✔ around
✔ healthy
✔ noise
✔ people
✔ turtle
✔ table
✔ little
✔ nimble

Prior to class, prepare enough sets of vocabulary cards for the number of pairs in the class. Use the following words:
✔ wriggling
✔ pollution
✔ complicated
✔ Susquehanna
✔ parasite
✔ phosphorus
✔ nutrient
✔ detergent
✔ spectacular
✔ signature
✔ federations
✔ Chesapeake
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.

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

We are all concerned the wetlands are in trouble. We found that frogs with deformities are double. Some frogs with deformities have an extra limb. Other frogs don’t have limbs to be able to swim. These poor amphibians sometimes become easy prey. The predators will eat them; they can’t get away! Fertilizer in the water makes algae grow, And bacteria kill plants in the water below. There are fundamental things we can do today. We can stop the frogs from developing this way. Tell your friends and your family to be aware Of the soap they use and the products for lawn care. Some people might be recruited to lend a hand. And they will get others to help save the wetlands. If more people are convinced these actions are right, We can enjoy the woodwinds of the frogs at night.

Close

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

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:
- wetlands
- deformity
- limb
- algae
- fundamental
- amphibians
- bacteria
- predators
- woodwinds
- recruited
- convince
- pledge
**Grammar and Usage**

**Conjunctions**  Ask the class: What is a conjunction? What are some examples of conjunctions? If students exhibit difficulty identifying and explaining conjunctions, provide explanations and examples for them. Remind students: Conjunctions connect words, phrases, and clauses. Examples of conjunctions are: for, and, nor, but, or, yet, and so. Have volunteers read the sentences aloud. Then ask students to identify the conjunctions. Ask: What are the conjunctions connecting? What kind of relationships are they showing? Elicit: or, so, yet, clauses, choice, result, and contrast.

**Correlating Conjunctions**  Display the following sentences on the board:

- Both Frog Girl and Will found frogs with deformities.
- Not only did we have an unusual frog in our booth, but we also had a CD of frog sounds.
- Neither my mother nor my father knew about things they could do to save the wetlands.
- My friends and I will either go to the Frogwatch or volunteer at the nature center.

Underline the correlating conjunctions both…and, not only…but also, neither…nor, either…or. Explain to the class: These pairs of words are correlating conjunctions. They relate words in a sentence. Have students look at the examples on the board and determine which words are connected by the conjunctions. Elicit: Frog Girl, Will; unusual frog, CD of frog sounds; mother, father; go to the Frogwatch, volunteer at the nature center. Ask students: Which correlating conjunctions refer to choice, a negative choice, and in addition to? Point out to students that when we use both, the verb is in plural because we are talking about two things. Say: If the subjects of the clauses are connected by the other correlating conjunctions, the subject closest to the verb determines whether the verb is singular or plural. Refer students back to the examples to illustrate this point.

**Review / ELLs**

Review singular and plural verb forms with the class. Be sure to review be and have which will be used in progressive and perfect forms. Say a verb and then a subject and have students provide the correct verb form. Say the correct form and hold up one finger for a singular verb form and two fingers for a plural form. Remind students that the simple past has no singular and plural form except for the verb be.
Practice and Apply

Display the following sentences on the board:

- My brother likes neither vegetables nor fruit.
- Both eating healthy and getting enough rest are important for living well.
- Either we drive or we take the subway to get to the restaurant.
- Not only do I like sports but I also like the arts.

Explain to students that correlating conjunctions need to connect similar kinds of words. Nouns go with nouns, verbs with verbs, adjectives with adjectives, etc. Have students identify the words or phrases the correlating conjunctions are linking in the sentences on the board.

Prior to class, prepare enough sets of 15-20 cards with pairs of words on them for the number of pairs of students in the class. Use pairs of words, such as cats/dogs, swimming/playing basketball, broccoli/spinach, language arts/math class, the city/the country, cute/funny, short/tall, nasty/scary.

**Talk It Out  COOPERATIVE TASK** Explain to students they are going to work with a partner to create sentences using the words on the cards and correlating conjunctions. Tell students: *Vary the correlating conjunctions you use.* Circulate among the pairs and provide assistance as necessary. Then ask volunteers to share their sentences with the class.

**Close**

**Write It Out** To bring closure to Day 3, have students write sentences about the frogs the students found in *Friend of the Frogs*. Ask: *What did they look like? What information did they tell about the wetlands?* Tell students that they will write five sentences and must use correlating conjunctions in each sentence. Have volunteers share their sentences with the class.
Model

Talk with the class about where they might see different information booths. Tell students you are going to man a booth about careers in education. You are going to do a brief introduction about teaching. They should listen to what you say and then ask you questions about the career. Say:

Teaching can be a really fun job. You can be creative while you help students learn. Working with kids is a lot of fun, too. It isn’t an easy job, but it’s an important job. I feel good doing what I do because it helps kids work toward their dreams and goals.

Practice and Apply

**ROLE-PLAY** Tell the class that they are going to work in small groups. Explain:

*Each group is going to present a dialogue about the frog booth at the community fair mentioned in Friend of the Frogs. Some of the group members will be the students manning the booth, and others will be visitors to the booth. The visitors will ask questions about wetlands conservation, the display, frogs, or anything having to do with the booth. The students in the booth will politely answer the questions and convince the visitors to sign the Frog Pledge.* Remind students that the booth had visual aids and the CD of frog sounds and encourage them to refer to these things in their dialogues.

**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 *Friend of the Frogs* to self-correct their spelling.

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<tbody>
<tr>
<td>1. <strong>pledge</strong></td>
<td>We made a pledge to recycle and conserve water and electricity.</td>
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<tr>
<td>2. <strong>algae</strong></td>
<td>Algae are plants that live in the water.</td>
</tr>
<tr>
<td>3. <strong>wetlands</strong></td>
<td>The wetlands are some of the most fragile regions in the country.</td>
</tr>
<tr>
<td>4. <strong>recruited</strong></td>
<td>My friend Maggie recruited me to help with the food drive.</td>
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<td>5. <strong>bacteria</strong></td>
<td>A lot of illnesses are caused by bacteria.</td>
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<tr>
<td>6. <strong>deformity</strong></td>
<td>The poor little frog had a deformity growing out of its back.</td>
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<tr>
<td>7. <strong>convince</strong></td>
<td>I want to go camping, but I have to convince my mom to let me go.</td>
</tr>
<tr>
<td>8. <strong>amphibians</strong></td>
<td>Frogs and toads are amphibians.</td>
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<tr>
<td>9. <strong>woodwinds</strong></td>
<td>Clarinets, oboes, and flutes are woodwinds.</td>
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<tr>
<td>10. <strong>predators</strong></td>
<td>When animals are physically weak, it is easier for predators to eat them.</td>
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<tr>
<td>11. <strong>limb</strong></td>
<td>Arms and legs are limbs.</td>
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<tr>
<td>12. <strong>fundamental</strong></td>
<td>Phonics is a fundamental part of learning to read.</td>
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Culminating Activity

**Writer's Workshop**

Tell students that they are going to write about how people harm the environment and how we can improve the environment. Write the following prompt on the board. Say: *Think about what people do directly or indirectly that hurts the environment, especially plants and animals that live in a certain area. Think about what we can do to fix that damage.* Then write the writing prompt on the board and read it aloud.

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**The Writing Process**

**Pre-writing** Explain: *The first step in the writing process is pre-writing.* In this step, we gather ideas about what we are going to write. 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: *Write the name of the biome: wetlands, ocean etc. in the body of the spider. Then write the negative affects people have on this biome. Write the solutions to the negative impact under the corresponding leg.* Tell students that they may add more legs if necessary. Provide research materials such as books or Internet sites for students to use in their research.

**Organizing Ideas** COOPERATIVE TASK

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

**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 negative effects on the biome and solutions to fix these effects.* Ask students to use all of the words in the Key Words box in their writing, encouraging them to use correlative 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 use of correlative conjunctions, 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 *Friend of the Frogs* 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 a 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.

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**Writing Prompt**

- What are ways that humans negatively affect a biome? What can be done to fix the damage?
Warm Up

Before Reading

Have students look at the cover and title page of *Chasing the Stars*. Ask a volunteer to read the title, author, and illustrator. Say the title, author, and illustrator and have students repeat it after you: *Chasing the Stars* by Noelle Yaney Child, illustrated by Leicia Gotlibowski.

Genre

Remind students that we read to learn. Books, stories, and poems can inform, explain or describe, persuade, or entertain. Say: *Chasing the Stars* is an example of a travel journal. A journal is divided into daily entries. Each entry has a date. The writer writes in the first person since this is their personal experience. The writer tells about a trip, and expresses his or her feelings during the trip. Explain to students that there are other kinds of journals. Ask the class: When might someone want to keep a journal?
Frontload Vocabulary

Point to the word doldrums and have students read it aloud with you. Explain: The doldrums is a sailing term, which is a term used when there is no wind and a boat is stuck in one place. We sometimes use it when we feel stuck or a little sad or bored. Ask students to talk about times they were in the doldrums.

Point to the word squalls and have students read the word aloud with you. Say: A squall is happens when the wind blows faster and there is a rain or snowstorm. It usually happens quickly, doesn’t last long, and there may be several of these storms. Ask students to talk about any experiences they have had with a squall.

Point to the word ancestors and have students read it aloud with you. Explain: Ancestors are people in your family who lived before you. Your great-grandparents are your ancestors. Have students talk about where their ancestors came from and anything else they might know about them. Continue the procedure with the remaining key words. Then have students work with a partner to come up with sentences using the key words. Ask volunteers to share their ideas with the class.

Activate Prior Knowledge

Ask the following questions: What do you know about Hawaii? How did people travel long ago? What did they use to help them find their way? Encourage students to discuss any experiences they may have had on a boat or ship. Have students talk about what people do to find their way. Discuss with students what it must have been like to take a long ocean voyage before the technology we have today existed. Ask: What kind of people do you think the explorers were? What characteristics did they have? Would you like to have been an explorer? Why or why not?

Close

MAKE PREDICTIONS To bring closure to Day 1, show students the cover and title page of Chasing the Stars. 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 *Chasing the Stars* 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 about the text. Students may answer with one or more words.

- **Expanding**  Use questions such as these for students to show understanding of sequence. Remind students that sequence is the order of events in the story. Say: *First, next, then, and finally are clues that indicate the order of events.* Students may answer in phrases or short sentences.

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

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<tr>
<td>Where is the narrator from? <em>(Hawaii)</em> Who is Mr. Thompson? <em>(a traditional navigator and teacher)</em> Encourage students to talk about where they are from and who are some people who are their teachers both in and out of school.</td>
<td>How did the crew prepare for their journey? <em>(They took classes with Mr. Thompson.)</em> Encourage students to talk about what the crew members might have packed for their journey.</td>
<td>How does Mr. Thompson feel about his culture? Encourage students to talk about how they feel about their culture and what makes them most proud of it.</td>
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## Developing

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| **What are two ancient skills the students will learn?** (wayfinding and canoe voyaging)  
**How does the narrator feel at the beginning of the voyage?** (sick) |
| Encourage students to talk about any experiences they have had on boats or ships. Have students talk about what kinds of skills someone would need to sail. |

## Expanding

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| **Why did the crew have to lower the sails?** (It was raining, there were squalls.)  
**What did the crew do during the squalls?** (They lowered the sails, clipped themselves to harnesses, and bailed water.) |
| Have students talk about how they feel when they are about to begin a trip. Have students talk about any trips they have taken that were adventures. |

## More Complex

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| **What did the ancient navigators use as guides on their trip?** (stars)  
**What happens in the doldrums?** (There is no wind and the boat doesn’t move.) |
| Encourage students to talk about other things people use to navigate. |

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<th>Pages 8–9</th>
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| **What does the narrator do during his watch at night?** (Learns about constellations, thinks about his ancestors, and learns more about wayfinding.)  
**What was the time in the doldrums like? How did the crew feel?** |
| Have students talk about what they might think about looking up at a starry sky.  
Have students talk about what they would feel if they had been a crew member on that trip. |
### Developing

**pages 10–11**
- **What did the crew have for their feast?** *(mahi-mahi fish, breadfruit, octopus)* How many miles a day does the boat travel? *(150 miles)* Encourage students to talk about whether or not they have tried any of these foods. Have students talk about what other foods the crew might have eaten during their trip.

**More Complex**
- **What must the crew have felt when they saw the glowing sea?** Encourage students to talk about any experiences they might have had seeing phosphorescent organisms. Have students talk about any other experiences they have had or would like to have seeing natural wonders.

### Expanding

**pages 12–13**
- **Who is Hawaii’loa?** *(a great chief, father of the Hawaiian people)* Why did the kids collect rainwater? *(to have freshwater)* Encourage students to talk about other people who are fathers of different countries. Have them tell what they know about these fathers.

**More Complex**
- **What must Hawaii’loa have been like?** How was the crew feeling as they collected the rainwater? Encourage students to talk about why Hawaii’loa might have been looking for a new place to live and how he might have persuaded his people to come to Hawaii.

### More Complex

**pages 14–15**
- **Where did the boat get its name?** *(It’s the Hawaiian name for a star.)* Have students talk about anyone other words they know in Hawaiian and what the words mean. Encourage students to talk about whether or not they think the boat has a good name.

**More Complex**
- **What happened after the narrator could not navigate using the rhythm of the waves?** *(He closed his eyes and felt the movement of the boat, which made him sense the patterns of the waves.)* Have students talk about how the narrator felt as he felt the waves. Encourage students to talk about how they feel when they are floating on the water either by themselves or in a boat.

**More Complex**
- **Was Mr. Thompson a good teacher?** Why or why not? Have students talk about the characteristics of a good teacher. Encourage students to talk about any good teachers they have had either in or out of school.
### Developing

**Page 16**

- **What is a sign that land is near?** *(birds)* How did the narrator feel at the end of the trip? *(sad the trip was over, exciting to keep learning about Hawaiian culture)* Encourage students to talk about how they feel when a trip is over. Encourage students to talk about signs that tell us the ocean is near.

### Expanding

- **What was the narrator going to do after the trip?** *(He was going to go back to school and soccer games and continue to study wayfinding.)* Have students talk about how their life is like the narrator’s and how it is different. Encourage students to talk about any experiences they have had that made them interested in something new that they still do now.

### More Complex

- **Why did the author write this book?** Elicit the four purposes of writing from the class. Allow answers that include to explain or describe, to inform, and to entertain. Encourage students to talk about whether or not they think the author achieved her purpose. Ask them to provide specific examples to support their opinions.

### Practice and Apply

**Cooperative Task**  
 Ask the class: *Why do you think the narrator wanted to be part of the voyage? Would you like to be part of the voyage? Why or why not?* Then have students write about an adventure involving travel that they would like to have and why. Ask volunteers to share their ideas with the class.

Encourage students to talk about how they feel when a trip is over. Encourage students to talk about signs that tell us the ocean is near.

**What was the narrator going to do after the trip?** *(He was going to go back to school and soccer games and continue to study wayfinding.)* Have students talk about how their life is like the narrator’s and how it is different. Encourage students to talk about any experiences they have had that made them interested in something new that they still do now.

**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.
Frequently Confused Words  Remind students that there are words that sound the same but are spelled differently and have different meanings. Say: These words are called homophones; they sound the same but have different meanings and spellings. Have volunteers read the words aloud. Ask students to explain what the words mean or provide them with definitions or explanations. Discuss with the class ways they can distinguish these words and write the correct word for the context.

Practice and Apply

COOPERATIVE TASK  Have students work with a partner to find an example of each group of homonyms in Chasing the Stars. Explain to the class: When you find one of the words, note the page number where you found it, and determine the meaning of the word based on the context. Have students turn to page 2 and find the word eight in the third sentence. Read the third sentence on page 2 aloud and have students determine whether eight refers to a number or the past tense of eat. Show students that if they substitute the word seven for the word eight, the sentence still makes sense. Then, substitute the word had for eight and ask students whether or not the sentence still makes sense. Explain: When we substituted another verb for the word, the sentence did not make sense. When we substituted another number, the sentence made sense. Have students turn to page 2 and find the word eight in the third sentence. Repeat the procedure for another group of homophones before giving students time to work with their partners. Circulate among the pairs, providing assistance as needed. Ask volunteers to share their ideas with the class.

Review / ELLs

Prepare sets of index cards with the words on the board written on them. Have students practice reading them aloud to a partner. Review the different meanings of each word. Then give a description or definition of a word and have students hold up the card that matches the description. Finally, tell students you are going to read sentences that contain words from their cards. Students must hold up the card with the correct word used in the sentence they heard.
**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.

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

We used old navigation tricks like our ancestors did.

Using the stars and not compasses, over swells we slid.
Through Oceania’s latitudes, through the doldrums, and the squalls,
The replica of our ancestors’ boat seemed very small.
The escort boat was always close if we needed a tow.
They would make sure we got home safe, and that was good to know.
We all had to rest under a tarp, and we slept in shifts.
We bailed water from the boat that was so heavy to lift.
But we saw all those shining stars and the bright moon at night.
We saw small organisms that glowed with a greenish light.
When the trip was finally over, our brave crew felt sad.
We became like a family, and for that we were glad.

**Close**

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

Write the following sentences on the board:

- He will guide us using his knowledge of the sun, stars, moon, wind, and sea.
- To honor our ancestors, we will travel as much like them as possible.
- Kids, start bailing water!

Class Prep

Write the following examples on the board:

- Birds are a sign land is near, aren’t they? Yes, they are.
- Wayfinding is hard, isn’t it? Yes it is.
- You’ll have fun on the trip, won’t you? Yes, I will.
- Mr. Thompson knows a lot about ancient navigation, doesn’t he? Yes, he does.
- Hawaiians flew to the islands, didn’t they? No, they didn’t.
- Mahi-mahi is a kind of fruit, isn’t it? No, it isn’t.

Grammar and Usage

**Comma Usage**  
Review comma usage with the class. Ask: *When do we need to use commas?* Point to the first sentence on the board and ask a volunteer to read it aloud. Explain: *We use commas when we have a list of three or more items.* Point out the number of items and that the final item does not have a comma following it.

Say: *Another use for commas is with the introduction of a sentence that has three or more words.* Ask a volunteer to read the second sentence aloud. Point out the introduction of the second sentence. Provide other examples of this kind of introduction, such as *When I was little, Before the game,* or *At noon today.* Have students work with a partner to create four sentences with introductory elements. Then ask volunteers to write their sentences on the board. Correct as necessary.

Point to the last sentence and have a volunteer read it aloud. Say: *This sentence is an example of direct address. This means that the statement or question is for a specific person whose name is used. These nouns can be at the beginning, the middle, or the end of the sentence.*

**Commas with Tag Questions and Answers**  
Explain to the class: *There is a kind of question called a tag question. These yes/no questions often come at the end of a sentence.* Point to the sentences on the board and ask volunteers to read them aloud. Point to the answers after each tag question on the board. Say: *These yes/no answers have a comma between the answer and the rest of the sentence.* Explain to students: *Any yes/no answer whether or not it answers a tag question, needs a comma between the answer and the rest of the sentence.* Ask students tag questions for further practice.
Practice and Apply

**COOPERATIVE TASK** Have students ask each other tag questions. Begin with one student who will then ask the student next to or behind him or her. That student will ask the next student until each student has asked and answered a tag question. Then have students write five tag questions to ask a partner. After they have asked their questions, have students write their partners’ answers. Remind students to include commas in their questions and answers. Ask volunteers to write their questions and their partners’ answers on the board.

**Talk It Out** **COOPERATIVE TASK** Tell students that they are going to work with a partner to locate commas in *Chasing the Stars*. Once they find a comma, they must decide why a comma was used. Tell students: *You must locate ten commas in the book, and must choose examples of the five different uses of commas we talked about in class.* Circulate among the pairs and provide assistance as necessary. Then have volunteers share their ideas with the class. Be sure to have them say the page number where the comma they are referring to can be found.

Close

**Write It Out** To bring closure to Day 4, tell students that they are going to write a sentence demonstrating the following uses of commas: in a series, with an introductory phrase, direct address, a tag question, and a yes/no answer. Have volunteers share their ideas with the class by writing their examples on the board and reading them aloud for the class.

**Topic of Discussion**

**Comma Scavenger Hunt**

1. Locate ten commas in the story.
2. Find an example of each kind of comma use discussed in class.
3. Identify the kind of comma usage and the page number where it is located.
4. Share your findings with the class.
Day 5

Week 8

Speaking and Writing

Model

Explain to students you are going to tell them a riddle about something from *Chasing the Stars*. Tell students they may ask you yes/no questions to help them to correctly guess what you described. Have students ask their questions until students guess the correct answer: Hawaii.

I came from the sea a long time ago.
There are many parts of me, you know.
People found me by chasing the stars.
They came a long way from a place afar.

I have volcanoes and beautiful soft sands.
You can see my people tell stories using their hands.

Practice and Apply

Cooperative Task  Tell students that they will describe one of the key words from the story. They will describe the word to a partner who may ask three yes/no questions to help them guess the correct answer. Circulate among the pairs and provide assistance as necessary. Then ask volunteers to share the descriptions for the class to guess. Encourage the class to politely ask questions to arrive at the correct answer.

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 *Chasing the Stars* to self-correct their spelling.

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<td>When the car didn’t start, Howard had to call a tow truck.</td>
<td>I learned to surf in the bay because the swells are small there.</td>
<td>Josh’s ancestor sailed with Columbus.</td>
<td>We set up a tarp at the campsite in case it rains.</td>
<td>Ancient navigators sailed without compasses.</td>
<td>If we don’t bail out this water, the boat will sink!</td>
<td>There is no wind in the doldrums.</td>
<td>The islands in Oceania are pretty.</td>
<td>My grandfather has a replica of a sailing ship in his office.</td>
<td>Latitude lines help to identify the location of a place.</td>
<td>It takes great skill to use ancient navigation techniques.</td>
<td>This isn’t a blizzard; it’s just a few snow squalls.</td>
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Culminating Activity

Writer’s Workshop

Tell students that they are going to write about what made Mr. Thompson decide to make the study and teaching of ancient Hawaiian navigation methods his life’s work. Write the following prompt on the board. Say:

Imagine what Mr. Thompson’s first trip on a voyaging canoe might have been like and what he felt during that trip. 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 to each student a cause and effect graphic organizer from Spotlight on English Black Line Masters or draw one on the board for students to copy on a separate sheet of paper. Have students complete it with their ideas. Remind students that cause is why something happens and the effect is the result of that cause.

**Organizing Ideas** COOPERATIVE TASK

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

**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 Mr. Thompson’s first trip in a voyaging canoe. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use commas in the different situations discussed in class, 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 use of commas, 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 Chasing the Stars 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 a 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.