


Unit
4

GRADE 1

Teacher's Edition

 NATIONAL GEOGRAPHIC
Reach
for **Reading**
COMMON CORE PROGRAM





exploration



compelling
visuals



education

Forwarding the National Geographic Mission



great storytelling




celebration of cultures



authenticity

Unit
4

Teacher's Edition

 NATIONAL GEOGRAPHIC
Reach
for **Reading**
COMMON CORE PROGRAM



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 NATIONAL
GEOGRAPHIC

 Hampton-Brown



Meet the Artist

Joel Sotelo grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

Acknowledgments

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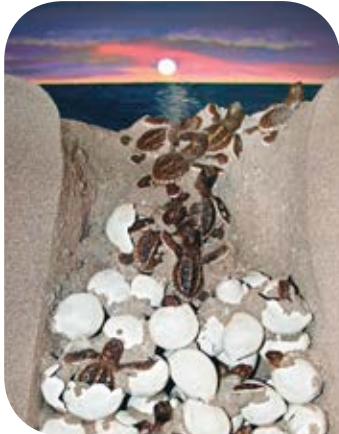
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13 14 15 16 17 18 19 20 21 22

10 9 8 7 6 5 4 3 2 1

Growing and Changing



? BIG QUESTION

How do animals change as they grow?



PHONICS & READING SKILLS

Long *a*
Contractions
Identify Plot
Determine Importance

Week 1	T199g
Farfallina & Marcel	Animal Fantasy T204
by Holly Keller	
Ruby in Her Own Time	Animal Fantasy T207
by Jonathan Emmet	Comprehension Coach

PHONICS BOOKS



Book 13

Long *i*
Endings *-ed, -ing*
Use Captions
Use Text Features

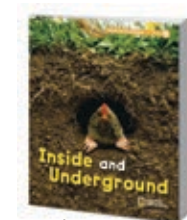
Week 2	T233c
Turtles: From Eggs to Ocean	Science Article T235
by Mariana Fuentes	
NATIONAL GEOGRAPHIC EXCLUSIVE	
A Frog's Life	Science Article T240f
by Todd Silva	Interactive Whiteboard



Book 14

Long *o*
Identify Main Idea and Details
Determine Importance

Week 3	T241e
Guess What I'll Be?	Fact Book T243
by Annie Axworthy	
A Butterfly Is Born	Science Article T246
by Fran Downey	Comprehension Coach
NATIONAL GEOGRAPHIC EXCLUSIVE	



Book 15

Long *u*
Long *e*
Identify Poetry Features
Compare Poetry Features

Week 4	T259c
Caterpillar	Poem T261
by Nikki Grimes	
Over in the Meadow	Poem T264f
by Olive A. Wadsworth	Interactive Whiteboard
Writing Project: Story	T266



Book 16

RESOURCES

Practice Masters PM4.1–PM4.73
Leveled Reading LR1–LR19

Assessment Masters A4.1–A4.64
Reteaching Masters RT4.1–RT4.22

Classroom Management

Whole Group Time

TEACHER

- Conduct Phonics Lessons
- Conduct Reading Lessons
- Teach Daily Language Arts
 - Daily Spelling and Word Work
 - Daily Grammar
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

STUDENT

- Learn to Read
- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Engage in Daily Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

Leveled Reading Time

TEACHER

- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENT

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Learning Station Time

TEACHER

- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

STUDENT

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice

Growing and Changing


BIG
Question

How do animals
change as they
grow?



Unit 4 Program Resources

WHOLE GROUP TIME



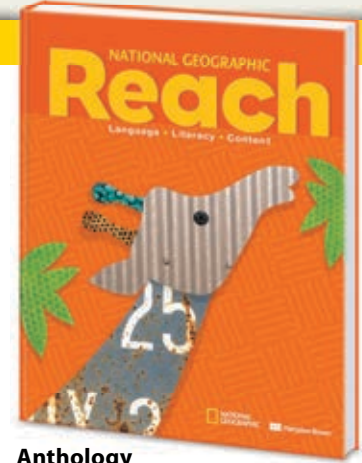
NGReach.com



Read On Your Own:
Decodable Books



- Write-On/Wipe-Off Board
- Sound Spelling Cards
- Phonics Picture Cards
- Sing with Me Phonics Songs



Anthology
Volume 1, Pages 200–269



Build Background Video



Big Books

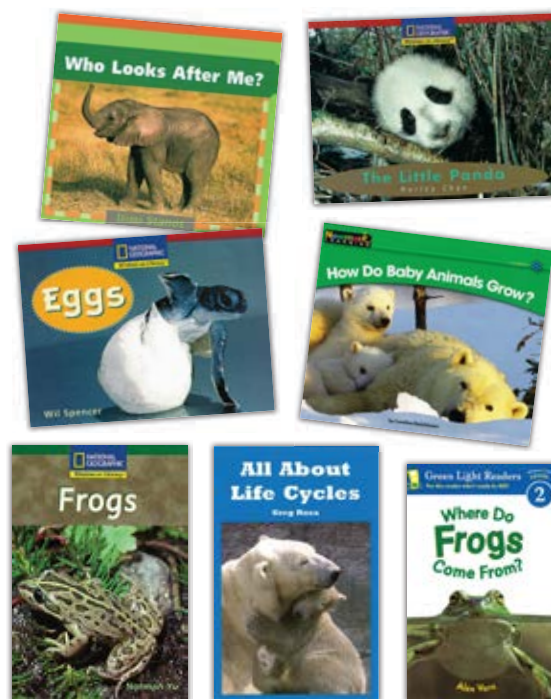


Interactive Read Aloud 7 and 8

LEVELED READING TIME



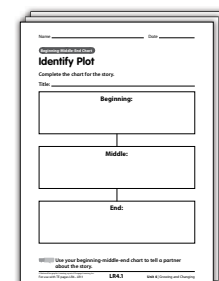
Fiction Leveled Books



Nonfiction Leveled Books



Leveled Book Finder



Leveled Reading Masters
LR4.1–LR4.7

LEARNING STATION TIME



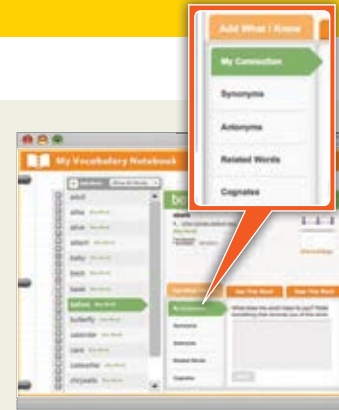
NGReach.com

Student Technology

- My Assignments
- Digital Library
- Phonics Games
- Vocabulary Games
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Digital Library



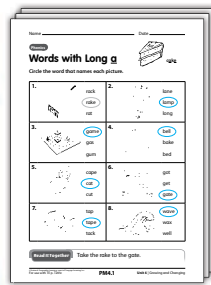
My Vocabulary Notebook



Phonics Games & Vocabulary Games



Practice Book
PM4.1-PM4.73



Practice Masters
PM4.1-PM4.73



Teamwork Activities



ESL Kit

PLANNING RESOURCES



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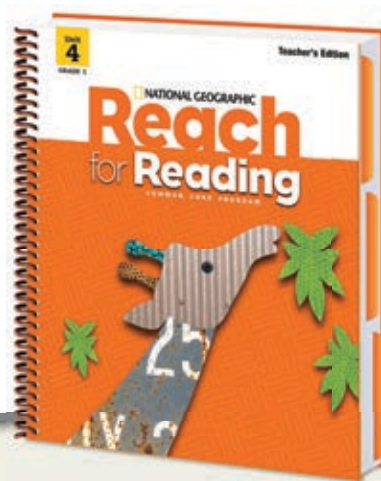
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 1.1-1.15
- Family Newsletter 1 (in 7 languages)
- Teamwork Activities Teacher's Guide
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Leveled Reading
- Assessment and Reteaching Masters

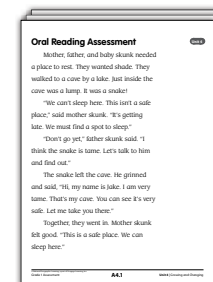
ASSESSMENT & RETEACHING



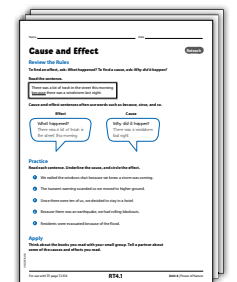
eAssessment™



ExamView®






Assessment Masters
A4.1-A4.64



Reteaching Masters
RT4.1-RT4.22

Unit 4 Skills at a Glance

✓ = TESTED SKILL

Introduce Unit 4	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
Week 1  	Listen to an Animal Fantasy ✓ Identify Plot ✓ Determine Importance Retell a Story Respond with Detail Act Out the Plot	Phonics ✓ Delete Initial and Final Sounds ✓ Read and Spell Words with Long <i>a</i> ✓ Read and Spell Words with Contractions ✓ Grammar: Subject Pronouns ✓ Science Vocabulary adult baby egg form grow hatch nest ✓ Academic Vocabulary before determine importance inside plot shape size time	Read and Comprehend Animal Fantasies ✓ Identify Plot ✓ Determine Importance Phonics ✓ Read Decodable Text ✓ Read and Spell High Frequency Words because carry don't new play sleep 
Week 2   	Describe Animals Discuss Text Features Relate Readings to the Big Question	Phonics ✓ Delete Initial Sounds; Count and Combine Syllables ✓ Read and Spell Words with Long <i>i</i> ✓ Read and Spell Words with <i>-ed, -ing</i> Endings ✓ Grammar: Subject and Object Pronouns ✓ Use Context Clues	Read and Comprehend Science Articles ✓ Use Captions ✓ Use Text Features ✓ Determine Importance Phonics ✓ Read Decodable Text ✓ Read and Spell High Frequency Words almost both kind over two was 
Week 3  	Listen to a Question and Answer Book ✓ Identify Main Idea and Details ✓ Determine Importance Restate an Idea Use Important Details Use Details to Put Events in Order	Phonics ✓ Substitute Sounds ✓ Read and Spell Words with Long <i>o</i> ✓ Read and Spell Words with Digraph <i>/f/ph</i> ✓ Grammar: Possessive Nouns ✓ Science Vocabulary butterfly caterpillar change chrysalis insect pupa ✓ Academic Vocabulary attach born color hard identify main idea sequence	Read and Comprehend a Question and Answer Book Read and Comprehend a Science Article ✓ Identify Main Idea and Details ✓ Determine Importance Phonics ✓ Read Decodable Text ✓ Read and Spell High Frequency Words always any each every many never 
Week 4   	Use Context Discuss Animals Relate Readings to the Big Question	Phonics ✓ Substitute Sounds ✓ Read and Spell Words with Long <i>u</i> ✓ Read and Spell Words with Long <i>e</i> ✓ Grammar: Possessive Adjectives ✓ Use Context Clues	Read and Comprehend Poems ✓ Identify Poetry Feature: Rhythm ✓ Identify Poetry Feature: Rhyme Phonics ✓ Read Decodable Text ✓ Read and Spell High Frequency Words four may only other show some 
Unit 4 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS

BIG Question How do animals change as they grow?

Writing	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About How Animals Grow Writer's Craft Write About How Animals Grow Writer's Craft Write About Characters</p>	<p>Speaking and Listening Everywhere a Chick; Guess the Animal Language and Vocabulary Games; My Vocabulary Notebook Writing Add to a Story; Write a Description Cross-Curricular Draw Life-Size Eggs; Find Places Reading and Intervention Comprehension Coach; Letter to the Author; Reteach Phonics; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Delete Initial & Final Sounds ✓ Decode and Spell Words with Long <i>a</i> and Contractions ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Identify Plot ✓ Determine Importance ✓ Science and Academic Vocabulary ✓ Grammar: Subject Pronouns ✓ Write a Sentence
<p>Power Writing Write About the Author Write About Sea Turtles Write About a Frog's Life Cycle Write a Label and a Caption Write About an Animal</p>	<p>Speaking and Listening Listen for Details Videos; Tell How They Grow Language and Vocabulary My Vocabulary Notebook; Find Clues Writing Find Meaning in a Sentence; Write a Sentence Cross-Curricular How Many Eggs?; Research Where Turtles and Frogs Live</p>	<ul style="list-style-type: none"> ✓ Initial Sounds; Count & Combine Syllables ✓ Decode and Spell Words with Long <i>i</i> and Endings <i>-ed, -ing</i> ✓ High Frequency Words ✓ Use Text Features ✓ Determine Importance ✓ Science and Academic Vocabulary ✓ Grammar: Object Pronouns ✓ Write an Informative Sentence
<p>Power Writing Write About Animals Artist's Craft Write About How Butterflies Are Born Write About Butterflies Write About a Life Cycle</p>	<p>Speaking and Listening Animals Grow; Describe an Animal Language and Vocabulary Games; My Vocabulary Notebook Writing Plan a Butterfly Garden; Write a Description Cross-Curricular Draw Wings; Butterfly's Life Cycle Reading and Intervention Comprehension Coach; Find Facts; Reteach Phonics; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Substitute Medial & Initial Sounds ✓ Decode and Spell Words with Long <i>o</i> and Digraph <i>ph</i> ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Identify Main Idea and Details ✓ Determine Importance ✓ Science and Academic Vocabulary ✓ Grammar: Possessive Nouns ✓ Write a Sequence Sentence
<p>Power Writing Write About the Poem Write About Caterpillars Write About Rhyme Write About Animals Write About an Animal</p> <p>Writing Project Write a Story</p>	<p>Speaking and Listening Helping Animals; Describe a Setting Language and Vocabulary Games; My Vocabulary Notebook Writing Butterflies and Bees; Write a Poem Cross-Curricular Butterfly Travels; Kinds of Transportation Reading and Intervention Comprehension Coach; Animal Posters; Reteach Phonics; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Substitute Medial & Final Sounds ✓ Decode and Spell Words with Long <i>u</i> and Long <i>e</i> ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Identify Poetry Features: Rhythm & Rhyme ✓ Determine Importance ✓ Science and Academic Vocabulary ✓ Grammar: Possessive Adjectives ✓ Write a Narrative Sentence ✓ Writing Trait: Organization

LEVELED READING

GUIDED READING LEVELS **A - K**
Weeks 1-4

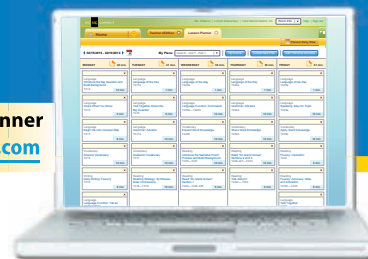


- A** *Baby Animals*
- B** *Who Looks After Me?*
- C** *Eggs*
- D** *Which Egg Is Mine?*
- D** *The Little Panda*
- E** *Big Egg*
- E** *How Do Baby Animals Grow?*
- F** *All About Life Cycles*
- F** *When Tiny Was Tiny*
- G** *Good Morning, Chick*
- G** *I'm a Caterpillar*
- H** *Waiting for Wings*
- H** *Where Do Frogs Come From?*
- I** *Are You My Mother?*
- J** *The Very Hungry Caterpillar*
- K** *Frogs*


 Leveled Book Finder

Week 1 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Delete Initial Sounds T201a CC.1.Rfou.2.c	☑ Delete Initial Sounds T204e CC.1.Rfou.2.c
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.Rfou.3.c ☑ Words with Long <i>a</i> T201a CVCe Word Patterns T201a	Phonics CC.1.Rfou.1.a–b; CC.1.Rfou.3; CC.1.Rfou.3.c; CC.1.Rfou.4 ☑ Words with Short <i>a</i> and Long <i>a</i> T204e CCVce Word Patterns T204e ☑ Read with Fluency T204g
	High Frequency Words 🕒 5–10 minutes	Spelling CC.1.L.2.d–e ☑ Daily Spelling and Word Work: Pretest T199k ☑ Words with Long <i>a</i> T199k, T201c CVCe Word Patterns T201c	Spelling CC.1.Rfou.3; CC.1.L.2.d–e ☑ Words with Long <i>a</i> T204f ☑ CCVce Patterns T199k, T204f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Introduce the Big Question; CC.1.SL.1–2 Preview Unit Projects T200–T201 Retell a Story T202 CC.1.Rlit.2	Respond with Detail T204i CC.1.Rlit.3; CC.1.L.6
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6 ☑ Use Subject Pronouns T199m	Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4 ☑ Use Subject Pronouns T199m
	Reading 🕒 20–40 minutes	Science Vocabulary CC.1.L.4 Learn Key Words T202 adult baby egg form grow hatch nest	Academic Vocabulary CC.1.L.4 ☑ Learn More Key Words T204i before determine importance inside plot shape size time
	Writing 🕒 15 minutes	Power Writing T202 CC.1.W.5 Writing CC.1.W.3 Write About How Animals Grow T204d	Reread CC.1.SL.2 Read-Aloud: Animal Fantasy T205a Comprehension CC.1.Rlit.2–3; CC.1.L.5.d ☑ Determine Importance T205a
LEVELED READING TIME		Read Book 1 CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Identify Plot ☑ Identify Details ☑ Determine Importance	Reread Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Identify Plot ☑ Identify Details ☑ Determine Importance
LEARNING STATION TIME		Speaking and Listening T199i CC.1.SL.4–5 Language and Vocabulary T199i CC.1.L.4 Writing T199i CC.1.W.3; CC.1.W.5 Cross-Curricular T199j CC.1.SL.2; CC.1.SL.5 Reading and Intervention T199j; RT4.1 CC.1.Rfou.4; CC.1.Rlit.10	

BIG Question How do animals change as they grow?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Delete Final Sounds T205c CC.1.Rfou.2.c 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Delete Final Sounds T230a CC.1.Rfou.2.c 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T231a CC.1.Rfou.2.c
<p>Phonics CC.1.Rfou.2.b; .1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Contractions T205c Blend Sounds T205d <p>Spelling CC.1.L.2; .1.L.2.d; CC.1.L.2.e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Contractions T199l, T205e 	<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3–4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Contractions T230a Blend Sounds T230a <input checked="" type="checkbox"/> Read with Fluency T230c <p>Spelling CC.1.Rfou.3; CC.1.L.2; CC.1.L.2.d–e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Contractions T199l, T230a 	<p>Phonics CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long <i>a</i> and Contractions T231b <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long <i>a</i> and Contractions T231a
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T199l, T205e 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T199l, T230b 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T199l, T231a
Read and Comprehend	Reread and Analyze	Review and Apply
<ul style="list-style-type: none"> Preview and Predict T206 CC.1.SL.1 	<ul style="list-style-type: none"> Act Out the Plot T230e CC.1.Rlit.2 	<ul style="list-style-type: none"> Talk About <i>Ruby in Her Own Time</i> T232 CC.1.SL.1
<p>Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Subject Pronouns T199n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T206 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T199n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T230e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.Rfou.3.g; CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T199n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T231a
<p>Read CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read an Animal Fantasy T207–T230 <p>Comprehension CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Plot T207–T230 	<p>Reread CC.1.Rlit.1; CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread an Animal Fantasy T230f <p>Comprehension CC.1.Rlit.1–3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify the Plot T207–T230 <input checked="" type="checkbox"/> Determine Importance T207–T230 Analyze Characters T230g 	<p>Reread and Integrate Ideas CC.1.Rlit.2</p> <ul style="list-style-type: none"> T232 <p>Comprehension CC.1.Rlit.2–3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify the Plot T232 <input checked="" type="checkbox"/> Determine Importance T232 
<p>Power Writing T206 CC.1.W.5</p> <p>Writing CC.1.W.5</p> <ul style="list-style-type: none"> Write About How Animals Grow T230 	<p>Power Writing T230e CC.1.W.5</p> <p>Writing CC.1.W.3</p> <ul style="list-style-type: none"> Writer’s Craft T231 	<p>Power Writing T231a CC.1.W.5</p> <p>Writing CC.1.W.5</p> <ul style="list-style-type: none"> Write About Characters T232

Read Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7

- Introduce LR2
- Read LR4–LR11
- Identify Plot
- Identify Details
- Determine Importance

Reread Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1

- Read and Integrate Ideas LR2
- Identify Plot
- Identify Details
- Determine Importance

Reading CC.1.SL.1.a; CC.1.W.1–3

- Connect Across Texts LR3

Writing

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T233a–T233b

- Foundational Skills A4.5–A4.7 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
- Spelling Test T199k CC.1.Rfou.3.g; CC.1.L.2.d
- Oral Reading Assessment A4.1–A4.4 CC.1.Rfou.4

- Reading Comprehension Test A4.8–A4.10 CC.1.Rlit.3
- Reading Strategy Assessment LR4.5–LR4.6 CC.1.Rinf.10
- Vocabulary Test A4.11–A4.14 CC.1.L.4; CC.1.L.6
- Grammar and Writing Test A4.15–A4.16 CC.1.L.1; CC.1.L.1.d
- Reteaching Masters RT4.1–RT4.4

Week 1 Learning Stations

Speaking and Listening

Option 1: Everywhere a Chick

Skills: Read a Story
Context: Animal Life Cycles

Listening/Speaking 

Everywhere a Chick

- Go online. Watch a video about baby chicks.
- Think about the story you saw. What happened first? What happened next?
- Draw a picture to show your favorite part.

Talk Together
Retell the story about the baby chicks.

At first, ____.
Next, ____.
Then ____.
At the end, ____.

At first, the eggs shake a little.

Unit 4 | Part 1 | 24

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:
Card 24

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

computer • paper • markers

Describe Events

CC.1.SL.4

Option 2: Guess the Animal



MATERIALS

paper • markers

Have children work in pairs.

- One child describes an animal without naming it, including as many details as possible.
- The other child draws what he or she hears.
- The partners see how much the picture looks like the animal the first child was thinking of.
- The partners reverse roles and repeat.

Add Visuals to Clarify

CC.1.SL.5

Language and Vocabulary

Key Words

adult • baby • before • determine • egg • form
grow • hatch • importance • inside • nest • plot
shape • size • time

Option 1: Vocabulary Games



[NGReach.com](https://www.ngreach.com) Online Vocabulary Games

Determine the Meaning of Words

CC.1.L.4

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ngreach.com) My Vocabulary Notebook

Have children expand word knowledge by

- adding definitions, synonyms, antonyms, and images
- looking up words
- writing sentences with the words.


Determine the Meaning of Words

CC.1.L.4

Writing

Option 1: Add to a Story

Skills: Write a Story Segment
Context: Animal Life Cycles

Writing 

Add to a Story

- Look at "Ruby in Her Own Time." Read the story again or use the pictures to retell it.
- Think about the story ending. What will happen next?
- Write a story about what Ruby will do next. Begin your story like this:
Ruby, Rory, Rosie, and Rebecca made nests. They used twigs and sticks. But Ruby...
Ruby will make a nest in her own time.

Talk Together
Share your story. Talk about what happens to Ruby.

Unit 4 | Part 1 | 25

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:
Card 25

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

Write Narratives

CC.1.W.3

Option 2: Write a Description



PROGRAM RESOURCES

Digital Library Image B47

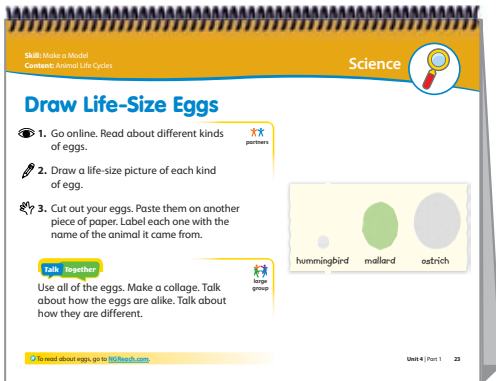
Display the photo and have children write a description of the photo. They should write what is happening and what things look like.

Focus on a Topic

CC.1.W.5

Cross-Curricular

Option 1: Draw Life-Size Eggs



Draw Life-Size Eggs

- Go online. Read about different kinds of eggs.
- Draw a life-size picture of each kind of egg.
- Cut out your eggs. Paste them on another piece of paper. Label each one with the name of the animal it came from.

Talk Together
Use all of the eggs. Make a collage. Talk about how the eggs are alike. Talk about how they are different.

hummingbird mallard ostrich

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 23

Teacher's Guide on 

scissors • glue • pencils

Add Visuals to Clarify

CC.1.SL.5

Option 2: Find Places

MATERIALS

map • sticky notes • paper • pencils

Have children look at a map of North America and ask themselves this question: Where did Ruby fly? Have each child choose where they think Ruby started and where she ended up. Each child should label the locations on the map with a sticky note and his or her name.

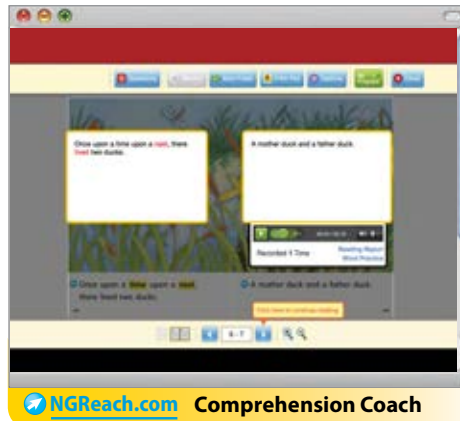
Encourage children to find facts online about the locations.


Ask and Answer Questions

CC.1.SL.2

Reading

Option 1: Comprehension Coach



 Comprehension Coach

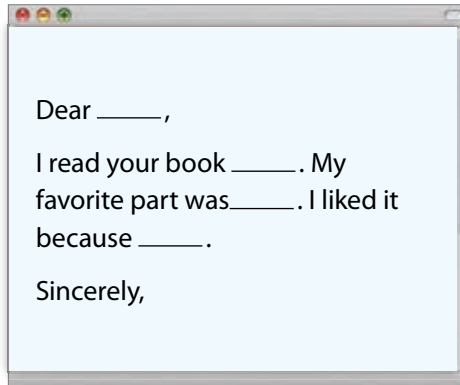
Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency
Read Prose

CC.1.Rfou.4
CC.1.Rlit.10

Option 2: Letter to the Author



Dear _____,

I read your book _____. My favorite part was _____. I liked it because _____.

Sincerely,

Have each child write an email to the author of a familiar book using these sentence frames. In addition, the child could draw a picture of his or her favorite part. Invite each child to add to the email, writing about other things he or she liked about the book.

Use Technology in Writing

CC.1.W.6

See **Recommended Reading** on page LR12.

Intervention

Option 1: Reteach Long *a*

PROGRAM RESOURCES

Phonics Picture Cards 54, 61, 62, 71, 79, 131
Sound/Spelling Card 35

Use **Reteaching Routine 1**.

- Display a word.**
- Say the word:** *cake*. Have children repeat.
- Read the word.** Point to the long *a* and ask: *What is this letter? What is the sound?*
- Scaffold spelling.** Say: *Cake. I eat cake on my birthday.* Have children repeat the word, say the first sound, and write its spelling, referring to the **Sound/Spelling Card**. Repeat for remaining sounds.



For **Reteaching Routine 1**, see BP36.

Option 2: Phonics Games

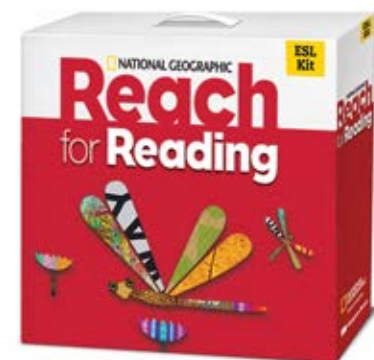
Read with Fluency

CC.1.Rfou.4

For **Reteaching Masters**, see pages RT4.1–RT4.4.

Additional Resources

ESL Instruction



Use ESL pages T200–T233 for additional instruction, practice, and differentiation for English Language Learners.

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Spell Words with Long *a*
- ✓ Spell Words with Contractions
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long *a* Words

- plane The **plane** landed in the water.
- snake Is that a **snake** in the water?

Contractions

- isn't That **isn't** a snake.
- that's **That's** a stick!

High Frequency Words

- because I was scared **because** I thought I saw a snake.
- carry Do mother bears **carry** their cubs?
- don't I **don't** know.
- new The mother bear found a **new** cave.
- play Bear cubs like to **play** in the sun.
- sleep The bears **sleep** in the cave.

More Words

Use these words and sentences for additional Pretest and Test items.

- cave Some bats live in the **cave**, too.
- lake Some bats live near the **lake**.
- late Bats come out **late** at night.
- can't Bats **can't** see well.
- tame Bats are not **tame**.
- they're **They're** wild animals.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM4.6

MATERIALS

scissors

Prepare

Have pairs cut out the **Long *a* Word Cards** and sort them into rhyming words (-ake, -ane, -ame, -ate).

Play a Game

- One child mixes some of the words up while the other isn't looking.
- The partner then tries to find all of the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write two more words that rhyme with words they have sorted, adding them to the correct word family sorted piles.

Spelling & Word Work			
Long <i>a</i> Word Cards			
snake	cane	game	gate
crate	bake	came	same
flame	cake	date	late
tame	wake	rake	mate
lane	lake	fame	rate
mane	flake	frame	plate
pane	take	plane	make

NGReach.com Practice Master PM4.6

Decode Words with Long *a*
 Demonstrate Command of English Spelling
 Spell Words with Long *a*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.L.1
 CC.1.L.2.d
 CC.1.L.2.e

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM4.7

MATERIALS

scissors

Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

Play a Game

- The group turns cards face down.
- At a signal, the group turns over the cards and arranges them in alphabetical order.
- Assign a point for each correctly alphabetized word.
- Have the next group remix the cards for another round.

Spelling & Word Work	
High Frequency Word Cards	
go	because
great	carry
one	don't
saw	new
want	play
would	sleep

NGReach.com Practice Master PM4.7

Spell High Frequency Words

CC.1.L.2.d



Guess the Word

Day 3



Option 1

Prepare

- Assign a “mystery word” from the spelling list to each pair of children.
- Have partners work together to create four clues to help other children identify the word.
- Have partners use the sentence frames below to create a set of clues that get more and more specific.

Guess the Word

Clue 1: Our word has _____ syllables.

Clue 2: Our word has _____ letters.

Clue 3: Our word has these vowels: _____

Clue 4: Our word fits in this sentence: _____

Play a Game

- Play in small groups. Have each pair present their clues, one at a time to their groups.
- After hearing each clue, have the rest of the group write words that match the clues.
- After the next clue, have children cross off words that do not match the new clue.
- When a child has the answer, she or he calls it out.

As soon as the correct word has been called, repeat the game with a new pair. Continue until all the “mystery words” have been identified.

Spell Words with Contractions

CC.1.L.2.d

Spell Words with Long *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

Build Words Online

Day 3



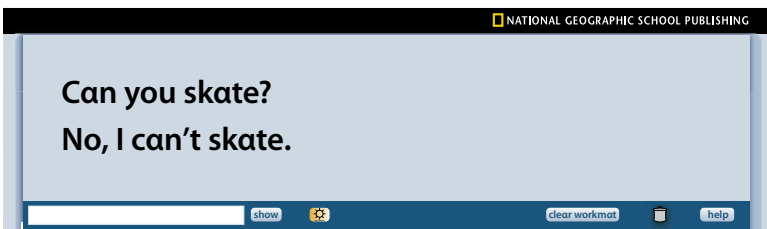
Option 2

Prepare

Have pairs access **Word Builder** and **NGReach.com**.

Play a Game

- Have one child build a question and the other child build a sentence that answers that question.
- Encourage them to use at least one word with long *a* or a contraction and one High Frequency Word in each question and answer.



NGReach.com Word Builder

Demonstrate Command of English Spelling

CC.1.L.1

Spell Words with Contractions

CC.1.L.2.d

Spell Words with Long *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

Illustrate a Word

Day 4



Option 1

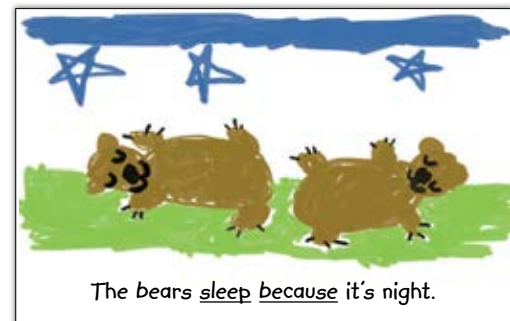
MATERIALS

drawing paper • crayons or markers

Use Visuals

- Have each child choose a spelling word to illustrate.
- Have partners exchange drawings.
- Each child then adds a sentence to label the picture, underlining the spelling word.
- Display pictures in the room.

Extend the activity by having children draw a picture about two spelling words and use both words in a caption.



Demonstrate Command of English Spelling

CC.1.L.1

Spell Words with Contractions

CC.1.L.2.d

Spell Words with Long *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

Hunt for Words

Day 4



Option 2

PROGRAM RESOURCES

Sound/Spelling Card 35 with sticky notes covering *ai_* and *_ay*

High Frequency Word Cards:

Practice Master PM4.7

MATERIALS

books, magazines

Prepare

Display the **Sound/Spelling Card** and **High Frequency Word Cards**.

Play a Game

- Have teams hunt for long *a* and high frequency words in their books and posted in the classroom.
- Have teams read the words they found aloud. The team with the most words wins.

Decode Words with Long *a*

CC.1.Rfou.3

Demonstrate Command of English Spelling

CC.1.L.1

Spell Words with Long *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Growing and Changing

✔ Use Subject Pronouns

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Personal Pronouns

CC.1.L.1

CC.1.L.1.d

Day 1

PROGRAM RESOURCES

Singular Subject Pronouns:
eVisual 4.1

MATERIALS

3–5 sets of index cards with subject pronouns: I, you, he, she, it

Teach the Rules

Use page T204d to introduce **subject pronouns** and then teach the rules.

Singular Subject Pronouns

- | | |
|---|---|
| • Use I to talk about yourself. | I read the Big Book. |
| • Use you to talk to one person. | You read the Big Book, too. |
| • Use he to talk about one male. | Joe reads the book, too.
He is on page 6. |
| • Use she to talk about one female. | Ann reads, too. She is on page 7. |
| • Use it to talk about one thing or place. | It is a good book. |

NGReach.com Singular Subject Pronouns: eVisual 4.1

Play a Game

Have children work in small groups. Give each group a set of subject pronoun cards (*I, you, he, she, it*). Have children take turns drawing a card and using the subject pronoun in a sentence that describes someone or something in the room.

Provide examples: *I am wearing a red shirt. You are a good friend. He has glasses. She is writing. The chair is blue. It is blue.*

Continue until each child has used each subject pronoun once.

Differentiate

EL English Learners

ISSUE Children may leave out subject pronouns and say *The book isn't English. Is Spanish.*

STRATEGY Review when to use *I, you, he, she, and it*. Then have children copy sentences with a blank for the subject pronoun such as these: _____ am happy. _____ are tired. The dog is hungry. _____ is hungry. Post the words *I, you, it* and have children complete the sentences.

Day 2

PROGRAM RESOURCES

Plural Subject Pronouns:
eVisual 4.2

MATERIALS

1 potato or other item per group for "Hot Potato" game

Teach the Rules

Use page T205b to introduce more **subject pronouns** and then teach the rules.

Plural Subject Pronouns

- | | |
|--|---|
| • Use we to talk about yourself and another person. | My brother and I are twins.
We look like our dad. |
| • Use you to talk to one or more persons. | You look like your sister. Are you twins? |
| • Use they to talk about more than one person or thing. | People look at us twice.
They are surprised to see twins. |

NGReach.com Plural Subject Pronouns: eVisual 4.2

Play a Game

Have children play "Hot Potato" in small groups. Explain:

- *As you toss the "potato," use we, you, or they to ask a question about people or things in the group. As you get the potato, use we, you, or they to answer the question. Ask a new we, you, or they question as you toss the potato on.*

Provide question examples: *Are you wearing blue? Where are we going today? Do they like music?*

Provide answers and more question examples:

- *No, I am wearing green. Are you tired?*
- *We are going to music class. When are we going?*
- *Yes, they love music! Do you?*

Differentiate

SN Special Needs

ISSUE Children need a visual cue to quickly match the verb correctly to the subject pronoun in the game.

STRATEGY Have children make a set of flash cards with the subject pronoun on the front and matching verbs on the back.



Day 3

PROGRAM RESOURCES

Subject Pronouns: eVisual 4.4
Word Cards: Practice Master PM4.10

Teach the Rules

Use page T230 to practice subject pronouns and then teach the rules.

One	More Than One
I	we
you	you
he, she, it	they

[NGReach.com](https://www.ngreach.com) Subject Pronouns: eVisual 4.4

Play a Game

Have partners cut out the word cards and lay them out face up, and play "Make a Match." Explain:

- Select a white card. Match it with a gray card and say the pair such as "duck—it."
- If your partner agrees, he or she says two sentences using the words and then keeps the white card. (This is a duck. It is wet.)

Grammar: Subject Pronouns			
Word Cards: Subject Pronouns			
I	you	he	she
it	we	you (more than one)	they
duck	Dad	you and your sister	Dave
eggs	Ali and I	Mom	pond
my cousins and I	duckling	desk	myself
pencils	you and your brothers	Ana	yourself

[NGReach.com](https://www.ngreach.com) Practice Master PM4.10

Differentiate

EL English Learners

ISSUE Children speaking Chinese, Haitian Creole, Hmong, or Vietnamese may confuse *he*, *she*, and *it* because their native languages have no gender-specific subject pronouns.

STRATEGY Have children copy and complete pairs of sentences with a blank for the pronoun: *My sister is ten. _____ is older than I am. My brother is four. _____ is younger than I am. The duckling is cute. _____ is yellow.*

Day 4

PROGRAM RESOURCES

Write Pronouns: Practice Master PM4.12

Grammar and Writing

Use page T231 to model subject pronoun usage in writing. Then distribute **Practice Master PM4.12**. Read each pair of sentences. Have children find the underlined word or words in the first sentence and write the correct pronoun in the second sentence.

Name _____ Date _____

Grammar and Writing

Write Subject Pronouns

One	More Than One
I	we
you	you
he (for a male)	they
she (for a female)	they
it (for a thing or place)	they

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

1. Maya and Janet look at the ducklings. They look at them every day.
2. Maya feeds the ducklings. She feeds them bread.
3. Richard walks around the pond. He walks quickly.
4. The pond is big. It is the ducks' home. [anna:] It
5. My friend and I watch the ducklings, too. We are happy to see them grow.
6. You and your sister must be quiet! You might scare the ducklings away.

[NGReach.com](https://www.ngreach.com) Practice Master PM4.12

Day 5

PROGRAM RESOURCES

Grammar and Writing Test
Assessment Masters A4.15–A4.16

MATERIALS

note cards with subject pronouns:
I, you, he, she, it, we, they

Review and Assess

Display the sentences below. Distribute note cards. Have small groups work together to write a second sentence with the correct pronoun for each sentence strip.

Amy sees the nest.
The nest is in the bushes.
Three eggs are in the nest.
Daniel finds the nest, too.
My friends and I don't want to scare the ducks away.

Administer the **Grammar and Writing Test**.

Day 1 Introduce Unit 4

OBJECTIVES

Thematic Connection: Growing and Changing
Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 4

TECHNOLOGY ONLY

Unit 4 Build Background Video

MATERIALS

drawing paper • crayons or markers • construction paper • push pins



MORNING WARM-UP

What is your favorite animal? Why?

Have children turn and talk. Then select volunteers to tell what their partner's favorite animal is and why.

Science Background

1 Big Question Anthology page 200

Read aloud the Big Question. *This unit is about how animals grow and change.* Distribute **Family Newsletter 4**.

2 Share What You Know Anthology page 201

Activate prior knowledge: *What baby animals have you seen?* Prompt children to refer to books, movies, and places where they have seen baby animals. Repeat for adult animals. Have each child select one animal that they have seen as a baby and as an adult. Review the directions on page 201 and distribute materials. After each child completes step 1, form pairs and have partners complete steps 2 and 3.

3 Build Background Video

Set a purpose for viewing: *Watch and listen for how different animals grow and change.* Play the video. Discuss: *Do all animals grow and change in the same way? (No) How are they different? (Some just get bigger. Some change color and shape.)*

Mini Lesson

Audio and Images in Media

Explain: *Audio and images work together to help you understand ideas.* Play the **Build Background Video** a second time. Pause at 51 seconds to think aloud: *The audio gives facts like this: Baby penguins change color as they grow. The image shows what baby penguins look like.*



NGReach.com Build Background Video

Pause the video at 1:20, after the caterpillar section, and then at 3:03, after the tadpole section, to have children explain how audio and images help them understand the content. Have children share one example each of what they learned from audio and the images.



Dear Family Member,

"How do animals change as they grow?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about growth and change. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about how your student has changed as he or she has grown. Try to use some of the New Words in your discussion.
2. Using the space below, work together to write about, or draw a picture of, something important that has happened to your student while growing up.
3. Remind your student to bring the completed description or drawing to class.

What We're Reading

"Guess What I'll Be?"
In this question book, readers see what different young animals grow up to be.

"Ruby in Her Own Time"
by Jonathan Emmett
A duckling grows slowly, but when it's time to fly, she surprises everyone.

"Turtles: From Eggs to Ocean"
by Mariana Fuentes
Explorer Mariana Fuentes describes how baby sea turtles are born.

"A Butterfly Is Born"
by Fran Downey
The author describes the life cycle of a butterfly.

"Caterpillar"
by Nikki Grimes
In this poem, the speaker compares herself to a caterpillar.
And more!

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Family Newsletter 4 in English

NGReach.com Family Newsletter 4
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Participate in Conversations CC.1.SL.1
Ask and Answer Questions About Information Presented
Through Media CC.1.SL.2

Growing and Changing

?
BIG
Question

How do animals change as they grow?

Unit at a Glance
▶ **Language:** Retell a Story, Restate an Idea, Science Words
▶ **Literacy:** Determine Importance
▶ **Content:** Animal Life Cycles

Unit
4



Share What You Know

- 1 Draw** an animal you know as a baby, and then as an adult.
- 2 Tell** how the animal changed.
- 3 Show** what the baby can do. Show what the adult can do.



Build Background: Watch a video about animals.
[NGReach.com](https://www.ngr.com)

STUDENT TECHNOLOGY



Student eEdition



Video



Word Builder



Phonics Games

[NGReach.com](https://www.ngr.com)

Anthology
pages 200–201

Unit Projects

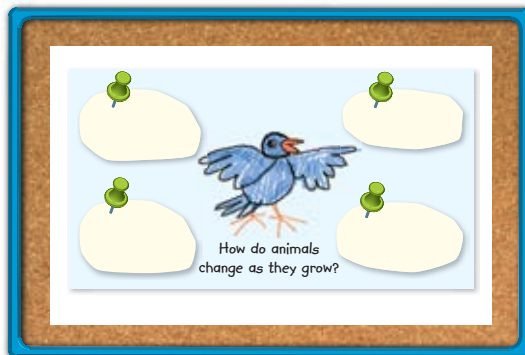
4 Introduce the Unit Concept Map

Review the Big Question. Ask children to flip through the unit pages and prompt them to predict: *What do you think you will learn?* Have pairs turn and talk about pages that they find interesting.

Post a class concept map. Explain:
As we go through this unit, we will be organizing our answers to the Big Question using a class concept map.

Model: *In the video, I learned that animals get bigger as they **grow**.*

Record this idea on the class concept map. Ask: *What other ideas can we add from the video?* (Possible response: **Baby** animals **grow** to be **adults**.) Record children's ideas on the map.



Concept Map

5 Preview Unit Projects

Point out the activities on pages 268–269 of the **Anthology**. Explain: *At the end of the unit, you will choose one of these projects on the Big Question and share your work.* Read aloud the project options. Ask children to think about which option they will choose.

Weekly Folder

- ✓ Word Portraits (T206)
- ✓ Writing (T204d, T205b, T230, T231)
- ✓ Beginning-Middle-End Chart:
Practice Master PM4.2
- ✓ Beginning-Middle-End Chart:
Practice Master PM4.14



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Delete Initial Sounds
- ✓ Read and Spell Words with Long *a*
- ✓ Read and Spell CVCe Word Patterns
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 40
Phonics Picture Cards 54, 62, 71, 79, 131
Sound/Spelling Cards 2, 10, 14, 15, 19, 35
Words with Long *a*: Practice Master 4.1
Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 2,
Tracks 17–18
Word Builder
Phonics Games

Phonological Awareness

1 Delete Initial Sounds ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *gray*.
- **Delete a sound:** *Now listen as I take /g/ away from the beginning: /g/ ray.*
- **Say the new word:** *What word is left? ray*

For **Phonological Awareness Routine 5**, see page BP29.

Have children repeat the routine with the following words: *small (mall)*, *slid (lid)*, *trace (race)*, *clock (lock)*, *slick (lick)*, *fright (right)*, and *smile (mile)*.

Check & Reteach

OBJECTIVE: Delete Initial Sounds ✓

Ask: *How are the words gray and ray different?* (*Gray* starts with /g/.)

For children who could not answer, use a sound box divided into three sections—one for each sound of *gray*. Say *gray* several times, emphasizing the /g/ sound while pointing to the first box. Then say *ray* several times, emphasizing the /r/ sound while pointing to the second box. Repeat with *sleep (leap)* and *share (hare)*.

Phonics

2 Learn Sound/Spelling /ā/ ✓

Sing with Me Phonics Songs Book page 40

Scaffold language. Point to and name the cubs, cave, and rocket. Play Track 17 and have children listen, follow along, and then listen again and chime in. Play Track 18 and have children sing on their own. Practice the gestures until children can perform smoothly.

- 1 Hold up five fingers; close and cover fist.
- 2 Hold up one finger; wave.
- 3 Hold up two fingers; move them like running legs.
- 4 Hold up three fingers; lift them like a rocket taking off.
- 5 Hold up four fingers; pretend to eat.
- 6 Hold up five fingers; pretend to sleep.

Five Little Bear Cubs

- 1 Five little bear cubs in a little cave.
- 2 One came out and gave a wave.
- 3 Two woke up and ran a race.
- 4 Three took a rocket up to space.
- 5 Four ate a plate of birthday cake.
- 6 Five went to sleep when it was late.



Sing with Me Phonics
Songs Book page 40

COMMON CORE STANDARDS



Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Isolate Initial Sounds	CC.1.Rfou.2.c
Decode Words with Long <i>a</i>	CC.1.Rfou.3
Use Final <i>e</i> for Long Vowel Sounds	CC.1.Rfou.3.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g

Language and Vocabulary

Spell Words with Long <i>a</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Cover up all spellings except *a_e* on **Sound/Spelling Card 35**. Then use **Decoding Routine 1** to connect sound and spelling /ā/*a_e* and to blend words.

Step 1 Develop Phonological Awareness	/ā/ <i>a_e</i>
1. Tell children: <i>These words have /ā/ in the middle.</i> 2. Tell children: <i>I will say a word. Listen for /ā/. If you hear it, raise your hand. If you don't hear it, don't raise your hand. (Apple, crack, and plum do not have the /ā/.)</i>	shade, snake, grape grade, same, apple, crack, late, plum, made
Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Sound/Spelling Card 35 . Say: <i>acorn</i> . Have children repeat. 2. Say: /ā/. Have children repeat. Display the word <i>game</i> and read it. 3. Turn the card over. Point to the <i>a_e</i> spelling. Explain that one way to spell /ā/ is with an <i>a</i> in the middle and an <i>e</i> at the end. Point out <i>a</i> and <i>e</i> in <i>game</i> , noting that the <i>e</i> is silent and makes <i>a</i> say its own name.	 <p>Card 35 acorn, /ā/, <i>a_e</i></p>
4. Give examples of long <i>a</i> words with the <i>a_e</i> spelling. Point to the example words at the end of each line of the song on page 40.	cave, wave, race, space, cake, late
Step 3 Blend Sound-by-Sound	
1. Write <i>m</i> . Point to <i>m</i> and say: /m/. Have children repeat. 2. Add <i>a_e</i> . Remind children that the <i>e</i> makes the <i>a</i> say its own name. Say: /ā/. Blend /m/ /ā/, sweeping your hand beneath the spellings. Have children blend the sounds with you. 3. Add <i>k</i> between the <i>a</i> and <i>e</i> . Say: /k/. Model blending the whole word, and then have children blend with you. Point out the CVCe pattern, and remind children that the final <i>e</i> is silent and makes the <i>a</i> say its own name.	<p>m</p> <p>ma_e →</p>  <p>make →</p>
4. Write and blend other words with /ā/ <i>a_e</i> .	save, rake, wade

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learner

PHONICS TRANSFER

ISSUE There is only an approximate sound correspondence for *a_e* in Cantonese, Vietnamese, and Hmong.

STRATEGY Have children practice decoding familiar words with *a_e*: *cake, rake, grape, plate, wave, game, name*. Use realia, pantomime, and **Phonics Picture Cards** 54, 62, 71, 79, and 131 to promote understanding.

Examples:



card 71

AL Above Level

ISSUE Children identify alternate spellings for long *a*, such as *ay* and *ai*.


STRATEGY Challenge children to collect words with the /ā/ sound and sort long *a* words by the way they are spelled.











Read On Your Own Book 13

Name _____ Date _____

Phonics

Words with Long a  cake

Circle the word that names each picture.

1.  rack rake rat	2.  lane lamp long
3.  game gas gum	4.  bell bake bed
5.  cape cat cut	6.  got get gate
7.  tap tape tack	8.  wave wax well

Read It Together Take the rake to the gate.

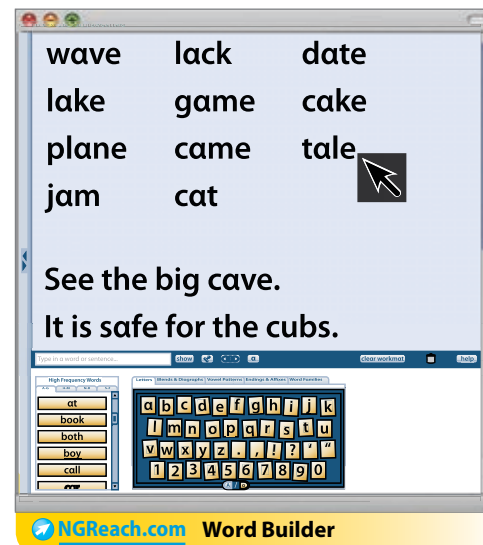
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NGReach.com Practice Master PM4.1

3 Read Words with Long a

Read On Your Own Book 13 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *see, the,* and *for* and ask children to read the sentences.



Have children turn to **Read on Your Own Book 13** page 2. Review the sound/spelling */ā/a_e* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM4.1** for more practice.

Children can also play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with Long a

Use **Dictation Routine 1** to have children practice spelling *cake, game,* and *wave* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *cake*.
- **Segment sounds:** /k/ /ā/ /k/. *What is the first sound you hear in cake?* (/k/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 14 /k/ and 35 /ā/)
- **Repeat the word:** *cake*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *game* and *wave*, using **Sound/Spelling Cards 2** /m/, 10 /g/, 15 /v/, 19 /w/, and 35 /ā/.

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: *Put the cake and the game there.* Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Long a
Read and Spell CVCe Word Patterns

Check dictation sentences for the correct spelling of *cake* and *game*.

Prompt self-correction. Read aloud the sentence and ask children to try again. If errors persist, use **Decoding Routine 2** to reteach long *a*. Repeat with this sentence: *Many fish swim in the lake.*

For **Decoding Routine 2**, see page BP33.

Daily Language Arts
Daily Spelling and Word Work
Practice options on pages T199k–T199l



Words with Long a

Look at each picture. Read the words.

Example:



rake



lake



gate



plane



cake



cave



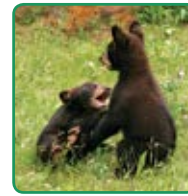
2

Key Words

Look at the pictures. Read the sentences. Match each sentence to one of the pictures.



cub



High Frequency Words

because
carry
don't
new
play
sleep

Cubs

1. A mother can **carry** a **new** cub.
2. The cubs **don't** sleep **because** they **play**.
3. Then they **sleep** in a cave.

Why do bears sleep in winter?



Phonics Games
NGReach.com

3

Read On Your Own Book 13
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 13 page 3

Read aloud page 3. Teach each highlighted word and review known sound/spellings. Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *because*.
- **Say a sentence with the word:** *We lock the gate **because** we want to keep the dog in.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page PB37.

See **Differentiate**

Have children track print and echo as you reread items 1–3. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to one of the pictures.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, write the word, and then hold up the paper. Scan for misspellings. Repeat for all the words.

Have children make a set of flash cards for words they need to practice. Pair children who have different words with each other for practice. Have children use their flash cards throughout the week as they read and write.

Differentiate

EL English Learner

ISSUE English Learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

because (Put a book on your desk.) *Why is the book on my desk? Because I put it there.*

carry (Carry a book.) *I carry the book to the shelf.*

don't *We don't throw our books.* (Gesture as if to throw a book, shake head, gently put book down.)

new (Show a new and an old book. Point to the new one.) *This book is new.*

play *What do we do at recess?* (Show a picture of a playground or point out window.) *Play!*

sleep *What do we do at night?* (Pantomime sleep.) *We sleep.*



Anthology

OBJECTIVES**Thematic Connection: Growing and Changing**

- ✔ Use Science Vocabulary in Speaking
- ✔ Identify Plot

PROGRAM RESOURCES**PRINT ONLY**Big Book: *Farfallina & Marcel***PRINT & TECHNOLOGY**

Sing with Me MP3

Beginning-Middle-End Chart: Practice Master PM4.2

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

note cards • self-stick notes

Academic Talk

1 Retell a Story Anthology page 202

Tell children: *This chant is about a duckling.* Review the previously taught High Frequency Words *first*, *next*, and *then*. Play the chant. Have children follow in their books on page 202 as they chant.

Remind children that stories are made up of many events and that an event is something that happens. In a story, a writer often uses signal words to help a reader know the order of events. Explain that in this story:

- *First signals the beginning of a story. First, the little duckling hatches.*
- *Next and then signal that a new event follows. Next, the little duckling cries because no one plays with him. Then, he runs away.*

After children listen to and chant “The Little Duckling,” have pairs work together to make cards for *first*, *next*, and *then*. Have them use the cards to retell “The Little Duckling” in their own words.

Science Vocabulary

2 Key Words ✔ Anthology page 203

Project the life-cycle diagram on **Student eEdition** page 203. Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its picture: adult.**
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** An **adult** is a grown-up.
- **Elaborate:** An **adult** takes care of children. **Adults** help very little children learn to eat, talk, and walk.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

adult · baby · egg · form
grow · hatch · nest

COMMON CORE STANDARDS**Reading**

Retell Stories with Key Details	CC.1.Rlit.2
Use Key Details to Describe	CC.1.Rlit.3
Read Prose	CC.1.Rlit.10

Writing

Write Narratives with Sequenced Events	CC.1.W.3
--	----------

Language and Vocabulary

Use Personal Pronouns	CC.1.L.1.d
Determine Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6



High Frequency
Words
first
next
then

Retell a Story

Listen and chant.

The Little Duckling

Chant (MP3)

First, the little duckling
Hatches in a nest.
Mother Duck says
He's not like the rest.

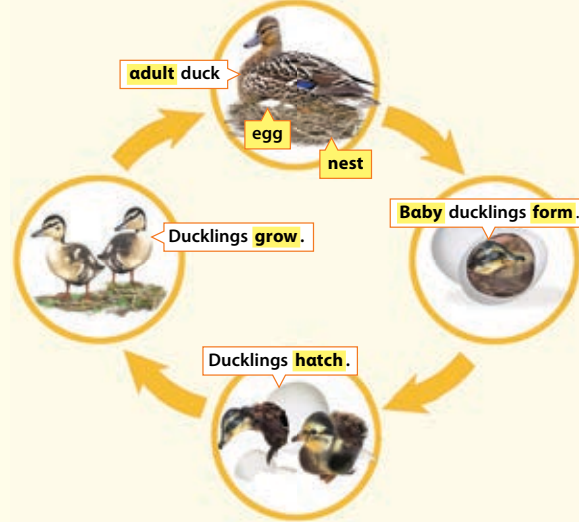
Next, the bigger ducklings
Don't want to play.
The little duckling cries.
Then, he runs away.

Finally, he's happy,
Swimming in the pond.
For now the little duckling
Has grown into a swan.



Key Words

How do animals grow and change?



Talk Together

Look at the baby ducklings. How do they change as they grow? Use sequence words like first, next, and then.

STUDENT
TECHNOLOGY



Student
eEdition



Sing
with Me



Digital
Library



My Vocabulary
Notebook

NGReach.com

Anthology
pages 202–203

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 203. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 203

Have partners use the chant, the diagram, **Key Words**, and High Frequency Words to take turns sharing how the ducklings change.



NGReach.com My Vocabulary Notebook

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of **Key Words** using **Family Newsletter 4** for translations in seven languages. Use cognates for Spanish speakers:

adult / adulto baby / bebé form / forma

AL Above Level

ISSUE Children need more challenging vocabulary.

STRATEGY Use the illustrations and photos on 202 and 203 to introduce more complex words:

develop protect
covering sibling

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking

Circulate as partners do the **Talk Together** activity. Listen for correct usage of the science vocabulary and High Frequency Words *first*, *next*, and *then*.

If children use words incorrectly, provide sentence frames for them to complete orally.

For example:

First, ducklings start as _____. (**eggs**)

Inside an **egg**, a baby duck _____. (**forms**)

Next, ducklings _____ out of **eggs**. (**hatch**)

Then, ducklings get bigger as they _____ (**grow**) into _____. (**adults**)

Anthology



Name _____ Date _____

Beginning-Middle-End Chart

Identify Plot

Think of a story you know. Write or draw the plot in the chart.

Beginning:

Answers will vary.

Middle:

End:

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[NGReach.com](https://www.ngreach.com) Practice Master PM4.2

Comprehension

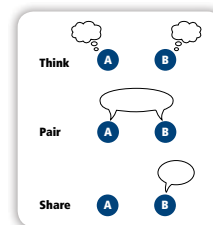
4 Identify Plot Anthology page 204

REVIEW The **plot** of a story is what happens. A story has a beginning, a middle, and an end. Project the chant on **Student eEdition** page 202. Chant the first stanza. Ask: *Which part of the story did I chant—beginning, middle, or end? How do you know?* (First signals the beginning.)

Have children look at the Beginning-Middle-End chart on page 204. Explain that a chart like this is used to record the plot of a story. Keeping track of the plot helps readers understand the story better.

Chant the second stanza (the middle of the story) on page 202 with children. Use **Think-Pair-Share** to have children decide which events happen in the middle of the story. After they share, have children compare their answers to the Beginning-Middle-End chart on page 204. Repeat this instruction for the third stanza (the end of the story).

For **Think-Pair-Share**, see page BP61.



Think, Pair, Share

Check & Reteach

OBJECTIVE: Identify Plot

Ask children to define *plot*.

If a child cannot answer, point to his or her Beginning-Middle-End chart. Say: *Show me where you wrote about the beginning. Show me the middle and end. This is what happens in the story. It is the plot.* Then ask the child to complete this sentence: *What happens in the story is called the _____.* (**plot**)

5 Talk Together Anthology page 204

Distribute **Practice Master PM4.2** for children to complete. Suggest a previously read story. Guide children to choose the most important events from the beginning, middle, and end to draw and write in each section of the chart. They can read or point to drawings in their charts as they retell their stories.

See **Differentiate**

Big Book Read-Aloud

6 Share a Story

Display the cover and read aloud the title and the name of the author/illustrator (Holly Keller). Have children predict: *What do you think this story is about?* (It is about a caterpillar and a goose.) *Why do you think that?* (The picture shows a caterpillar and a goose.)

Differentiate

SN Special Needs

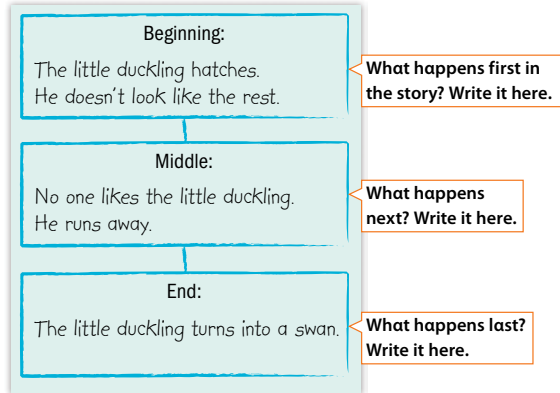
ISSUE Children with some learning differences struggle with sequence.

STRATEGY Make learning kinesthetic. Have children write 1, 2, 3 on three separate sheets of paper and place them on the floor. Have them stand on the appropriate paper as they retell three events of their story.



Identify Plot

Beginning-Middle-End Chart



Look for the plot as you listen and read.

Talk Together

Think of a story you know. Use a beginning-middle-end chart to write or draw the plot. Then use the chart to retell your story.



204

Anthology page 204

SCIENCE BACKGROUND

Explain the life cycle of a butterfly:

- Most animals just get bigger as they **grow**, but caterpillars change their **shape** and **form**, too.
- When a caterpillar is born, it looks like a fat worm.
- The caterpillar changes into a butterfly.

Display and read the Share a Story on **Big Book** pages 2–3.

Set a purpose: *Let's read to find out how Farfallina and Marcel **grow** and change.*

GENRE Define the genre: *Animal fantasies are stories that have animal characters who can talk and act like people.*

Read aloud pages 4–31 of *Farfallina & Marcel*. Use the questions on pages T204a–204d to build comprehension on the first read (Day 1) and second read (Day 2).

Share a Story

Who is in the story?

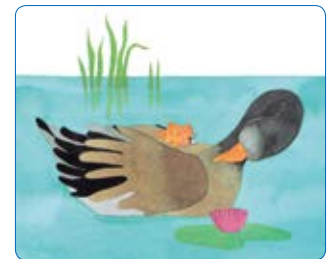


Farfallina



Marcel

What happens in the story?



Two friends grow and change.

Big Book pages 2–3

Comprehension Focus

FIRST READ

Day 1 Listen and Comprehend

- Make and Confirm Predictions
- ✓ Identify Plot
- Critical Thinking

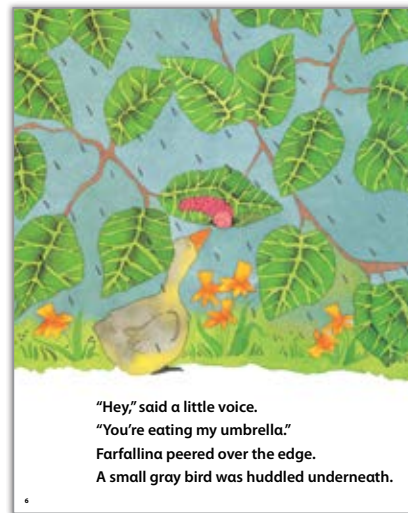
SECOND READ

Day 2 Listen and Analyze

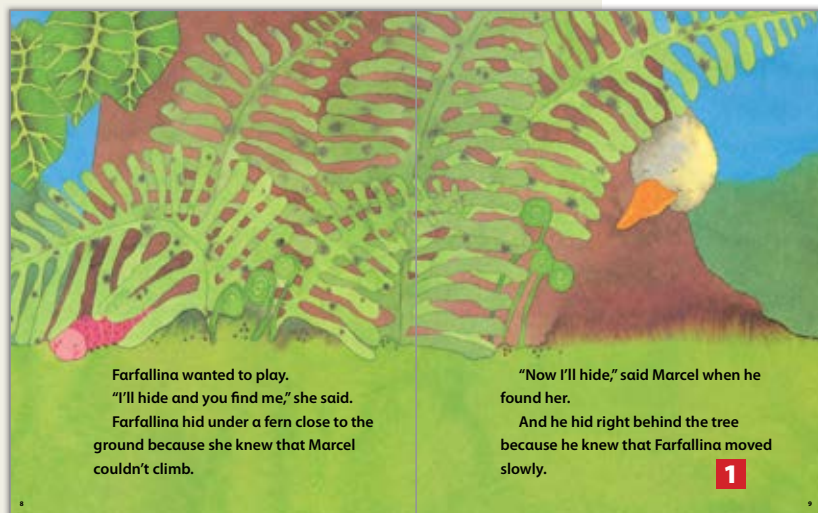
- ✓ Determine Importance
- Critical Thinking



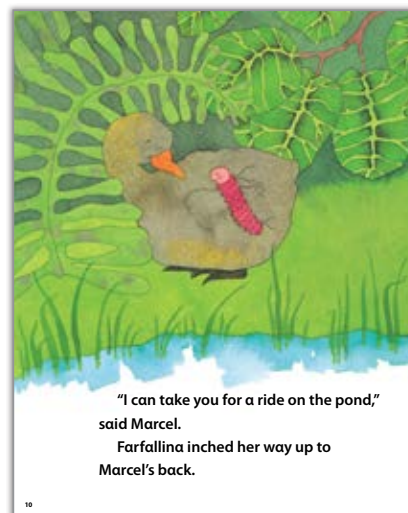
Big Book pages 4–5



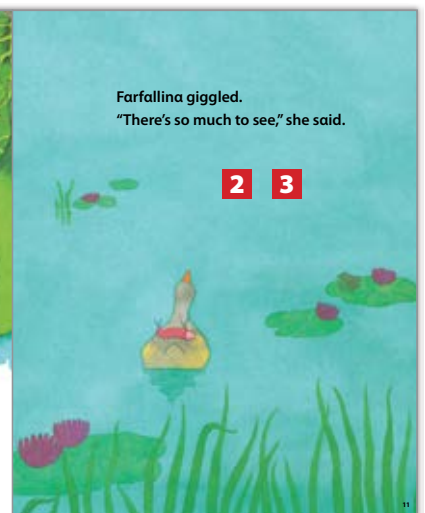
Big Book pages 6–7



Big Book pages 8–9



Big Book pages 10–11



Fluency

Intonation Explain the concept: *Fluent readers raise and lower their voices as they read text. When you read, try to sound like you're reading to a friend.* Have children read a sentence in a flat voice and then with proper intonation so they can decide which sounds more natural. Model intonation as you read the story.

Build Comprehension

FIRST READ

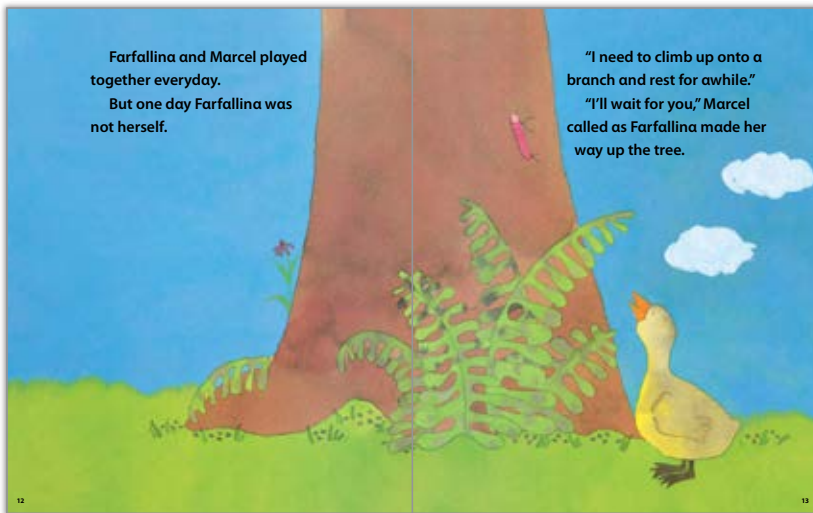
Day 1 Listen and Comprehend

- 1 Identify Plot** *What happens in the beginning of the story?* (First, Farfallina and Marcel meet. Then they become friends.)

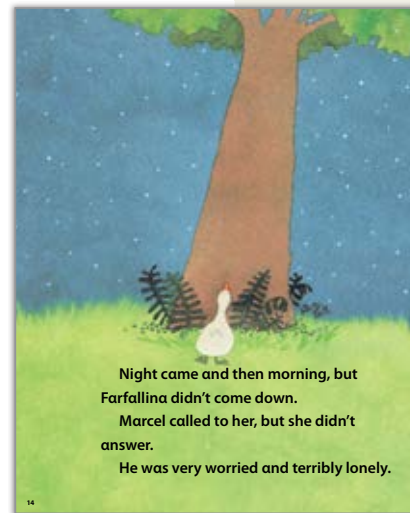
SECOND READ

Day 2 Listen and Analyze

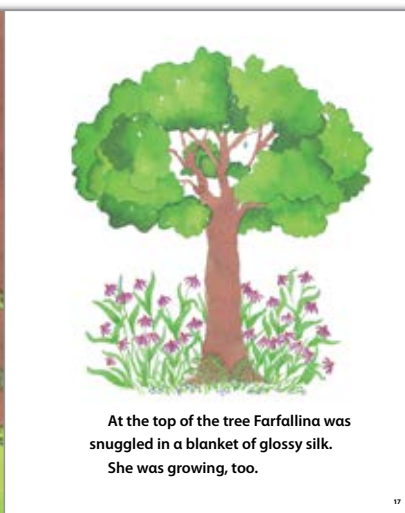
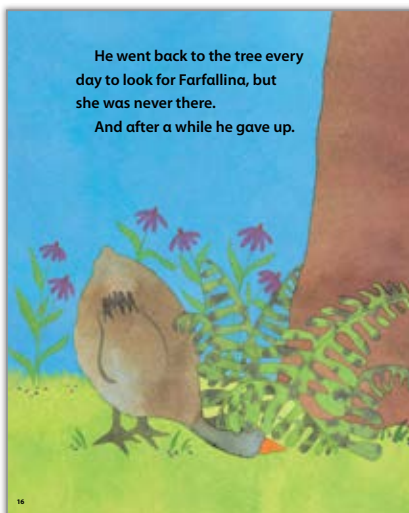
- 2 Determine Importance** *Which details are important on these pages?* (Farfallina and Marcel meet; Farfallina is a caterpillar; Marcel is a duck.) *Does the story make sense without those details?* (No) Have volunteers place sticky notes near the details. *What details are less important?* (Possible responses: the rain, the pond) *Does the story make sense without them?* (Yes.)
- 3 Make Connections** *How is Farfallina and Marcel's friendship like your friendships?*



Big Book pages 12–13



Big Book pages 14–15



Big Book pages 16–17



Big Book pages 18–19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 4 Use Visuals** *How is Marcel changing?* (He is bigger and darker.)
- 5 Identify Plot** *What happens in this part of the story?* (Farfallina and Marcel change.)
- 6 Make Predictions** *Do you think Farfallina and Marcel will find each other?* (Possible response: No, Marcel gave up waiting.)

SECOND READ

Day 2 Listen and Analyze

- 7 Determine Importance** *What is important on these pages?* (characters' physical changes) Have children put self-stick notes near the details. See **Differentiate**

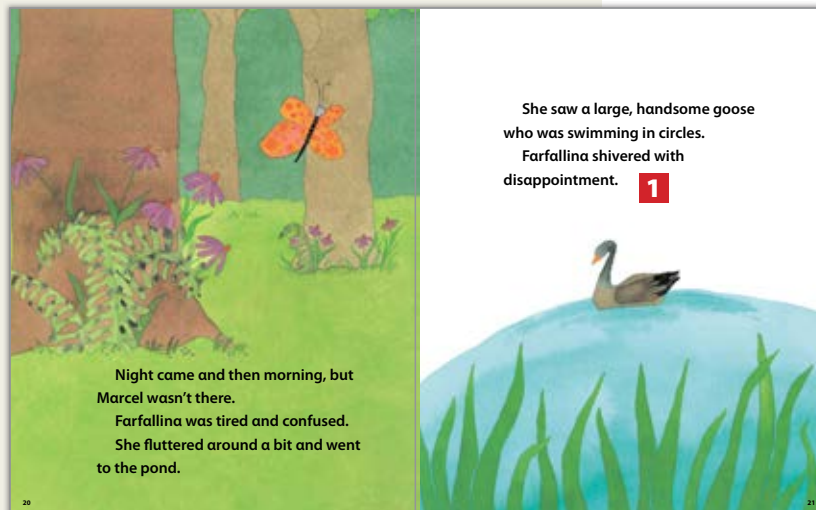
Differentiate

BL Below Level

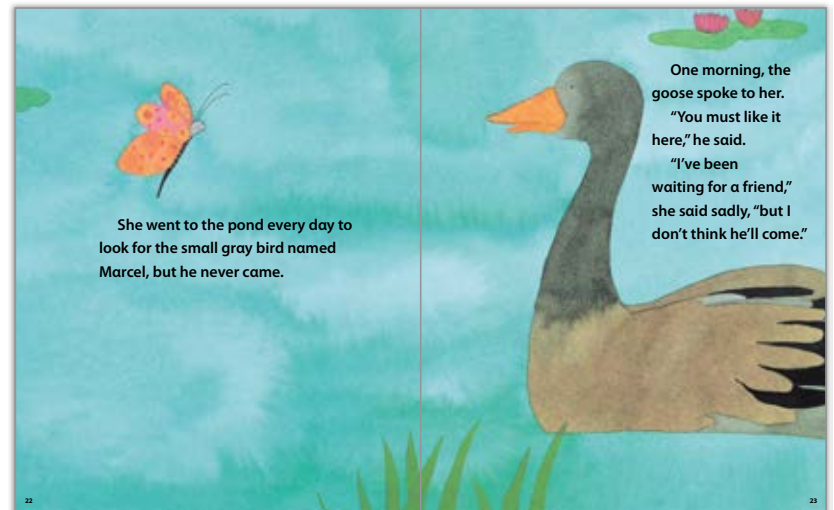
ISSUE Children cannot identify what is important.

STRATEGY Explain: *It's good to notice details that are interesting to you. To understand a story, though, you need to focus on what is important in the story.* Draw a T-chart. Have children add details for each column. Contrast details. Reinforce the difference: *Remember that the story does not make sense without important details. That's why good readers pay attention to important details.*

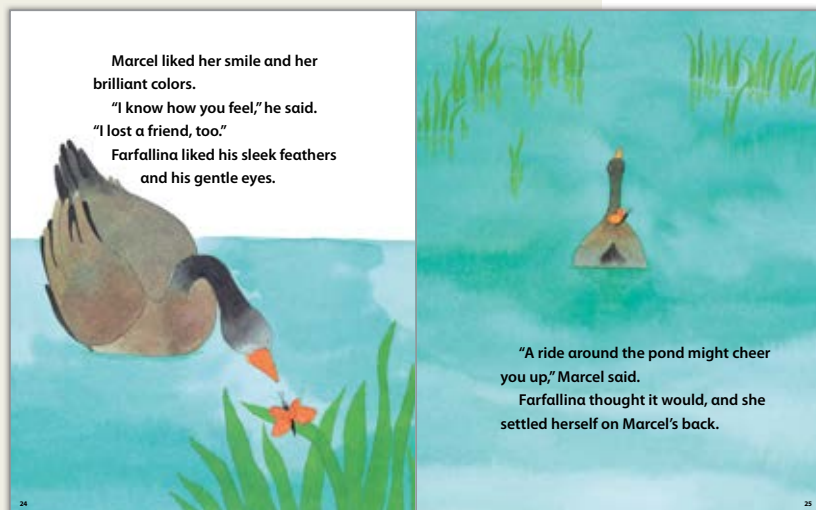
Important Details	Extra Details



Big Book pages 20–21



Big Book pages 22–23



Big Book pages 24–25



Big Book pages 26–27

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Confirm Predictions** *Was your prediction about Farfallina and Marcel finding each other correct?*
- 2 Identify Plot** *What happens in this part?* (They meet again, and Marcel recognizes Farfallina.) *What happens at the end?* (They fly away together.)

SECOND READ

Day 2 Listen and Analyze

- 3 Determine Importance** *Reread page 27. What is important?* (Possible response: Marcel recognizes Farfallina.) *Does the story make sense without that detail?* (No.) Have a child place a sticky note near the important detail.



By evening they had explained everything, and they fell asleep smiling at the stars.

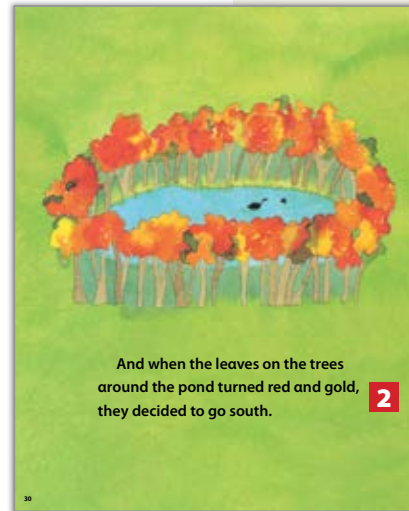
28



Farfallina and Marcel spent the rest of the summer playing. Marcel didn't fly too fast because he knew that Farfallina couldn't keep up. Farfallina didn't hide in the flowers because she knew that Marcel would never find her.

29

Big Book pages 28–29



And when the leaves on the trees around the pond turned red and gold, they decided to go south. **2**

30



Together.

31

Big Book pages 30–31

Writing

7 Write About How Animals Grow

Explain: *You will use the words you know to write about how a caterpillar and a goose change as they **grow**.* Display the **Key Words** and frames. Explain: *You can use **Next** or **Then** for new events.*

Key Words

first · new · nest · grow
 next · adult · baby · hatch
 then · egg · form

First, _____. Next/Then, _____.

Have pairs work together. One partner writes two or more sentences about how a caterpillar grows and changes. The other partner writes about how a goose grows and changes. Children then exchange papers and read each other's sentences.



Daily Language Arts

Daily Grammar

Point out subject pronouns in the **Big Book** (*she, he, I, and you*) on page 23. Then use the Daily Grammar lesson on page T199m to teach subject pronouns.



WRAP-UP

Have children recall their favorite animal from the Morning Warm Up. Ask if it is more like Marcel or Farfallina. Have children use details to explain.

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Delete Initial Sounds
- ✓ Read and Spell Words with Long *a*
- ✓ Read and Spell CCVCe Word Patterns
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

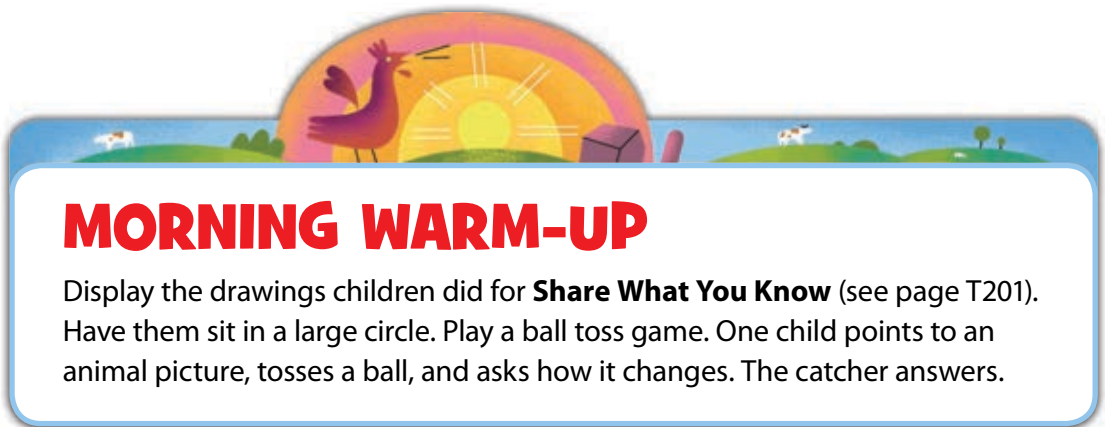
- Blend Words: Practice Master PM4.3
- Words with Long *a*: Practice Master PM4.4
- Handwriting: Practice Master PM4.5
- Read On Your Own Book 13

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

children's drawings from Unit Introduction (page T201)



MORNING WARM-UP

Display the drawings children did for **Share What You Know** (see page T201). Have them sit in a large circle. Play a ball toss game. One child points to an animal picture, tosses a ball, and asks how it changes. The catcher answers.

Phonological Awareness

1 Delete Initial Sounds ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *grows*.
- **Delete a sound:** *Now listen as I take /g/ away from the beginning: /g/ rows.*
- **Say the new word:** *What word is left? rows.*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat the routine with the following words: *branch (ranch), skate (Kate), crate (rate), trip (rip), brake (rake), gray (ray), spot (pot), plate (late), stale (tale)*.

Check & Reteach

OBJECTIVE: Delete Initial Sounds ✓

Ask: *What word is left when I take /p/ away from plot? (lot)*

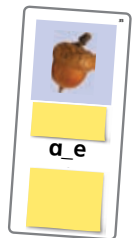
For children who did not say *lot*, try the exercise backwards. Say *rain* and ask what happens when we add *t* to the beginning. (*train*) Repeat with the following words: *cape (ape), blend (lend), and socks (ox)*.

Phonics

2 Read Words with Short *a* and Long *a* ✓

REVIEW Display **Sound/Spelling Card 35** and review spelling *a_e*. Remind children that the long *a* sound is /ā/a_e. Use **Letter Cards** to display *cap* and *man*. Ask children to blend and read the words with you. Point out the CVC pattern in each word.

Now add *e* to the end of each word. Model how to blend and read the words (*cape, mane*). Remind children: *Adding the e to the end of the word changes the vowel sound from short to long*. Have children blend and read the words again. Then say these words one at a time and have children raise their arms if the vowel is long or raise their fingers if the vowel is short: *pan, pane, Sam, same, mat, mate*.




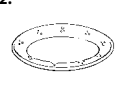






Assign **Practice Master PM4.3** for more practice.

Name _____ Date _____

Phonics

Blend Words

Circle the word that names each picture.

1.  cape cake	2.  brake plate grape	3.  mane
4.  cane wave	5.  scale whale skate	6.  same
7.  date snake save	8.  flake frame plane	

Read It Together Would a whale or a snake be in a lake?

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NGReach.com Practice Master PM4.3

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Distinguish Long and Short Vowels | CC.1.Rfou.2.a |
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Isolate Initial Sounds | CC.1.Rfou.2.c |
| Decode Words with Long <i>a</i> | CC.1.Rfou.3 |
| Use Final <i>e</i> for Long Vowel Sounds | CC.1.Rfou.3.c |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |
| Read with Fluency | CC.1.Rfou.4 |

Language and Vocabulary

- | | |
|--------------------------------|------------|
| Spell Words with Long <i>a</i> | CC.1.L.2.d |
| Spell High Frequency Words | CC.1.L.2.d |
| Spell New Words Phonetically | CC.1.L.2.e |

3 Spell Words with Long a ✓

Use **Letter Cards** to build *bake* and blend the word. Then have pairs use **Letter Cards** to build *same, haze, cape, grape,* and *frame*. When all pairs have built their words, have the class chorally blend and read the words together. Repeat for word families *-ake, -ale, -ame,* and *-ate* like those in the Word Bank. Assign **Practice Master PM4.4** for more practice.

bake	tale	name	gate
lake	male	game	date
make	pale	same	late
take	sale	tame	plate
rake	whale	flame	skate
snake			
shake			

Word Bank: Long a

Check & Reteach

OBJECTIVE: Read and Spell Words with Long a ✓
Read and Spell CCVCe Word Patterns ✓

Dictate: *Tale. Farfallina & Marcel is a tale. Tale.* Have children write then chorally spell *tale*. If children misspell *tale*, display the word using **Sound/Spelling Cards**. Repeat the word and have children sound out the word with you. Then have children rewrite the word correctly. Repeat with this sentence: *Marcel is a male goose.*

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word or words.

play	new	Cubs <u>play</u> a <u>new</u> game.
don't		They <u>don't</u> want to stop.
because		They need to rest <u>because</u> they are little.
carry		The mother will <u>carry</u> them.
sleep		She will make them <u>sleep</u> in the cave.

Have children write each High Frequency Word on a card. Chorally reread each sentence as a whole class. Have children hold up the correct card when they get to the High Frequency Word. Post one example of each card on the Word Wall. Assign **Practice Master PM4.5**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓







Dictate one of the sentences from step 4 and have children write it. If children misspell words, use **High Frequency Words Routine 2** to reteach the words. For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Phonics

Words with Long a

Complete each word so it names the picture.

1.  gate	2.  wave
3.  cake	4.  tape
5.  lake	6.  vase

Read It Together Look at the waves in the lake.

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NGReach.com Practice Master PM4.4

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

because because
because

carry carry carry
carry

don't don't don't
don't

new new new
new

play play play
play

sleep sleep sleep
sleep

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NGReach.com Practice Master PM4.5



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T199k



Read On Your Own Book 13

Bear Cubs

by Hector Montoya

cueve

mother bear

cub

It is spring. Little bear cubs wake up. They had a long nap in the cave. **1**

This is the mother bear. She sits in the shade. She keeps the little cubs safe. **3**

fish

The cubs play a game of chase. Then the bears eat. **2**

They wade in the lake to look for fish. The mother bear will carry the fish. Then they will all eat it. They will be fat cubs. **2**

Read On Your Own Book 13
pages 4–7

Legend

- words with *a_e*
- high frequency words
- * story words

Decodable Reading

5 Read "Bear Cubs" ✓ Read On Your Own Book 13 pages 4–10

Use the photos to pre-teach the story words *bear* (page 4) and *winter* (page 8). Then use **Decoding Routine 4** to conduct two readings of "Bear Cubs." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement with rate and accuracy. Use the following questions to build comprehension.

- 1 Main Idea** *What is the book about?* (The book is about bear cubs.)
- 2 Identify Details** *What do the bears do to find fish?* (They wade in a lake.)
- 3 Make Comparisons** *How are the cubs like the mother bear?* (They are all brown. They all sleep in a cave.)
- 4 Make Connections** *How is your life like a bear cub's life? How is it different?* (Children and bears play games and have mothers. Bears live in caves. Children live in homes.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 13	Teacher's Edition
initial consonant blends	snug (page 9)	sn- (page T137c)
triple blends with s	spring (page 4)	spr- (page T153a)
final consonant digraphs	long (page 4)	-ng (page T92b)
digraphs	chase (page 6) shade (page 5)	ch- (page T161m) sh- (page T194a)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Challenge children to write their answers to the Make Connections question 4.

When winter comes, the cubs help the mother find a **new cave**. They find a big **cave** **because** they are big cubs.

The cubs will **take** a long nap next to the mother bear. They will be **safe** and snug together.

The cubs go to **sleep**. They don't **wake** up until spring. ❖ **4**

Practice Phonics

Words with Long a

Read these words.

wake	lake	swim	rest
nap	game	cave	shade

Find the words with long a. Use letters to build them.

Talk Together Bears **nap** in a **cave**.

Choose words from the box above to tell a partner what bears do.

STUDENT TECHNOLOGY

Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book 13
pages 8–11

Practice Phonics

6 Words with Long a Read On Your Own Book 13 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners build the words.

See **Differentiate**

w	a	k	e
l	a	k	e
g	a	m	e
c	a	v	e

7 Talk Together Read On Your Own Book 13 page 11

Have partners turn and talk about what they see in the three photos. Encourage them to use the words and the language frame *Bears _____ in a _____.* and the long *a* words they built. Have three pairs share **Talk Together** answers with the class. (Possible answers: *Bears nap in a cave/ rest in the shade/ swim in a lake.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from “Bear Cubs.” Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Differentiate

BL Below Level

ISSUE Children mix up the spelling or pronunciation of short *a* and long *a* words.

STRATEGY Reinforce the idea that adding *e* to the end of a short *a* word makes *a* sound like the letter. Demonstrate with letter tiles that spell *hat* and *cap*. Have children pronounce several times. Have them add the *e* letter tile and pronounce the new words *hate* and *cape* several times.



Anthology

Big Book

OBJECTIVES

Thematic Connection: Growing and Changing

Use Details to Discuss a Story

- Use Academic Vocabulary in Speaking
- Determine Importance

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Farfallina & Marcel*

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

self-stick notes

Academic Talk

1 Respond with Detail

EXPLAIN: *When you answer a question, use specific details.* Display the cover of *Farfallina & Marcel*. Ask: *What is Marcel like?* Contrast two possible answers:

1. He is an animal.
2. He is a big, gray goose.

Point out that the second answer provides more details about the character. Ask children to identify which words provided the details. (big, gray)

Have children play the ball toss game again (see page T204e), asking and answering questions about *Farfallina & Marcel*. Remind them to practice including details in their responses.

Check & Reteach

OBJECTIVE: Use Details to Discuss a Story

Listen for responses as children participate in the ball toss game.

If children cannot think of specific details, point to the illustrations and ask guiding questions such as *What color / shape is _____?*

Power Writing

Have children write as much as they can as well as they can in one minute about the word *shape*.

For **Writing Routine 1**, see page BP56.

Academic Vocabulary

2 More Key Words Anthology page 205

Use **Vocabulary Routine 1** and the images on page 205 to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **before**.
- **Rate the word.** Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** *Things that happen **before** something else, happen earlier.*
- **Elaborate.** Relate the word to a shared experience: *Farfallina was a caterpillar **before** she was a butterfly.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

COMMON CORE STANDARDS

Reading

Retell Stories with Key Details CC.1.Rlit.2
Use Key Details to Describe CC.1.Rlit.3

Writing

Add Details to Strengthen Writing CC.1.W.5

Speaking and Listening

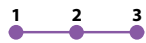
Ask and Answer Questions about a Text Read Aloud CC.1.SL.2

Language and Vocabulary

Determine Meaning of New Words CC.1.L.4
Distinguish Shades of Meaning CC.1.L.5.d
Use Personal Pronouns CC.1.L.1.d
Use Words and Phrases CC.1.L.6

More Key Words

before



One comes **before** two.

inside



The books are **inside** the box.

shape



The **shape** of a ball is round.

size



My dad's shoes are not my **size**.

time



Seven o'clock is the **time** we wake up.

Talk Together

Work with a partner to use each **Key Word** in a sentence.

It is time for recess.

• High Frequency Word

Add words to My Vocabulary Notebook.
NGReach.com



Student eEdition



Digital Library



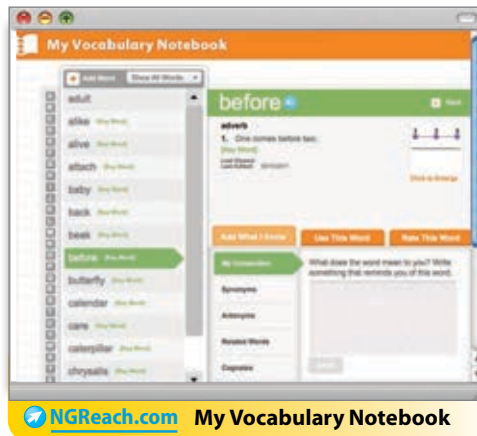
My Vocabulary Notebook

NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** (see T204i) for each word on page 205. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 **Talk Together** Anthology page 205
Read the directions and examples. Have pairs take turns saying sentences.

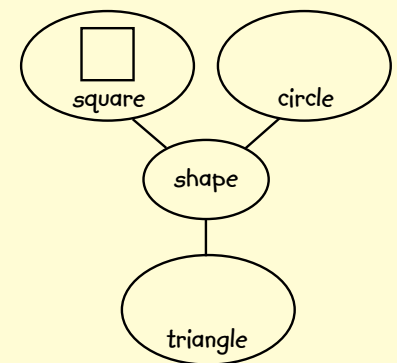


Differentiate

AL Above Level

ISSUE Children are ready to apply word knowledge to categorize words.

STRATEGY Have children create the Word Web below for *shape*. Challenge them to make another Word Web for *size* or *time*.



Word Web

Have children post the webs in the classroom for other children to see and use in later activities.

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✓

Circulate and listen for any incorrect usage of the **Key Words**.

If children use words incorrectly, ask clarifying questions.

- Do ducklings **hatch** **before** they **grow**?
- Are the **eggs** **inside** the **nest**?
- Is the **shape** of the **eggs** oval or square?
- Is the **size** of the **eggs** big or small?
- How much **time** do you think it takes ducklings to **grow**? About a day or a year?



Big Book

Farfallina & Marcel

Comprehension

4 Determine Importance Big Book page 32

Display and read aloud page 32 of *Farfallina & Marcel*. Define the Academic Vocabulary words **determine** (to figure out) and **importance** (meaning a great deal). Have children add *determine* and *importance* to **My Vocabulary Notebook**.

Model how to determine importance using the photo:

- *I look for clues in the photos. I see **eggs** and a bird in a **nest**.*
- *Some other details I see are grass and mountains.*
- *I read the caption that tells me that a mother bird is watching over her **eggs**.*

Explain that after looking at the details, children can decide what is important in the photo. Say: *I think that the bird protecting its **eggs** is important because it is the main part of the photo.* Place self-stick notes over the bird and the nest. Ask: *Does the caption still make sense if the covered part isn't in the photo?* (No) *To figure out if a detail is important or not, ask yourself: Does the story or picture make sense without this detail?*

Check & Reteach

OBJECTIVE: Determine Importance 

Point to minor details and then the bird on the nest. Tell children to raise their hands when you point to the most important part.

For children who do not recognize the bird as the most important part, say: *We covered the most important part with self-stick notes.* Have them remove the self-stick notes and tell what they see.

Listen Again and Analyze

5 Build Comprehension Big Book pages 4–31

Use the **Listen and Analyze** questions on T204a–T204d as you reread *Farfallina & Marcel* and practice determining importance.



6 Meet the Author and Illustrator Big Book back cover

Display and read the biography aloud. Point out Connecticut on a map. Say: *Ms. Keller writes about growing up. What happens when the characters in this story **grow** up?* (Children should note that Marcel changes size and color while Farfallina changes **size**, color, **shape**, and **form**.)

Determine Importance

Look at the photo and read the caption. Name the details.

You can **determine importance** by looking at all the details and deciding which ones are the most important.



The mother bird watches over her eggs.

How to Determine Importance

1. Look for clues in text and pictures.
2. Name the details.
3. Decide what is important.

I read ____ I see ____

The details are ____ and ____

____ is important because ____

Meet the Author and Illustrator

Holly Keller

Holly Keller started drawing for children's books before she started writing them. Now she does both!

Almost all of Ms. Keller's stories are about what it's like to grow up. She lives in Connecticut where she watched her own two children grow up.



NATIONAL GEOGRAPHIC School Publishing Hampton-Brown

Writer's Craft

Ms. Keller uses special words to describe what Farfallina and Marcel do. For example: *giggled* instead of *laughed*. Ms. Keller's word choice makes the story more interesting. Find more interesting words in the story and use one to tell what Marcel and Farfallina do.



Big Book
page 32 and back cover

Writing

7 Writer's Craft Big Book back cover

Read aloud the **Writer's Craft**. Explain that a writer's word choice can make a story more interesting.

Read

Marcel liked her smile and her brilliant colors.

Think Aloud

I like the word brilliant. The author could have used nice, but that wouldn't tell me much. Using brilliant makes the colors seem more exciting.

Tell children that the class will find more interesting words in *Farfallina & Marcel*. Have a volunteer read page 11. Discuss how the story would be different if the author had used the synonym *laughed*. Have children choose a set of words from the side column, write two sentences, and share and compare the two sentences.



Daily Language Arts

Daily Grammar ✓

Point out the subject pronouns in the **Big Book** (*I* and *you* on page 10). Then use the Daily Grammar lesson on page T199m to teach subject pronouns.

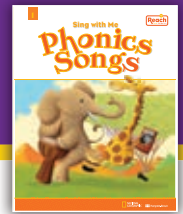
Big Book

page	word	synonym
5	splattered	dropped
11	giggled	laughed
17	snuggled	wrapped
20	fluttered	flew around
21	shivered	shook

WRAP-UP

Have children compare geese (Marcel) and bear cubs. Ask: *How are geese and bears alike as they grow up?* (They get bigger.) Have children add their answers to the class concept maps they started on Day 1.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Delete Final Sounds
- ✓ Read and Spell Words with Contractions
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 41
- Sound/Spelling Cards 1, 5, 6, 7, 11, 13, 14
- Contractions: Practice Master PM4.8
- High Frequency Words: Practice Master PM4.9
- Read On Your Own Book 13
- Write-On/Wipe-Off Board

TECHNOLOGY ONLY

- Letter Cards
- Digital Library: Life Cycles in a Garden video
- Sing with Me Phonics Songs MP3 or CD 2, Tracks 19–20
- Word Builder

MORNING WARM-UP

What can animals do as they grow up?

Play the video *Life Cycles in a Garden*. Have children turn and talk about the question, then share in a group discussion.

NGReach.com Digital Library

Phonological Awareness

1 Delete Final Sounds ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *lie*.
- **Delete a sound:** *I will take away /f/ from the end of the word: lie /f/.*
- **Say the new word:** *What word do you hear? (lie) Say the word with me: lie.*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat with the words *sale (say), made (may), save (say), pain (pay), wade (way)*.

Check & Reteach

OBJECTIVE: Delete Final Sounds ✓

Have children delete the ending sound from *make*. (*may*)

If children don't say *may*, tap the table as you say each sound in *make*. Say: *I'll take away /k/.*

Tap twice as you say /m/ /ā/, and blend the sounds: *may*. Repeat with *week/we* and *heat/he*.

Phonics

2 Learn Contractions ✓

Sing with Me Phonics Songs Book page 41

Play Tracks 19 and 20 and follow the directives.

Use these variations to emphasize the contractions:

- 1 Children shout the contraction and pause.
- 2 Children shout the contraction and clap.

COMMON CORE STANDARDS

Reading

- | | |
|--------------------------------------|---------------|
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Isolate Final Sounds | CC.1.Rfou.2.c |
| Decode Words with Contractions | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |

Language and Vocabulary

- | | |
|-------------------------------|------------|
| Spell Words with Contractions | CC.1.L.2 |
| Spell High Frequency Words | CC.1.L.2.d |
| Spell New Words Phonetically | CC.1.L.2.e |

Who Lives at My House?

A kitten lives at my house.
She likes her cozy bed.

- 1 But tigers, lions, and leopards **DON'T!**
They sleep outside instead.

A goldfish lives at my house.
He swims in tiny caves.

- 2 But whales, sharks, and dolphins **CAN'T!**
They swim in the ocean waves.



Sing with Me Phonics
Songs Book page 41

Use the routine below to teach contractions using 's and n't and to blend words. Remind children that apostrophes are also used in possessions.

Step 1 Develop Phonological Awareness	's	n't
<ol style="list-style-type: none"> 1. Tell children: <i>Sometimes you can put two words together to make one short word. The short word is called a contraction.</i> 2. Have children clap the syllables as you say <i>that is</i> and <i>that's</i>. Repeat for <i>n't</i>. 	<p>that is that's</p> <p>what is what's</p>	<p>do not don't</p> <p>would not wouldn't</p> <p>is not isn't</p>
Step 2 Spell Contractions		
<ol style="list-style-type: none"> 1. Display the Letter Card with the apostrophe. Explain that the apostrophe replaces one or two letters. It does not have a sound. 2. Use Letter Cards to build <i>that</i> and <i>is</i>. Say the words and have children repeat. 3. Take out the <i>i</i> in <i>is</i>, add the apostrophe, and move the letters together. Say <i>that's</i> and have children repeat. Say: <i>The apostrophe replaces the i in is.</i> 4. Repeat with <i>is not</i>, <i>isn't</i>. Say: <i>The apostrophe can replace the o in not.</i> 	<p>'</p> <p>that is</p> <p>that's</p>	<p>'</p> <p>is not</p> <p>isn't</p>
Step 3 Blend Sound-by-Sound		
<ol style="list-style-type: none"> 1. Write <i>th</i>. Say: <i>/th/</i>. Have children repeat. 2. Add <i>a</i>. Blend <i>/th/ /ă/</i>, sweeping your hand below. Have children repeat it. 3. Add <i>t</i>. Say: <i>/t/</i>, sweeping your hand below. Have children blend the sounds. 4. Add 's. Say: <i>/s/</i>. Remind children the apostrophe does not have a sound. Sweep your hand below as you blend <i>/th/ /ă/ /t/ /s/</i> with children. Repeat for <i>can't</i>. 5. Guide children as they blend the remaining examples. Explain that when <i>do</i> and <i>not</i> are put together for the contraction <i>don't</i>, the vowel sound in <i>do</i> changes to <i>/ō/</i>. 	<p>th</p> <p>tha</p> <p>→</p> <p>that</p> <p>→</p> <p>that's</p> <p>→</p> <p>what's, he's</p>	<p>c</p> <p>ca</p> <p>→</p> <p>can</p> <p>→</p> <p>can't</p> <p>→</p> <p>doesn't,</p> <p>didn't, don't</p>

See **Differentiate**

Differentiate

EL English Learners

LANGUAGE TRANSFER

ISSUE In Korean and Spanish, the negative marker goes before the verb phrase: *The pig not can go in the bed*. Children speaking these languages may need a review of English phrases *do not*, *can not*, and *is not*.

STRATEGY Have children:

- practice with sentences using negatives: *The pigs do not sleep here. The fish can not swim here. The bed is not very big.*
- repeat sentences using a contraction in place of the two words. For example, say: *The pigs do not sleep here*. Children say: *The pigs don't sleep here.*



NGReach.com Word Builder

Name _____ Date _____

Phonics

Contractions

what + is = what's
is + not = isn't

Read the sentences. Write the contraction for the underlined words.

- Can you see what is in the pond?
Can you see what's in the pond?
- I can not see a cat in the pond.
I can't see a cat in the pond.
- It is not a cat.
It isn't a cat.
- I think it is a fish!
I think it's a fish!

PM4.8 Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.8

3 Read Words with Contractions Read On Your Own Book 13 page 12

Use the **Word Builder** to display the words and sentences shown. Have children blend the words as they did in step 3 on T205d. Ask children to read the two sentences. Then point out High Frequency Words *my* and *for*.

Review forming contractions and read the examples on page 12 together. Remind children that the apostrophe takes the place of the letter or letters that are removed. Then have partners take turns reading page 12. Assign **Practice Master PM4.8** for more practice.

4 Spell Words with Contractions

Use **Dictation Routine 1** to have children practice spelling *can't*, *it's*, and *didn't* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *can't*.
- **Segment sounds:** /k/ /ă/ /n/ /t/. Remind children that apostrophes don't have a sound.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 14 /k/, 6 /ă/, 7 /n/, and 5 /t/)
- **Repeat the word:** *can't*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *it's* and *didn't* using **Sound/Spelling Cards** 11 /i/, 5 /t/, 1 /s/, 13 /d/, 7 /n/.

Write-On/Wipe-Off Board

Then use **Dictation Routine 2** to apply the spelling rule to a complete sentence that children can write on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *It's time for the lion to sleep.*
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children use your sentence to check and correct their spelling. Repeat with this sentence: *The lion didn't sleep all day.*

For **Dictation Routines 1 and 2**, see page BP35.

High Frequency Words

5 Read and Spell Key Words Read On Your Book 13 page 13

Read aloud page 13. Point to the list of High Frequency Words in the upper right corner of the page. Reread sentences 1–3, pausing for children to supply the High Frequency Words orally as you point to them.

Assign **Practice Master PM4.9** for more practice.



Contractions

Look at the pictures. See how contractions are made. Read the words.

can not → can no t → can't

is not → is n o t → isn't

she is → she i s → she's

Key Words

Look at the pictures. Read the sentences. Can you find a pet to play with?



Find a Pet

1. **Don't play** with this cat **because** it isn't tame.
2. You can **carry** this **new** fish in a bag.
3. You can't **sleep** with this bear in your bed.

Which one is a pet?



High Frequency Words

- because
- carry
- don't
- new
- play
- sleep

Phonics Games
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook

NGReach.com

Read On Your Own Book
pages 12–13

Play Toss and Spell.

- Sit in a circle. Say a High Frequency Word and toss a ball to the first child.
- The first child repeats the word and says the first letter. The child tosses the ball to the next child, who says the next letter.
- Tossing continues until the word is spelled.
- Repeat for the other High Frequency Words.

REVIEW Check children's retention of High Frequency Words from Unit 3. Have children play Toss and Spell with *go, one, want, great, saw, would, give, know, watch, he, said, and who*.

For **Toss and Spell Game**, see page BP38.

Check & Reteach

OBJECTIVE: Read and Spell Words with Contractions ✓
Read and Spell High Frequency Words ✓

Repeat **Dictation Routine 2** with the sentence: *My cat can't swim.*

If children do not spell *can't* correctly, have them use letter tiles to build *can not*. Tell them to take the second *n* and the *o* away, put the apostrophe in their place, and now spell the word. Repeat with *Cats don't like water.*

For **Dictation Routine 2**, see page BP35.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T199k–T199l

Name _____ Date _____

High Frequency Words

What's in the Box?

Write a word from the box to complete each sentence.



- High Frequency Words
- because
 - carry
 - don't
 - new
 - play
 - sleep

1. Jack and Beth don't have a dog.
2. They play with Gramps's dog.
3. They help Gramps carry a box because it is big.
4. What's in the box? A new pup is in it!
5. They will play. Then the pup will sleep.

For use with TE p. T205f

PM4.9

Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.9



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

Preview a Story and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

Writing Options: eVisual 4.3

MATERIALS

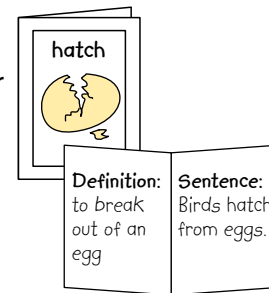
8 1/2" x 11" and 11" x 17" paper • glue • colored markers • self-stick notes

Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model making a portrait for the word **hatch**.

- Cut an 8 1/2" x 11" sheet into a frame.
- Fold an 11" x 17" paper to make a book. Glue the frame to the front of the book.
- In the frame, draw a picture of the word and label it.
- On the inside of the book, write a definition and a sentence.



Portrait

For **Vocabulary Routine 2**, see page BP47.

Assign one **Key Word** per pair. Have partners create portraits. Then have them add their sentences to **My Vocabulary Notebook**.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *hatch*.

For **Writing Routine 1**, see page BP56.

Academic Talk

2 Preview and Predict Anthology pages 206–207

Read aloud the story title. Tell children that Ruby is a baby duck who does things when she is ready, or “in her own time.” Have children do a picture walk.

Have partners turn and talk to make predictions based on their picture walks. Have children share with the rest of the class: *What do you think the story will be about?* (Possible response: I think it will be about a duck family.) *Why do you think that?* (Possible response: I see pictures of a mother duck, father duck, and **baby** ducks.)

Key Words

adult · baby · before
egg · form · grow
hatch · inside · nest
shape · size · time

Check & Reteach

OBJECTIVE: Preview a Story and Make Predictions

Tell children to explain how they made their predictions.

If children don't predict something reasonable, ask them to look at the story title and cover picture. Ask: *What is on the cover?* (a **baby** duck) *Who do you think the **baby** duck is?* (Ruby)

Do you predict the book will be about a duck named Ruby?

COMMON CORE STANDARDS

Reading

Read Prose CC.1.Rlit.10

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Personal Pronouns CC.1.L.1.d

Determine Meaning of New Words CC.1.L.4

Read a Story

Who is in the story?



Ruby



Mother Duck
and Father Duck



Rufus, Rory, Rosie, and Rebecca

Reading Strategy

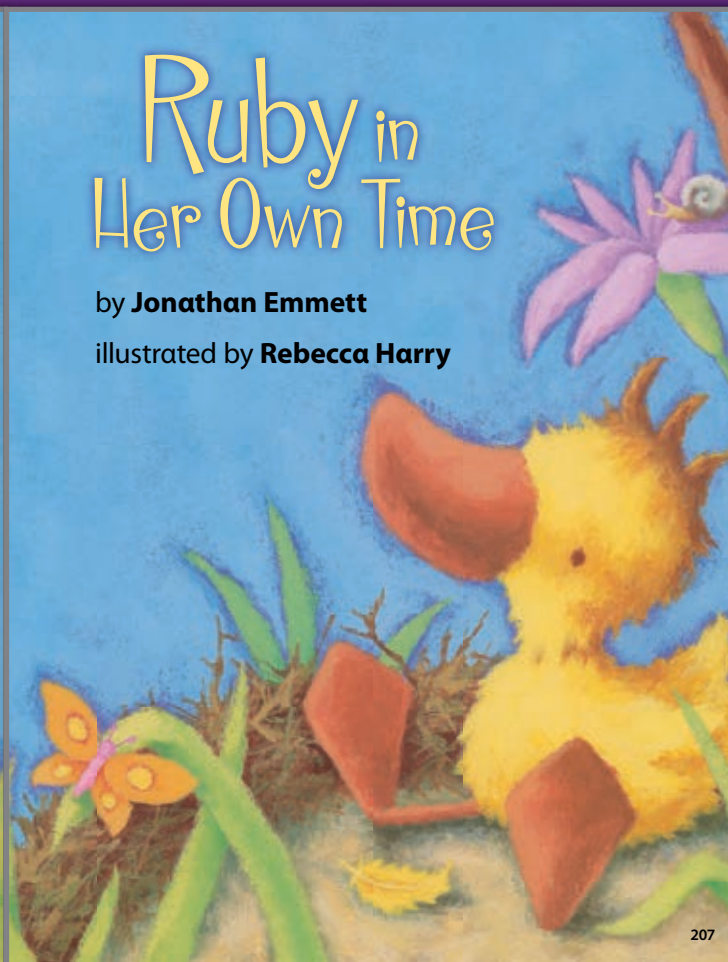
As you read, look at the text and pictures to **determine what is important** in the story.

206

Ruby in Her Own Time

by Jonathan Emmett

illustrated by Rebecca Harry



207

STUDENT
TECHNOLOGY



Digital
Library



Read
with Me



Student
eEdition



My Vocabulary
Notebook

NGReach.com

Anthology
pages 206–207

Shared Reading

3 Read a Story Anthology pages 206–207

GENRE AND CHARACTER Tell children that *Ruby in Her Own Time* is an animal fantasy. Read aloud the characters' names. Explain that a ruby is a gemstone used in jewelry. Rubies are small and precious, or very special.

SCIENCE BACKGROUND Share information to build background:

- Like many other birds, ducks build **ests** and lay **eggs**.
- **Baby** ducks are called ducklings. They **hatch** out of eggs.
- When ducklings are born, they can't get food on their own. They also can't swim or fly. They learn how to do these things as they **grow**.

Read pages 207–230 to the class. Use the questions on T212–213 to T228–229 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

- Make Predictions
- Active Reading
- Critical Thinking

SECOND READ

Day 4 Reread and Analyze

- ✓ Determine Importance
- ✓ Identify Plot
- Critical Thinking



Once upon a **time** upon a **nest**,
there lived two ducks.

208



A mother duck and a father duck.

209

Anthology
pages 208–209



There were five **eggs** in the nest.
Mother Duck sat upon the nest
all day,
and all night,

210



in wind,
and in rain. **1 3**

211

Anthology
pages 210–211



one



two



three



four

Then, one bright morning, the eggs began to **hatch**. Little beaks poked out into the sunlight.

212



one

two

three

four



“We’ll call them Rufus, Rory, Rosie, and Rebecca,” said Father Duck.

2 4

213

Anthology
pages 212–213

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- Active Reading** Ask children to point to the appropriate illustration as you read pages 210–211. Pause after the commas for effect. Have children chorally read the phrases “all day” and “all night.” Read pages 212–213. Ask how many **eggs** are in the **nest** on page 210. See **Differentiate**

SECOND READ

Day 4 Reread and Analyze

- Identify Plot** Remind children that plot includes the beginning, middle, and end of a story. Ask children to retell the events that happen in the beginning. (There are five **eggs** in the **nest** and four of them **hatch**.)
- Make Inferences** Have children reread pages 210–211. Ask: *Did Mother Duck sit on the eggs for one day or many days?* (many days) *How do you know?* (The **time** changes from day to night.)
- Determine Importance** Look at the pictures and text on pages 212–213. Have children identify what is important. (Four **eggs hatch**.)

Differentiate

EL English Learners

ISSUE Children may not know the meanings of *poked* or *call*.

STRATEGY Provide restatements.

<i>poked</i>	<i>pushed out of the egg shell</i>
<i>call</i>	<i>name</i>



But the fifth egg did nothing.
 “Will it ever hatch?” asked
 Father Duck. **4**

214



“It will,” said Mother Duck,
 “in its own time.” **1 2 3**

215

Anthology
 pages 214–215

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have boys chime in as you read the Father Duck lines and girls chime in as you read the Mother Duck lines.
- 2 Make Predictions** *What do you think will happen to the fifth egg? Who do you think the fifth egg is?* (It will **hatch**. I think it is Ruby because the story is about Ruby, and we haven’t seen her yet.)

Differentiate

EL English Learners

ISSUE English learners may not understand idioms.

STRATEGY Define the idiom: “*In its own time*” means when it is ready. For example, the **baby** isn’t a fast eater, but she finishes everything. She eats food in her own **time**.

AL Above Level

ISSUE Children are able to analyze alternatives.

STRATEGY Ask: *How would the dialogue be different if Father Duck was not worried and Mother Duck was worried?*

SECOND READ

Day 4 Reread and Analyze

- 3 Analyze Characters** *Is Mother Duck worried about the fifth egg?* (No.) *How do you know?* (She says the duck will **hatch** in its own **time**.) See **Differentiate**
- 4 Determine Importance** *What is important here?* (One **baby** duck still needs to **hatch**.) *How do you know?* (The illustrations show all of the ducks looking at the last **egg**. The ducks are talking about the **egg**.) Have each child place a self-stick note in his or her book next to the text “Will it ever hatch?” on page 214 because it is important.



And it did.



“We’ll call her Ruby,” said Mother Duck, “because she’s small and precious.” **5 6 7**

Anthology
pages 216–217

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 Confirm Predictions** *Give a thumbs up if your prediction about the fifth **egg** was correct.* Have children point out what text confirms their prediction.

SECOND READ

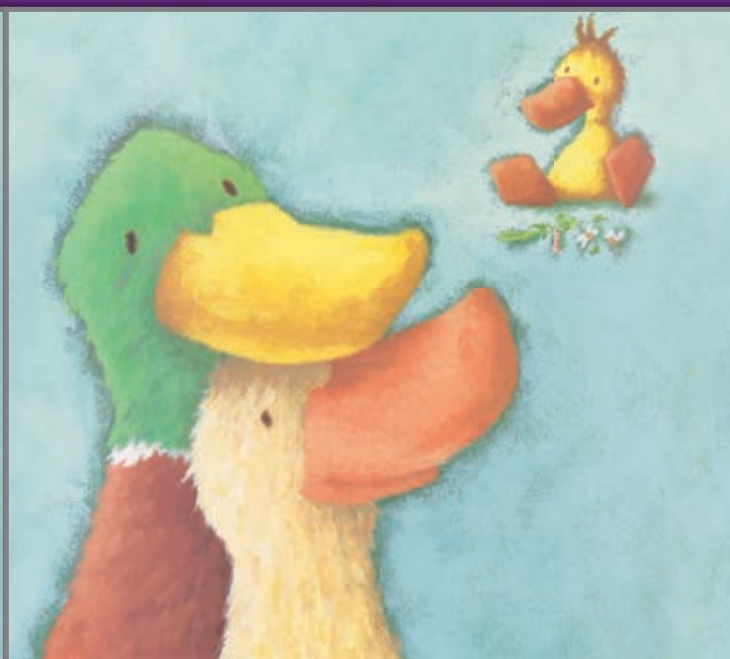
Day 4 Reread and Analyze

- 6 Compare and Contrast** *How is Ruby like Rufus, Rory, Rosie, and Rebecca?* (They are all **baby** ducks; their names all start with R.) How is Ruby different? (She was born later. She **hatched** later than the other **baby** ducks.)
- 7 Identify Plot** *What events happen on these pages?* (The fifth **egg hatches**. Mother and Father Duck name her Ruby.)



Rufus, Rory, Rosie, and Rebecca ate whatever they were given. But Ruby ate nothing.

218



“Will she ever eat?” asked Father Duck.
“She will,” said Mother Duck, “in her own time.”

219

Anthology
pages 218–219

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Make Predictions** *Do you think Ruby is going to fly?* (Yes) *Why or why not?* (She does everything her brothers and sisters do, but in her own **time**.) Have children point out text that supports their prediction. (“She will,” said Mother Duck, “in her own **time**.” on pages 219 and 221.)

SECOND READ

Day 4 Reread and Analyze

- 2 Use Visuals** *What kinds of food do the **baby** ducks eat?* (leaves, worms)
- 3 Determine Importance** *What is the most important thing happening on pages 218–219?* (The **baby** ducks eat, but Ruby doesn’t eat.) Have each child place a self-stick note next to the illustration or text on page 218 because it is important. Work with the class to determine and place a self-stick note near the most important detail on pages 220–221 (Ruby finally eats); and on page 222 (Ruby finally swims.) Children should look at these details to answer this question: *How do you know that Ruby is going to be OK?* Ruby finally eats, swims, and grows. See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children cannot identify what is important.

STRATEGY Have children place themselves in the story. Ask: *How would you feel if you were Mother or Father Duck? Why? How would you feel if you were Ruby? Why?*

EL English Learners

ISSUE Children cannot communicate what is important.

STRATEGY Have children use the pictures on pages 218–223 to point out what they think is important. Then ask yes/no questions: *At first, Ruby is not eating or swimming like the other ducklings. Does she start eating?* (Yes) *Does she start swimming?* (Yes) *Does she start growing?* (Yes) *Do you think she will be OK?*



And she did.
Rufus, Rory, Rosie, and Rebecca
swam everywhere.
But Ruby swam nowhere. **3**



“Will she ever swim?” asked
Father Duck.
“She will,” said Mother Duck,
“in her own time.” **1**

Anthology
pages 220–221



And she did.
Rufus, Rory, Rosie, and
Rebecca grew bigger. **3**



And Ruby grew bigger, too.
And when Rufus, Rory, Rosie, and
Rebecca began to fly . . . **3**

Anthology
pages 222–223



Ruby flew, too. **1**

224

Anthology
pages 224–225



Rufus, Rory, Rosie, and Rebecca flew far and wide. They flew up among the trees. **3**

225

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Confirm Predictions** *Was your prediction about Ruby correct?* (Yes) *How do you know?* (The story says she flew, and the picture shows her flying.)
- 2 Make Comparisons** *How does Ruby's flying compare to her brothers' and sisters'?* (Ruby flies farther and wider than her brothers and sisters. Ruby's siblings fly among the trees. Ruby flies above the trees.)
See **Differentiate**

Differentiate

EL English Learner

ISSUE Children may not understand the difference between comparative adverbs *far/farther* and *wide/wider*.

STRATEGY Provide more context through gestures and other examples. Use an example in your classroom to help children understand *farther*. For example: *The windows are far from my desk, but the door is farther.* Help children understand *wider* by opening your arms a little and saying: *I open my arms wide.* Then open your arms wider and say: *I open my arms wider.*



But Ruby flew farther and wider.
She flew up above the trees. **2**

226



She stretched out her beautiful
wings. She flew high among
the clouds. **3**

227

Anthology
pages 226–227

Build Comprehension

SECOND READ

Day 4 Reread and Analyze

- 3 Determine Importance** ✓ Have children determine what is important on pages 224–227.
- *What do you read and see?* (I read and see that Ruby is flying with her brothers and sisters. She flies farther and wider than they do.)
 - *Ruby is now flying with her brothers and sisters. Is it important that she goes farther than they do? Why?* (Yes, Ruby always did things last, but now she is flying with her brothers and sisters, and she is flying higher than they do.)
 - *How do you know that this is important?* (The words and pictures show me that Ruby is doing something better than her brothers and sisters.) Have children place self-stick notes in their books near the text on page 226 because it is important.



Mother Duck and Father Duck watched Ruby fly away.

228



“Will she ever come back?” asked Mother Duck.
 “She will,” said Father Duck, “in her own time.” **1**

229

Anthology
pages 228–229

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Speak with a high pitch for the Mother Duck’s dialogue. Speak with a low pitch for the Father Duck’s dialogue. Have children talk to a partner, with each one taking on a different role, repeating the part after you.

SECOND READ

Day 4 Reread and Analyze

- 2 Identify Plot** ✓ *What happens at the end of the story?* (Ruby flies away, but then she comes back.)
- 3 Draw Conclusions** *A duckling is on Ruby’s back. Who do you think that duckling is?* (Ruby’s **baby**)
- 4 Connect Across Texts** *How is this story similar to Farfallina & Marcel?* (The characters **grow** and change. The characters fly away.)



And she did. ❖ 2 3

230

Anthology page 230

Writing

4 Write About How Animals Grow

Say: *Think about how Ruby and her brothers and sisters **grow**. Now you will write about what ducklings can do as they **grow**.* Display **eVisual 4.3** and read aloud the options for writing. Encourage children to use **Key Words** in their writing.



Writing Options

1. Draw something the ducklings can do and add labels or a caption that tells what they are doing.
2. Add a page to the end of the story. What can Ruby do now?



Key Words

adult · baby · hatch · shape
egg · form · before · size
nest · grow · inside · time

NGReach.com Writing Options: eVisual 4.3



INTERACTIVE WHITEBOARD TIP: Have children place a label on the picture of the flying duck.



Daily Language Arts

Daily Grammar

Start the Subject Pronoun lesson on T199n by challenging children to find subject pronouns in *Ruby in Her Own Time*. Form eight small groups and assign one pronoun to each group. Give children one minute to find an example. (*we'll* page 213; *it* page 214; *she's* page 217; *they* page 218; no examples of *I*, *you*, or *he*.)

WRAP-UP

Have pairs contrast how ducks grow and change in *Ruby in Her Own Time* to how other animals grow and change.

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Delete Final Sounds
- ✓ Read and Spell Words with Contractions
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Sound/Spelling Cards 9, 29, 33
- Contractions: Practice Master PM4.11
- Read On Your Own Book 13
- Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

1 sheet of paper per child • pocket chart • sentence strips
(see T230b for sentences to use)



MORNING WARM-UP

My favorite animal is _____.
When it grows up, it _____.

Have children share their completed sentences with a partner. Then choose children to tell the class what their partner said.

Phonological Awareness

1 Delete Final Sounds ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *seal*.
- **Delete a sound:** *I will take away /l/ from the end of the word: sea /l/.*
- **Say the new word:** *What word do you hear? (sea) Say the word with me.*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat with the words *goat (go)*, *wolf (wool)*, *whale (way)*, *pine (pie)*, *pale (pay)*, *bead (bee)*, and *seat (sea)*.

Check & Reteach

OBJECTIVE: Delete Final Sounds ✓

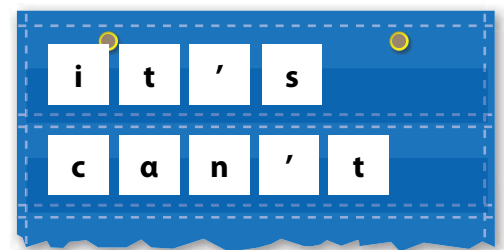
Ask: *What word do you hear when I take /p/ away from sheep? (she)*

If children have trouble, use **Sound/Spelling Cards 28 /sh/**, **33 /è/**, and **9 /p/** to show each sound of *sheep*. Then take away **Sound/Spelling Card 9 /p/** and say: *she*. Have children repeat. Repeat with *time (tie)* and *can't (can)*.

Phonics

2 Read and Spell Words with Contractions ✓

REVIEW Display the apostrophe card and remind children that the apostrophe takes the place of a letter in a contraction. Use **Letter Cards** to model building *it's* and *can't*. Have children point to the apostrophe in each.



Pocket Chart

COMMON CORE STANDARDS

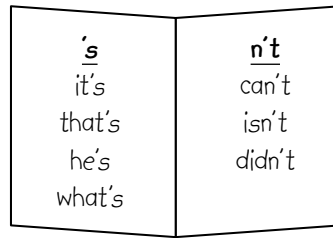
Reading

- | | |
|--------------------------------------|---------------|
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Isolate Final Sounds | CC.1.Rfou.2.c |
| Decode Words with Contractions | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |
| Read with Fluency | CC.1.Rfou.4 |

Language and Vocabulary

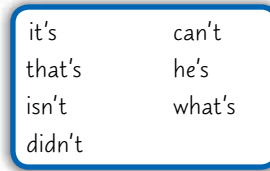
- | | |
|-------------------------------|------------|
| Spell Words with Contractions | CC.1.L.2 |
| Spell High Frequency Words | CC.1.L.2.d |
| Spell New Words Phonetically | CC.1.L.2.e |

Distribute paper. Have each child fold a sheet of paper in half to make two columns labeled 's and n't. Have partners build the word *it's* with their **Letter Cards**, blend the sounds, and then write the word in the first column on their paper. Continue building and sorting with contractions from the **Word Bank**.



Assign **Practice Master PM4.11** for more practice.

Use **Dictation Routine 2** with contractions from the **Word Bank**. Children should write on their **Write-On/Wipe-Off Boards**.



Word Bank: Contractions

- **Say a sentence:** *The egg isn't in the nest.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children check and correct spelling.

For **Dictation Routine 2**, see page BP35.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's words. Have children chant the words three times as you point to them on the Word Wall: *because, carry, don't, new, play, sleep.*

REVIEW Have children review previously taught words *all, are, by, first, more, and there.* Display the sentence frames in the **Pocket Chart**. Read them aloud. Have children fill in the blank with the word that makes sense.

Check & Reteach

OBJECTIVE: Read and Spell Words with Contractions
Read and Spell High Frequency Words ✓

Repeat **Dictation Routine 2** with the sentence: *That's the new egg.*

If children have trouble, display a model and have them circle any misspelled words and build them correctly with letter tiles. Repeat with this sentence: *Don't carry the egg.*

For **Dictation Routine 2**, see page BP35.

Name _____ Date _____

Phonics

Contractions

she + is = she's
did + not = didn't

Read the sentences. Write the contraction for the underlined words.

- I did not see Jane. Did you?
I didn't see Jane. Did you?
- She is on the track.
She's on the track.
- Jake was not on the track.
Jake wasn't on the track.
- I think he is at bat.
I think he's at bat.

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For use with TE p. T230b

PM4.11 Unit 4 | Growing and Changing

[NGReach.com](https://www.ngr.com) Practice Master PM4.11



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T199k–T199l

_____ are pigs in the pen. There

The big pig is _____ in line. first

I see _____ pigs in the pen. more

They _____ very big pigs! are

_____ the pigs live here. All

The big pig sits _____ the lake. by

Pocket Chart



Read On Your Own Book 13

A Good Place
by Kathryn Mead

This is a good ^{*}place for my pig. It can [—]sleep on my bed. I can [—]carry it around.

But my bed isn't a good place for this pig! Pigs need a big pen. They like to play in the mud.

This is a good place for my [—]new fish. It likes to play in its tank. It can swim around the rocks.

But my tank isn't a good place for this fish! Big fish can swim in the lakes. Splash! Splash!

- Legend**
- words with contractions
 - high frequency words
 - * story words

Read On Your Own Book 13
pages 14–17

Decodable Reading

4 Read "A Good Place" Read On Your Own Book 13 pages 14–20

Pre-teach the story word *good*. Use the photos on page 20 to pre-teach the story word *house*. Then use **Decoding Routine 4** to conduct two readings of "A Good Place." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 **Identify Details** *What does a real pig need?* (a big pen and mud)
- 2 **Make Comparisons** *How is the tame cat different from the tiger?* (The tame cat is small, lives in the house, and isn't wild.)
- 3 **Make Inferences** *Would the wild animals be happy living in a house?* (Possible response: No. The wild animals need more space.)
- 4 **Make Connections** *Have you ever seen places like these? If so, where?* (Possible response might be yes and include any of the places shown.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously-taught phonics elements.


STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 13	Teacher's Edition
short <i>a</i>	can (page 14) cat (page 18)	/ă/ (page T7c)
short <i>i</i>	pig (page 14)	/i/ (page T23m)
short <i>e</i>	bed (page 14) pen (page 15)	/ē/ (page T55m)
short <i>u</i>	mud (page 15) run (page 18)	/ü/ (page T71c)


AL Above Level

ISSUE Children can quickly decode the passage.


STRATEGY Challenge children to write extended responses to the Make Connections question.



This is a good place for a cat to **sleep**.
It's a soft bed.



But a house **isn't** a good place for this cat! It **can't** be in a house **because** it **isn't** tame. This big cat must run and jump.
GRRRRRR!!!



What's a good place for you? ❖

Practice Phonics

Contractions

Read these words.


it's	can't	can	hop
isn't	swim	is	big

Find the contractions.
Use letters to build them.

c a n ' t

Talk Together This fish **can't** hop.

Choose words from the box above to tell a partner about fish.



STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book 13
pages 18–21

Practice Phonics

5 Words with Contractions Read On Your Own Book 13 page 21

Distribute **Letter Cards**. Read aloud page 21.
Have partners complete the activities.

i	t	'	s	
i	s	n	'	t
c	a	n	'	t

6 Talk Together Read On Your Own

Book 13 page 21

Project the **Talk Together** sentence frame on **eEdition** page 21. Have children tell about each picture by filling in the blanks in the sentence frame with words from the box. Encourage children to think about which words make sense. (Possible responses: *This fish can swim/is big/isn't big.)*

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "A Good Place." Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

- Identify Plot
- Determine Importance in a Story

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3

MATERIALS

children's word portraits from Day 3 • one piece of paper for each child

Power Writing

Have children write as much as they can as well as they can in one minute about the word *time*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

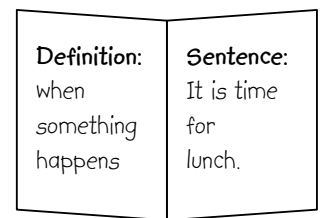
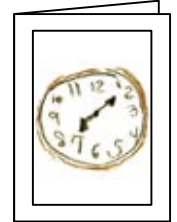
1 Share Word Knowledge

Have children use the word portraits they made on Day 3 (see T206). Pair children and have them follow the steps of

Vocabulary Routine 3.

- Have children take turns reading their definitions and sentences.
- Discuss how the pictures show the meanings of the **Key Words**.
- Have children create one sentence using two **Key Words**.
- Have children create a sentence using their Key Word and another Key Word. Direct them to write this sentence on the back page of their portrait.

For **Vocabulary Routine 3**, see page BP48.



Portrait

Academic Talk

2 Act Out the Plot

REVIEW Explain that children will act out the plot of *Ruby in Her Own Time*. Remind children: *A plot has a beginning, middle, and an end.*

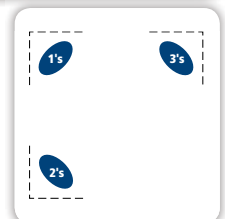
Use **Corners**.

- Organize the class into three groups.
- Assign each group to one of the three corners—beginning, middle, and end.
- Have groups determine the events to act out for the class.
- Ask groups to act out the story in order.

For **Corners**, see page BP60.

Key Words

adult · baby · before · egg
form · grow · hatch · inside
nest · shape · size · time



Corners

Check & Reteach

OBJECTIVE: Identify Plot
Determine Importance in a Story

Have children tell how they decided on what events to act out.

Note any important events that children missed and pause to emphasize the importance as children **Reread and Analyze** the story. Give explicit reteaching. For example, if children did not understand where the story begins and what is important in the beginning,

say: *This is the beginning of the story. I know this because the text is introducing me to all the characters, the ducks and ducklings. This detail about four **eggs** hatching is important.*

*I know this because there were five **eggs** and only four **hatch**. The reader needs to know what happened to the fifth **egg**.*

COMMON CORE STANDARDS

Reading

Ask and Answer Questions About Key Details	CC.1.Rlit.1
Retell Stories with Key Details	CC.1.Rlit.2
Use Key Details to Describe	CC.1.Rlit.3
Read Prose	CC.1.Rlit.10

Writing

Write Narratives with Details	CC.1.W.3
-------------------------------	----------

Language and Vocabulary

Use Personal Pronouns	CC.1.L.1.d
Determining Meaning of New Words	CC.1.L.4

Read a Story

Who is in the story?



Ruby



Mother Duck
and Father Duck



Rufus, Rory, Rosie, and Rebecca

Reading Strategy

As you read, look at the text and pictures to **determine what is important** in the story.

206

Ruby in Her Own Time

by **Jonathan Emmett**

illustrated by **Rebecca Harry**



Student
eEdition



Read
with Me

NGReach.com

207

Anthology
pages 206–207

Reread and Analyze

3 Build Comprehension Anthology pages T206–230

Read page 206. Say: *Look at the cover. Is the grass, the flower, or the little duck important in this picture?* (the little duck) *Why is the little duck important?* (She's Ruby, the main character.) Tell children to think about what is important as they reread. Use the **Reread and Analyze** questions on T212–213 to T228–T229 as you reread *Ruby in Her Own Time*.

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children listen to the story using the **Read with Me** MP3 before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Have children whisper read as you conduct the rereading.



Anthology

Fluency ✓

Intonation Model reading with intonation as you reread the questions and statements in the dialogue.

Use **Fluency Routines** on page BP40.

Mini Lesson

Analyze Characters

Explain: *You can tell how a character feels by what he or she says.* Define words for describing feelings: *When you feel worried, you may be nervous or unsure. When you feel confident, you are calm and sure about things.* Then model analyzing the characters:

- Read aloud the dialogue on **Anthology** page 214. Think aloud: *Father Duck asks a question. He is not sure what will happen. This tells me that Father Duck feels worried.*
- Read aloud the dialogue on page 215. Think aloud: *Mother Duck says what will happen. This tells me that Mother Duck feels confident.*

Read aloud the dialogue on pages 219 and 221. For each character, ask: *Who is worried?* (Father Duck is worried.) Read aloud the dialogue on page 229. Ask: *Who is worried?* (Mother Duck is worried.)

Explain: *Sometimes characters change. Sometimes they stay the same.* Have children draw conclusions: *Did Mother Duck and Father Duck change?* (Yes.) *How?* (In the beginning and in the middle, Father Duck is worried and Mother Duck is confident. At the end, Mother Duck is worried and Father Duck is confident.)

Point to page 214, 215, or 219 and read aloud the dialogue. Ask children to tell you how Mother Duck feels. (She is not worried.) If children can't answer, do a Think Aloud with page 221 to model. Then ask again.

4 Meet the Author **Anthology** page 231

Read aloud the biography of Jonathan Emmett. Use the biography to build comprehension:

- **Paraphrase** *Where does the author get his ideas?* (He gets ideas from things that happen in real life.)
- **Make Connections** *Jonathan Emmett keeps ideas on his computer so he will remember them later. What helps you remember things?*

See page LR12 for a list of additional books by Jonathan Emmett.

Meet the Author

Jonathan Emmett



Jonathan Emmett liked to read books and write stories when he was growing up.

Mr. Emmett gets lots of ideas from things that happen in real life. He keeps the ideas on his computer. That way, he won't forget to use them!



Writer's Craft

Find words that Jonathan Emmett repeats in the story. How does that make the story fun to read?

231

Anthology page 231

Daily Language Arts

Daily Grammar

Point out the subject pronoun *she* in the writing model. Have children complete the Grammar and Writing lesson on T199n and apply it as they edit pronouns in the class book.

Writing

5 Writer's Craft Anthology page 231

Read aloud **Writer's Craft**. Work together to identify repeated words and phrases. Display them. Review the action words in the blank. (*hatch, eat, swim*)

"Will she ever _____?" asked Father Duck. And she did.
"She will," said Mother Duck, "in her own time."

Have small groups create two new pages of a new book about Ruby. They should fold a piece of paper in half. On the left page, they should write Father Duck's question, adding a new action, and Mother Duck's answer as displayed. On the right page, they write "And she did." Have children add illustrations and make a class book.

See **Differentiate**

Differentiate

EL English Learners

ISSUE English learners have ideas for sentences to write but do not know the English words.

STRATEGY Have children work in pairs. English learners can share ideas in their native language or with gestures. Partners can help determine the best English words to use.

WRAP-UP

Review the readings: *Ruby In Her Own Time*, "A Good Place," and Leveled Books (L1–L11). Remind children that they have read about many different animals. Ask: *Which animal did you like the most? Why?*

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Read and Spell Words with Long *a*
- ✓ Read and Spell Words with Contractions
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Story
- ✓ Identify Plot
- ✓ Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Vocabulary Bingo: Practice Master PM4.13
- Beginning-Middle-End Chart: Practice Master PM4.14
- Read On Your Own Book 13

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach

MATERIALS

self-stick notes • children's completed Family Newsletter 4 (see T200)

Power Writing

Have children write as much as they can as well as they can in one minute about the word *adult*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

- | | |
|---------------------------------|---------------|
| Retell Stories with Key Details | CC.1.Rlit.2 |
| Use Key Details to Describe | CC.1.Rlit.3 |
| Decode Words with Long <i>a</i> | CC.1.Rfou.3 |
| Decode Words with Contractions | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |

Writing

- | | |
|------------------|----------|
| Focus on a Topic | CC.1.W.5 |
|------------------|----------|

Speaking and Listening

- | | |
|------------------------------|---------|
| Participate in Conversations | CC.1.SL |
|------------------------------|---------|

Language and Vocabulary

- | | |
|--------------------------------|-------------|
| Define Words by Attributes | CC.1.L.5.b |
| Spell Words with Long <i>a</i> | CC.1.L.2.d |
| Spell Words with Contractions | CC.1.L.2.d |
| Spell High Frequency Words | CC.1.L.2.d1 |



MORNING WARM-UP

How have you changed as you've grown up?

Have children use their **Family Newsletters** to discuss the question in small groups.

Vocabulary Review

1 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play games.



VOCABULARY GAME

Introduce **Vocabulary Bingo**. Display the **Key Words** and distribute **Practice Master PM4.13**.

Key Words

adult · baby · before
egg · form · grow
hatch · inside · nest
shape · size · time

To play, call out clues and have children copy Key Words to fill in their Bingo cards. For example, you might say: *A clock tells me what _____ it is. (time)*

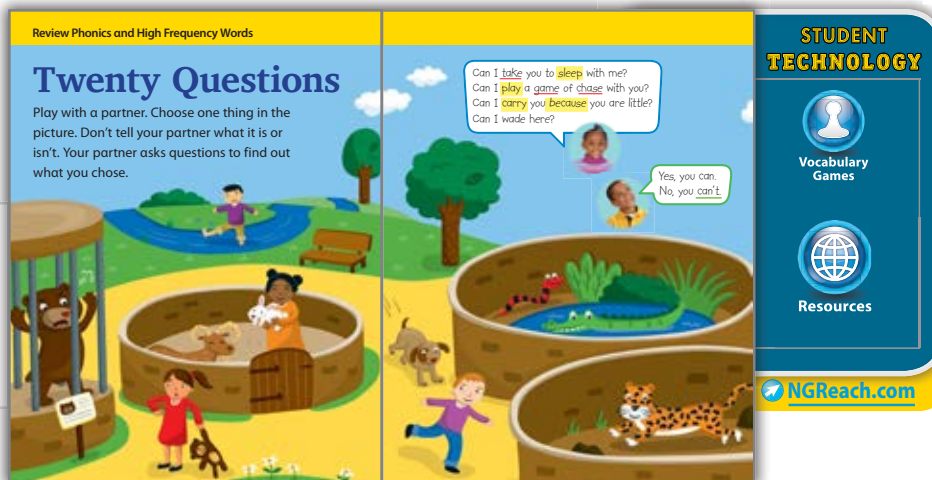
For **Vocabulary Bingo**, see page BP53.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games



Read On Your Own Book 13
pages 22–23

Phonics Review

2 Play Twenty Questions Read On Your Own Book 13 page 22–23

Read aloud the directions on page 22. Have children take turns reading the questions and answers on page 23. Form pairs and have children play the game. Then have children practice spelling. Dictate these sentences, one at a time. Have children write the sentence. Display it and have children check and correct their spelling. Then have children name which animals in the picture fit your sentence.

- *It's big.* (bear, alligator, tiger)
- *It isn't tame.* (bear, snake, alligator, tiger)
- *It is a tame pet.* (rabbit, goat, dog)
- *It can chase the boy.* (dog)

Check & Reteach

- OBJECTIVE:** Read and Spell Words with Long *a*
 Read and Spell Words with Contractions
 Read and Spell High Frequency Words

Have children follow along as you read aloud the clues listed on page 23 several times through. On the first read, have children raise their hands when they hear long *a* words with spelling pattern *a_e*. When they raise their hands, have them say the word and spell it. Repeat for contractions and for High Frequency Words.

Name _____ Date _____

Vocabulary

Vocabulary Bingo

1. Write a Key Word in each egg.
2. Listen to the clues. Place a marker on the Key Word.
3. Say "Bingo" when you have four markers in a row.

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Practice Master PM4.13



Daily Language Arts

Daily Spelling and Word Work
 Practice options on pages T199k–199l



Answers Talk About It

- 1. Identify Details** The fifth **egg** is Ruby's. The text and illustrations on page 214 show this.
- 2. Make Inferences** It means Ruby does things when she is ready to do them. She does not follow what others do.
- 3. Sequence** After Ruby's wings **grow**, she flies.

Name _____ Date _____

Beginning-Middle-End Chart

Ruby in Her Own Time

Complete the chart. Write the important parts of the plot from the story.

Beginning: First, Ruby hatches from an egg.
Middle: Ruby eats and swims later than the other ducks in her family.
End: Ruby learns to fly at the same time as the other ducks. She flies away from home. She returns.

Use your chart to retell the story. Act out the events in order to a partner.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T232 **PM4.14** Unit 4 | Growing and Changing

Practice Master PM4.14

Academic Talk

3 Talk About It **Anthology** page 232

Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

Writing

4 Write About It **Anthology** page 232

Tell children that they will write about characters. Read aloud the directions on page 232 and point out the sentence frames. Give an example for the first frame: *Mother Duck and Father Duck feel that Ruby is special.* To model an example for the second frame, ask: *How do we know that they feel Ruby is special?* Project **Student eEdition** page 217 and say: *I think they feel that way because they named her after something precious—a ruby.* Share a written example for the second frame: *They named her after something precious.*

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Story

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly identify feelings and cite evidence from the text or illustrations.

Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Integrate

5 Identify Plot **Anthology** page 233

REVIEW Remind children: *Stories have a beginning, a middle, and an end.* Review High Frequency Words *first, next, and then.*

Read aloud the directions on page 233. Model how to complete the chart using the example on page 233. (First, Ruby **hatches** from an **egg**.) Distribute **Practice Master PM4.14**. Have each child complete the chart. Remind children that the self-stick notes they placed in their books indicate important details and that those details can go in their charts. Circulate and guide children as they complete their charts.

Have partners share and compare their Beginning-Middle-End charts. Then as a whole class, have volunteers explain any differences in the charts.

Daily Language Arts

Daily Grammar

Point out the subject pronouns on **Anthology** page 232 (*she, you, they*). Ask why *she* is used to answer question 2. (*She* refers to one female—Ruby.) Ask why *they* is used in the **Write About It**. (*They* refers to two ducks—Mother and Father.) Then use the Review and Assess on page T199n.

Talk About It

1. There are five **eggs**. Which egg is Ruby's?
The ____ egg is Ruby's.
2. What does it mean that Ruby does things in **her own time**?
3. What happens after Ruby's wings **grow**?

Learn test-taking strategies.
NGReach.com

Write About It

Describe how Mother Duck and Father Duck feel about Ruby. How can you tell?

Mother Duck and Father Duck feel _____. They _____.



Identify Plot

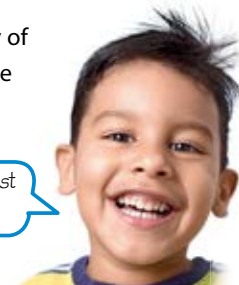
What happens in this story? Use sequence words.

Beginning-Middle-End Chart

Beginning: First, Ruby hatches from an egg.	
Middle:	
End:	

Use your chart to retell the story of *Ruby in Her Own Time*. Act out the events in order as you retell.

Ruby is the last egg to hatch.



Student eEdition



Resources



Comprehension Coach



Online Assessment

Check & Reteach

OBJECTIVE: Identify Plot
Determine Importance

Listen to children as they retell the story.

For children who were unable to identify plot in *Ruby in Her Own Time*, flip through the book and ask *What is happening now?* Record children's answers as a Key Points List and have children use it to retell the story.

WRAP-UP

Have each child review the contents of their **Weekly Folders**. Form heterogeneous groups and ask children to use what they've learned to discuss the **Big Question: How do animals change as they grow?** Circulate and prompt discussion as needed:

- Which animal changes in the most interesting way?
- Which animals change in similar ways?
- How are changes in your life like changes in animals' lives? How are they different?

Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Delete Initial Sounds
- Delete Final Sounds

Phonics

- Decode Words with Long a
- Decode Words with Contractions

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Long a
- Spell Words with Contractions
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Identify Plot
- Determine Importance

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Subject Pronouns Test
- Write a Sentence

ASSESSMENTS

Foundational Skills Test Unit 4, Week 1

Phonological Awareness **X**

Assess the part of the test individually with each child. Record responses on a copy of the Student Profile on page A4.7.

Standard Skill	Assessment Description	Items
Delete Initial Sound	They read a word and delete the initial sound. They write the word.	1. <input type="radio"/> plane (pl) 2. <input type="radio"/> snake (sn) 3. <input type="radio"/> snake (sn) 4. <input type="radio"/> snake (sn)
Delete Final Sound	They read a word and delete the final sound. They write the word.	1. <input type="radio"/> plane (pl) 2. <input type="radio"/> snake (sn) 3. <input type="radio"/> snake (sn) 4. <input type="radio"/> snake (sn)

Decoding **XXX**

Long a

Contractions

The Decoding Test on page A4.8 is multiple choice and they are administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A4.7.

High Frequency Words **X**

Make a copy of this page so you can cut out the list of high frequency words. Have the child read the list of words and write the words on the Student Profile on page A4.7. Record the child's responses on a copy of the Student Profile on page A4.7.

Week 1

new
play
sleep
carry
because
don't

Grade 1 Assessment **A4.5** Unit 4 | Copying and Changing

Foundational Skills Test Unit 4, Week 1

Name: _____ Date: _____

1. c/oake
 c/rack
 c/andy

2. p/lan
 p/plant
 p/plane

3. s/nack
 s/nake
 s/natch

4. r/red
 r/raft
 r/roke

5. d/didn't
 d/don't
 d/did

6. c/cart
 c/can't
 c/couldn't

Grade 1 Assessment **A4.6** Unit 4 | Copying and Changing

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long a Words

1. plane The plane landed in the water.
2. snake Is that a snake in the water?

Contractions

3. isn't That isn't a snake.
4. that's That's a stick!

High Frequency Words

5. because I was scared because I thought I saw a snake.
6. carry Do mother bears carry their cubs?
7. don't I don't know.
8. new The mother bear found a new cave.
9. play Bear cubs like to play in the sun.
10. sleep The bears sleep in the cave.

More Words

Use these words and sentences for additional Pretest and Test items.

1. cave Some bats live in the cave, too.
2. lake Some bats live near the lake.
3. late Bats come out late at night.
4. can't Bats can't see well.
5. tame Bats are not tame.
6. they're They're wild animals.

Oral Reading Assessment Unit 4

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

Grade 1 Assessment **A4.1** Unit 4 | Copying and Changing

Oral Reading Assessment Unit 4

Mother skunk and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

Grade 1 Assessment **A4.2** Unit 4 | Copying and Changing

Oral Reading Assessment Unit 4

Item	Accuracy		Fluency		Comprehension	
	Correct	Incorrect	Smooth	Strained	Answers	Questions
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Grade 1 Assessment **A4.3** Unit 4 | Copying and Changing

Reading Comprehension Test Unit 4, Week 1

Directions: Read the story. Then answer the questions about the story.

Hetty Grows Up

Hetty is a tiny kitten. She cannot see or walk. Her mother carries Hetty and feeds her milk.

Hetty sleeps a lot. She eats and grows. Hetty plays with toys. Her fur is soft and thick.

Hetty grows and changes. She still loves to play, but now Hetty also likes to hunt. She hunts for a mouse. Watch out, mouse!

Grade 1 Assessment **A4.8** Unit 4 | Copying and Changing

Reading Strategy Assessment Unit 4

Check the reading strategy the child used and the question that asks about how the child used the strategy. Use the table to help you determine how well the child used the strategy. Circle the child's score.

Reading Strategies

Plan	Monitor	Ask Questions
4 3 2 1	4 3 2 1	4 3 2 1
4	4	4
3	3	3
2	2	2
1	1	1

Grade 1 Assessment **LR4.5** Unit 4 | Copying and Changing

Reading Strategy Assessment Unit 4




Item	Comprehension (Skill Focus)		Make Connections		Make Inferences		Visualize	
	4	3	4	3	4	3	4	3
1								
2								
3								
4								

Grade 1 Assessment **LR4.6** Unit 4 | Copying and Changing




Vocabulary Test Unit 4, Week 1

Directions: Choose the answer that completes the sentence correctly.




1. This is _____.

a baby 
 a family 
 an adult 

2. This is _____.

an egg 
 a bird 
 a dollar 

3. This is a _____.




baby 
 home 
 tadpole 

Grade 1 Assessment **A4.11** Unit 4 | Copying and Changing




Grammar and Writing Test Unit 4, Week 1

Directions: Choose the answer that completes the sentence correctly.




1. This is my bag. _____ is new.

It 
 He 
 She 

2. Jill and I are best friends. _____ play together.

We 
 You 
 They 

3. My cat is big. _____ hold my cat.

She 
 It 
 I 

Grade 1 Assessment **A4.15** Unit 4 | Copying and Changing

Writing Rubric

Item	Exceeds Expectations	Meets Expectations	Approaches Expectations	Needs Improvement	Does Not Meet Expectations
1. Content
2. Organization
3. Mechanics
4. Conventions

Grade 1 Assessment **A4.60** Unit 4 | Copying and Changing

Foundational Skills Test

A4.5–A4.6

Spelling Pretest/ Spelling Test

See page T199K

Oral Reading Assessment

A4.1–A4.4

Use these passages throughout Unit 4. Work with below level readers this week.

Reading Comprehension Test

A4.8–A4.10

Reading Strategy Assessment

LR4.5–LR4.6

Vocabulary Test

A4.11–A4.14

Grammar and Writing Test

A4.15–A4.16

Writing Rubric

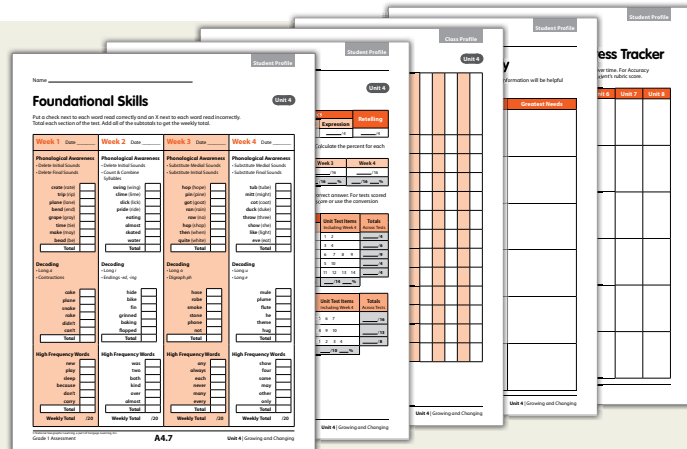
A4.60



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills A4.7
- Student Profile: Weekly and Unit Assessment A4.56
- Class Profile: Weekly and Unit Assessment A4.58
- Student Profile: Strengths and Needs Summary A4.59
- Student Profile: Oral Reading Assessment Progress Tracker ONLINE ONLY

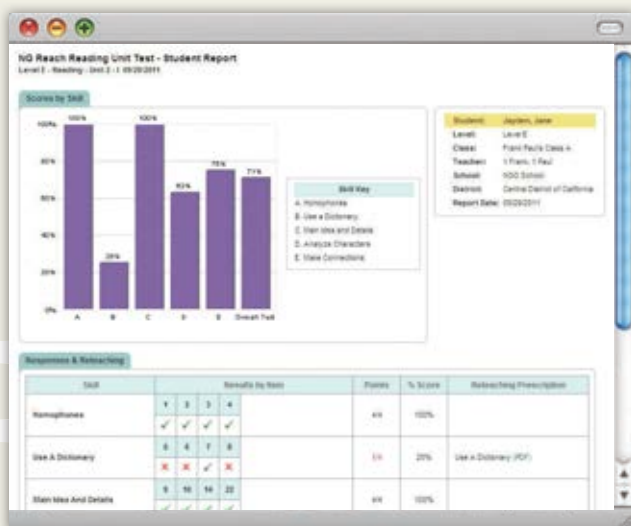
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Word Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](https://www.ngreach.com)
- Word Builder [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice, page BP38



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessment
- Class Profile: Weekly and Unit Assessment
- Standards Summary Report

Reading

RETEACH

- Plot: Reteaching Master RT4.1
- Determine Importance: Reteaching Master RT4.2

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Subject Pronouns: Reteaching Master RT4.3
- Interactive Writing Routine page BP58

ADDITIONAL PRACTICE


- More Grammar Practice RT4.4



Week 2 Planner


Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Delete Initial Sounds T233k CC.1.Rfou.2.c	☑ Delete Initial Sounds T239a CC.1.Rfou.2.c
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 ☑ Words with Long <i>i</i> T233k Spelling CC.1.L.1; CC.1.L.2.d–e Daily Spelling and Word Work: Pretest T233g Words with Long <i>i</i> T233g; T233m	Phonics CC.1.Rfou.2.a–b; CC.1.Rfou.3; C.1.Rfou.4 ☑ Words with Short <i>i</i> and Long <i>i</i> T239a Read with Fluency T239c Spelling CC.1.Rfou.3; C.1.L.2.d–e ☑ Words with Long <i>i</i> T239b
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T233g, T233n CC.1.Rfou.3.g; CC.1.L.2.d;	☑ Practice High Frequency Words T239b CC.1.Rfou.3.g; CC.1.L.2.d Handwriting T239b CC.1.L.1.a

		Listen and Comprehend	Listen and Analyze
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Preview and Predict T234a CC.1.SL.1	Describe Animals T239e CC.1.SL.1
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6 ☑ Use Subject and Object Pronouns T233i Vocabulary CC.1.L.4.a ☑ Use Context Clues T233o	Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6 Use Subject Pronouns T233i Vocabulary CC.1.L.5.a Sort Words T239e
	Reading 🕒 20–40 minutes	Read CC.1.Rinf.10 ☑ Shared Reading: Science Article T235 	Reread CC.1.Rinf.5; CC.1.Rinf.10 ☑ Shared Reading: Science Article T239f Comprehension CC.1.Rinf.5; CC.1.Rlit.5 ☑ Use Captions T239e Compare Genres T239g 
	Writing 🕒 15 minutes	Power Writing T233o CC.1.W.2 Writing Write About the Author T238–239 CC.1.W.2	Power Writing T239e CC.1.W.2 Writing Write About Sea Turtles T240 CC.1.W.2

LEVELED READING TIME		Read Book 1	Reread Book 1
Fiction & Nonfiction	🕒 20 minutes 	Read Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7 Introduce LR2 Read LR4–LR11 ☑ Identify Plot ☑ Identify Details ☑ Determine Importance	Reread Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Identify Plot ☑ Identify Details ☑ Determine Importance

LEARNING STATION TIME		Learning Station Activities	Learning Station Activities
Learning Station	🕒 20 minutes 	Speaking and Listening T233e CC.1.SL.4–5	Speaking and Listening T233e CC.1.SL.4–5
		Language and Vocabulary T233e CC.1.L.4	Language and Vocabulary T233e CC.1.L.4
		Writing T233e CC.1.L.5; CC.1.W.2	Writing T233e CC.1.L.5; CC.1.W.2
		Cross-Curricular T233f CC.1.SL.4–5; CC.1.W.8	Cross-Curricular T233f CC.1.SL.4–5; CC.1.W.8
		Reading and Intervention T233f; RT4.5 CC.1.Rfou.4; CC.1.Rlit.2	Reading and Intervention T233f; RT4.5 CC.1.Rfou.4; CC.1.Rlit.2

BIG Question How do animals change as they grow?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> Count Syllables T240a CC.1.Rfou.2 	<ul style="list-style-type: none"> Count and Combine Syllables T240i CC.1.Rfou.2 	<ul style="list-style-type: none"> Review T240o
<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3;</p> <ul style="list-style-type: none"> Words with Endings <i>-ed, -ing</i> T240a <p>Spelling CC.1.L.1; CC.1.L.2.d</p> <ul style="list-style-type: none"> Words with Endings <i>-ed, -ing</i> T240c 	<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3-4</p> <ul style="list-style-type: none"> Words with Endings <i>-ed, -ing</i> T240j Blend Sounds T240j Read with Fluency T240k <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> Words with Endings <i>-ed, -ing</i> T240j 	<p>Phonics CC.1.Rfou.3</p> <ul style="list-style-type: none"> Words with Long <i>i</i> and Words with Endings <i>-ed, -ing</i> T240o <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> Words with Long <i>i</i> and Endings <i>-ed, -ing</i> T240o
<ul style="list-style-type: none"> Practice High Frequency Words T240d CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> Practice High Frequency Words T240j CC.1.L.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> Review High Frequency Words T240o CC.1.Rfou.3.g; CC.1.L.2.d
Read and Comprehend	Reread and Analyze	Review and Apply
<ul style="list-style-type: none"> Preview and Predict T240e CC.1.SL.1 	<ul style="list-style-type: none"> Discuss Text Features T240n CC.1.SL.1 	<ul style="list-style-type: none"> Relate Readings to the Big Question T241a CC.1.SL.1
<p>Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> Use Subject Pronouns T233j <p>Vocabulary CC.1.L.5.a</p> <ul style="list-style-type: none"> Review Science and Academic Vocabulary T240e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> Grammar and Writing T233j <p>Vocabulary CC.1.L.4.a</p> <ul style="list-style-type: none"> Use Context Clues T240m 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> Review T233j; T241 <p>Vocabulary CC.1.L.6</p> <ul style="list-style-type: none"> Review T241
<p>Read CC.1.Rinf.10</p> <ul style="list-style-type: none"> Interactive Read Aloud: Science Article T240e 	<p>Reread CC.1.Rinf.10</p> <ul style="list-style-type: none"> Interactive Read Aloud: Science Article T240m <p>Comprehension CC.1.Rinf.5</p> <ul style="list-style-type: none"> Use Text Features T240m 	<p>Comprehension CC.1.Rinf.5</p> <ul style="list-style-type: none"> Compare Text Features T241a 
<p>Power Writing T240e CC.1.W.2</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write About a Frog's Life Cycle T240h 	<p>Power Writing T240m CC.1.W.2</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write a Label and a Caption T240n 	<p>Power Writing T240o CC.1.W.2</p> <p>Writing CC.1.W.5</p> <ul style="list-style-type: none"> Write About an Animal T241b

Read Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7

- Introduce LR2
- Read LR4–LR11
- Identify Plot
- Identify Details
- Determine Importance

Reread Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7

- Read and Integrate Ideas LR2 CC.1.Rinf.10; CC.1.SL.1
- Identify Plot
- Identify Details
- Determine Importance

Reading CC.1.SL.1.a; CC.1.W.1-3

- Connect Across Texts LR3

Writing

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T241c–T241d

- Foundational Skills A4.17–A4.18 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c;
- Spelling Test T233g CC.1.Rfou.3.g; CC.1.L.2.d
- Oral Reading Assessment A4.1–A4.4 CC.1.Rfou.4
- Reading Comprehension Test A4.19–A4.21 CC.1.Rlit.3
- Reading Strategy Assessment LR4.5–LR4.6 CC.1.Rinf.10
- Vocabulary Test A4.22–A4.23 CC.1.L.4; CC.1.L.6
- Grammar and Writing Test A4.24–A4.25 CC.1.L.1; CC.1.L.1.d
- Reteaching Masters RT4.5–RT4.8

Week 2 Learning Stations

Speaking and Listening

Option 1: Listen for Details



[NGReach.com](https://www.ngreach.com) Student Resources

Have each partner choose the turtle or frog video. To view the videos, have children go to unit 4 > Learning Stations > Week 2 > frog video or turtle video on NGREACH.com. Have each child choose a video to watch individually. Tell them they will share the important details with a partner when they finish. Encourage them to jot down words or draw a quick sketch to help them remember the important details. Then partners share. Encourage partners to ask questions about each other's videos.

Gather and Recall Information CC.1.W.8
Ask and Answer Questions About Information CC.1.SL.2
Presented Through Media

Option 2: Tell How They Grow

MATERIALS

paper • colored markers

- Have small groups choose an animal the class has learned about.
- Each group member says one thing about how that animal grows and changes.
- The group draws pictures illustrating what each member contributed.
- Groups display their illustrations.

Participate in Conversations CC.1.SL.1
Build on Others' Talk CC.1.SL.1.b
Describe Ideas CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Key Words

adult • baby • before • determine
egg • form • grow • hatch • importance • inside
nest • plot • shape • size • time

Option 1: Vocabulary Games



[NGReach.com](https://www.ngreach.com) Online Vocabulary Games

Determine Meaning of Words CC.1.L.4

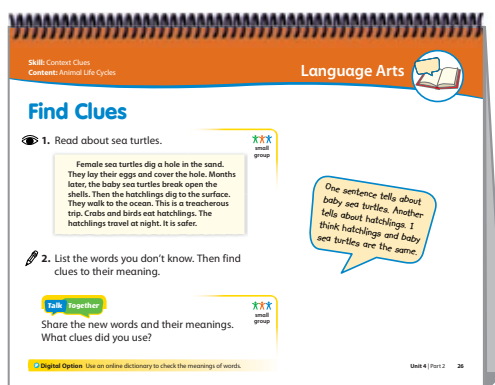
Option 2: My Vocabulary Notebook

Have children expand word knowledge by

- adding definitions, synonyms, antonyms, and images
- looking up words
- writing sentences with the words.

Determine Meaning of Words CC.1.L.4

Option 3: Find Clues



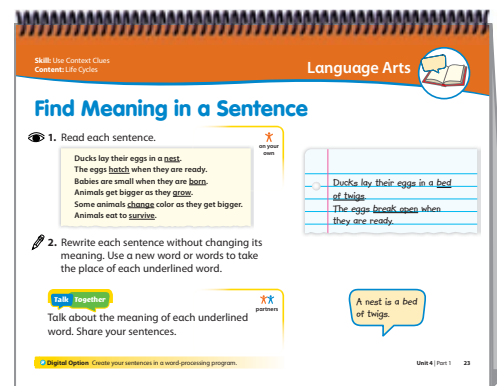
PROGRAM RESOURCES & MATERIALS
Language and Literacy Teamwork Activity Card 26

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

Determine Meaning of Words CC.1.L.4

Writing

Option 1: Find Meaning in a Sentence



PROGRAM RESOURCES
Language and Literacy Teamwork Activity Card 22

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

Demonstrate Understanding of Nuances CC.1.L.5

Option 2: Write a Sentence



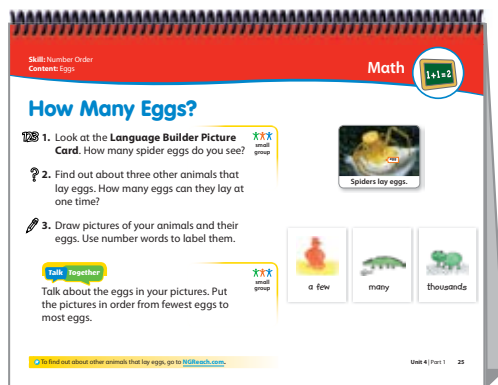
PROGRAM RESOURCES
Digital Library Image B43

Display the photo and have children write a sentence with one fact they know about turtles. Children can look in their **Anthologies** on pages 235–239 to help them recall facts.

Write Facts About Topics CC.1.W.2

Cross-Curricular

Option 1: How Many Eggs?



How Many Eggs?

1. Look at the Language Builder Picture Card. How many spider eggs do you see?

2. Find out about three other animals that lay eggs. How many eggs can they lay at one time?

3. Draw pictures of your animals and their eggs. Use number words to label them.

Talk Together
Talk about the eggs in your pictures. Put the pictures in order from fewest eggs to most eggs.

Options: a few, many, thousands

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activity Card 25

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Language Builder Picture Card B40

research resources • drawing paper • colored markers
• crayons

Describe Ideas	CC.1.SL.4
Add Visual to Clarify	CC.1.SL.5
Gather Information	CC.1.W.8

Option 2: Research Where and Frogs Live

PROGRAM RESOURCES & MATERIALS

[NGReach.com](https://www.ncreach.com)

world map • self-stick notes

Have children follow the NGKids link through the student home page. Have them put "turtles" or "frogs" in the search bar and look for information about where turtles or frogs live. When they find a country, they can make a self-stick note that says either "turtle" or "frog," find the country on the world map, and place the sticky note on it. Have children write the specific names of the turtles and frogs.

Gather and Recall Information	CC.1.W.8
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Reading

Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading.

Read with Fluency	CC.1.Rfou.4
Read Prose and Poetry	CC.1.Rlit.10

Option 2: Book Club

PROGRAM RESOURCES

Leveled Reading Books

Have children discuss Leveled Reading Books they have finished reading. Post the following questions:

- What is the title?
- Who is the author?
- Who are the characters?
- What is the setting?
- What do you think it will be about?
- What do you like about it?
- What don't you like about it?

For children who are reading the same book, encourage them to compare what they like and dislike and what they think will happen.

See **Recommended Reading**, page LR12.

Retell Stories with Key Details	CC.1.Rlit.2
Read Prose and Poetry	CC.1.Rlit.10
Participate in Shared Research and Writing Projects	CC.1.W.7

Intervention

Option 1: Reteach Long and Short Vowels *a, i*

PROGRAM RESOURCES

Sound/Spelling Cards 34 and 35

Use **Reteaching Routine 2**.

- **Contrast long and short vowel sounds:** *The vowel a has a short sound: /a/. Say /a/ with me: /aaa/. Now listen to these words: can, cane. Which one has the long sound for the letter a? (cane) Which one has the short sound? (can) Repeat with kit/kite.*
- **Use word patterns to decode words.** Post and read aloud this list of words: *cap/cape, Sam/same, tap/tape, wag/wage, pin/pine, bit/bite, Lin/line, Tim/time, hid/hide.* Ask: *How many vowels are in cap? (one) What kind of letter comes after the vowel? (a consonant) Is the vowel long or short? (short) Repeat for each word on the list.*

For **Reteaching Routine 2**, see BP36.

Read with Fluency	CC.1.Rfou.4
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Option 2: Phonics Games

PROGRAM RESOURCES

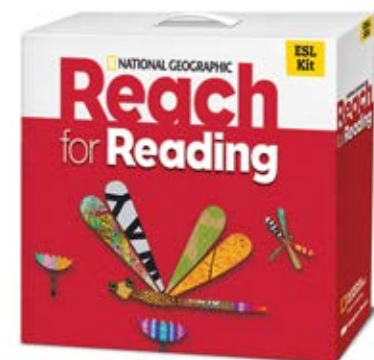
Online Phonics Games

Read with Fluency	CC.1.Rfou.4
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For **Reteaching Masters**, see pages RT4.5-RT4.8.

Additional Resources

ESL Instruction



Use ESL pages T234a-T242h for additional instruction, practice, and differentiation for English Language Learners.

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Spell Words with Long *i*
- ✓ Spell Words with Endings *-ed*, *-ing*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Pretest
DAY 2-4	Daily Practice Options
DAY 5	Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long *i* Words

1. tide The **tide** brings waves into shore.
2. dive Turtles **dive** into the waves.

Endings *-ed* and *-ing*

3. helped This book **helped** me learn about turtles.
4. helping Now I am **helping** my sister learn.

High Frequency Words

5. almost Turtles live in **almost** every ocean.
6. both **Both** adult and baby turtles can swim.
7. kind One **kind** of turtle is very big.
8. over This turtle is **over** seven feet long.
9. two I have **two** legs, but turtles have four.
10. was I **was** happy to learn about turtles.

More Words

Use these words and sentences for additional Pretest and Test items.

1. pile I saw a turtle lay a **pile** of eggs.
2. pushed It **pushed** sand on top of the eggs.
3. time The eggs will hatch in **time**.
4. walked The turtle **walked** into the ocean.
5. swimming I saw it **swimming** away.
6. dine For food, some turtles **dine** on fish.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM4.21

MATERIALS

scissors

Prepare

Have partners cut out the **Word Cards** and sort them into rhyming words (*-ile*, *-ive*, *-ide*, *-ime* word families).

Play a Game

- One child mixes some of the words up while the other isn't looking.
- The partner then tries to find all of the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write two more words that rhyme with words they have sorted, adding them to the correct word family sorted piles.

Spelling & Word Work			
Long <i>i</i> Word Cards			
bride	pile	time	five
smile	slide	dive	slide
mime	stride	hive	slime
hide	glide	hide	dime
file	tile	tide	thrive
wide	side	ride	strive
while	lime	drive	mile

For use with T.E. p. T235g PM4.20 Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.20

Decode Words with Long *i*
 Demonstrate Command of English Spelling
 Spell Words with Long *i*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.L.1
 CC.1.L.2.d
 CC.1.L.2.e

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM4.22

MATERIALS

scissors

Prepare

Have each group cut out cards. Note that the words in the first column are review.

Play a Game

- The group turns cards face down and mixes them. On a signal, they turn over the cards and arrange in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have the next group remix the cards for another round.

After several rounds, the group with the most points wins.

Spelling & Word Work	
High Frequency Word Cards	
give	almost
he	both
know	kind
said	over
watch	two
who	was

For use with T.E. p. T235g PM4.21 Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.21

Spell High Frequency Words

CC.1.L.2.d



Play Cards

Day 3



Option 1

MATERIALS

note cards, 10 per child

Prepare

- Distribute 10 cards to each child.
- Have each child write each spelling word on a separate card.

Play a Game

- Partners combine their cards into one 20-card “deck.”
- Have one partner shuffle the deck, deal five cards to Player 1 and five to Player 2, and set the rest of the deck in a pile between the players.
- Players group any pairs they have in their hands and set them aside.
- Player 1 then asks Player 2 for a card he or she needs to make a pair.
- If Player 2 has the card, it is handed over to Player 1. If Player 2 does not have the card, he or she says “Take a card” and Player 1 must pick up a card from the deck. Player 2 then asks for a card, and play is repeated until one of the players has paired every card in his or her hand.
- The player to pair all cards in his or her hand wins.
- Have one of the partners remix the cards for another round.

Extend the game by having children include the six words from the More Words section on the Test.

Spell Words with Long <i>i</i>	CC.1.L.2.d
Spell Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Build Words Online

Day 3



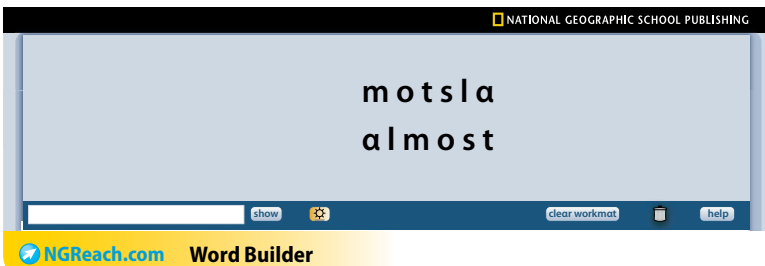
Option 2

Prepare

Have pairs access **Word Builder** and **NGReach.com**.

Play a Game

- Have one partner drag the letters for a spelling word in scrambled order on the **Word Builder**.
- Have the other partner unscramble them to spell the spelling word correctly and say it aloud.



Demonstrate Command of English Spelling	CC.1.L.1
Spell Words with Long <i>i</i>	CC.1.L.2.d
Spell Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Dramatize

Day 4



Option 1

MATERIALS

dramatizing options on big paper, paper, pencils, note cards

Prepare

Have partners dramatize the spelling of the words through singing or movement. For example, a child could rap the spelling of *tide* or cheer the spelling of *almost*!

- Post options: rap, opera, underwater, cheer, with a dance, or with other movements such as jumping jacks.
- Have each pair work together to copy the spelling words on one piece of paper.

Play a Game

- One partner holds the spelling list. He or she says a word from the list and one of the dramatizing options.
- The other partner spells the word in the dramatic way chosen.
- If a child spells the word incorrectly, have him or her write it on a note card for further practice later.

Extend the game by having children make a cupped “C” with their hands for consonants and a “V” with both hands (bottoms of palms together) for vowels. Extend even further by having children raise their “V” arms high for long vowels and making a little “V” with their fingers for short vowels.

Demonstrate Command of English Spelling	CC.1.L.1
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Illustrate a Word

Day 4



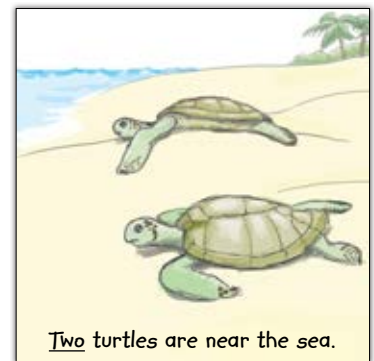
Option 2

MATERIALS

drawing paper • crayons or markers

Use Visuals

- Have partners work together to choose a spelling word to illustrate.
- Have them think of a sentence to tell about the picture and then one child writes it with the spelling word underlined.
- Display pictures in the room.
- Extend the activity by having children draw a picture about two of the words, with both words in their sentence.



Demonstrate Command of English Spelling	CC.1.L.1
Spell Words with Long <i>i</i>	CC.1.L.2.d
Spell Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Week 2 Daily Grammar

OBJECTIVE

Thematic Connection: Growing and Changing

Use Subject and Object Pronouns

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Personal Pronouns

CC.1.L.1

CC.1.L.1.d

Day 1

PROGRAM RESOURCES

Personal Pronouns eVisual 4.7
Pronoun Game: Practice Master
PM4.16

MATERIALS

scissors

Teach the Rules

Use pages T238–T239 to review the **subject pronoun** *I*. Then teach the rules for **object pronouns**.

I/Me and You/You

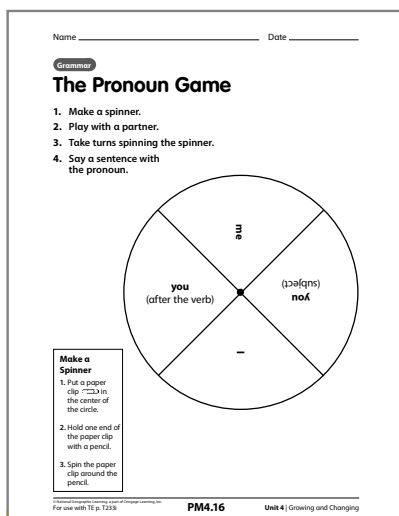
- | | |
|---|--|
| • Use I and me in place of your name. | I would like to study turtles, too. |
| • Use I to tell what you do. | |
| • Use me after an action word. I → me | Then people would read about me . |
| • Use you to talk to another person. You → you | You can be a scientist, too. Then I can read about you ! |

[NGReach.com](#) Personal Pronouns: eVisual 4.7

Play a Game

Distribute **Practice Master PM4.16**. Demonstrate how to make a spinner. Explain how to play the game: *Take turns spinning. Make a sentence using the pronoun the spinner lands on.*

Provide examples for *me*, *you*, and *you*: *Watch me swim. You can swim. I'll watch you.*



[NGReach.com](#) Practice Master PM4.16

Differentiate

SN Special Needs

ISSUE Children need a visual cue to understand sentence word order.

STRATEGY Provide sentences such as: *I like turtles. I don't like snakes. I can jump high. Watch me.* Have children make word cards for each word.

Day 2

PROGRAM RESOURCES

More Personal Pronouns eVisual 4.8

MATERIALS

note cards, 10 per pair of children

Teach the Rules

Use page T240 to teach the **subject pronoun** *she* and the **object pronoun** *her*. Teach the rules.

He/Him and She/Her

- | | |
|---|--|
| • Use he to talk about one male person or made-up animal. | One turtle brother was a very fast swimmer. |
| • Use him after an action verb. he → him | His family called him Speed. |
| • Use she to talk about one female person or made-up animal. | His sister Silly tried to keep up with him. She practiced swimming fast. |
| • Use her after an action verb. She → her | But Speed beat her every time. |

[NGReach.com](#) More Personal Pronouns: eVisual 4.8

Play a Game

Post the pronouns *I*, *you*, *he*, and *she*. Put children in pairs and give each pair 10 note cards. Explain:

- Write your name and names of people you know on the cards.
- Take turns drawing a card and matching it to the correct pronoun.
- Then say two sentences about the person, using pronouns.

Differentiate

EL English Learners

ISSUE There is no gender distinction for third person singular pronouns in Haitian Creole, Hmong, Vietnamese, and spoken Chinese languages. In some cases, *it* is used for both male and female; in other cases, a masculine pronoun may refer to both male and female.

STRATEGY Display *He* and *She* and sentence frames: *This is _____ . _____ is nice.* In the first sentence, fill in students' names. Help students pick the correct pronoun in the second sentence.



Day 3

PROGRAM RESOURCES

More Personal Pronouns eVisual 4.9

Word Cards: Practice Master PM4.23

Teach the Rules

Use page T240h to review the **subject pronouns** *it* and *they* and introduce the **object pronoun** *them*. Then teach the rules.

It/It and They/Them

- Use **it** to talk about one animal, place, or thing.
It → **it**
 - Use **they** to talk about more than one.
they → **them**
 - Use **them** after an action verb.
they → **them**
- A frog** eats a lot. **It** catches insects with its tongue. I tried to catch a frog. I could not catch **it**.
- Baby frogs** are called tadpoles. **They** live in the water.
- I learned about tadpoles. **They** swim fast. I like to watch **them** at the pond.

[NGReach.com](https://www.ngr.com) More Personal Pronouns: eVisual 4.9

Play a Game

Distribute **Practice Master PM4.23**. Have partners play "Make a Match." Explain:

- Cut out the word cards and lay them face up. Match a white card with a gray card and say the pair.
- Partners who agree say two sentences using the words and keep the white card.
- Play until all the white cards are gone.

Grammar Word Cards		
me	you	him
her	it	them
turtle	Dad	Paul
eggs	ocean	Mom
egg	nests	yourself
turtles	myself	Mara

[NGReach.com](https://www.ngr.com) Practice Master PM4.23

Differentiate

AL Above Level

ISSUE Children are ready to apply the rules to new words.

STRATEGY Have children create more word cards and play again.

Day 4

PROGRAM RESOURCES

Write Pronouns: Practice Master PM4.27

Grammar and Writing

Explain: *Good writers use pronouns so we don't repeat the same name over and over again.*

Distribute **Practice Master PM4.27**. Read each pair of sentences. Have children find the underlined word or words in the first sentence and write the correct pronoun in the second sentence.

Name _____ Date _____

Grammar and Writing

Write Pronouns

Subject	After the Verb
I	me
you	you
he	him
she	her
it	it
they	them

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

- Dave, Joe, and Ana watch the turtles. They watch them every day.
- Dave, Joe, and Ana want to help them. They decide to feed them.
- Dave feeds one turtle. He feeds it too much.
- Joe meets Dave on the beach. He meets him at 4 p.m.
- Joe sees Ana on the beach. He sees her on the sand.
- I can't use all the turtle food. Please don't give me any more.

For use with TE p. T235 **PM4.27** Unit 4 | Growing and Changing

[NGReach.com](https://www.ngr.com) Practice Master PM4.27

Day 5

PROGRAM RESOURCES

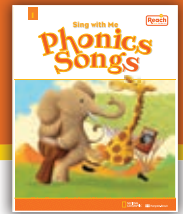
Grammar and Writing Test:
Assessment Masters A4.24–A4.25

Review and Assess

See page T241 for a review of personal pronouns.

Administer the **Grammar and Writing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Delete Initial Sounds
- ✓ Read and Spell Words with Long *i*
- ✓ Read and Spell High Frequency Words


PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 42
Phonics Picture Cards 39, 99, 104, and 123
Sound/Spelling Cards 7, 12, 13, 14, 18, 34
Words with Long *i*: Practice Master PM4.15
Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 2,
Tracks 21–22
Word Builder
Phonics Games



MORNING WARM-UP

What birds do you know about?

Activate prior knowledge about birds by recalling readings from Week 1: *We know that Ruby is a duck, and Marcel is a goose.* Have children turn and talk about what they know about these two birds.

Phonological Awareness

1 Delete Initial Sounds

Use **Phonological Awareness Routine 5**.

- **Say a word:** *grow. Ducks get bigger as they grow. Grow.*
- **Delete a sound:** *I will take away /g/ from the beginning: /g/, row.*
- **Say the new word:** *What word is left? (row) Say the word with me: Row.*

For **Phonological Awareness Routine 5**, see page BP29.

Have children repeat the routine with the words *spit (pit), clap (lap), flip (lip)*.

Check & Reteach

OBJECTIVE: Delete Initial Sounds ✓

Ask: *Take the /s/ off smile. What is left? (mile)*

If children cannot answer, use a sound box divided into four sections—/s/, /m/, /i/, /l/. Say *smile* several times, emphasizing the /s/ sound while pointing to the first box. Then repeat with *blink (link)* and *nice (ice)*.

Phonics

2 Learn Sound/Spelling /i/ ✓

Sing with Me Phonics Song Book page 42

Scaffold language. Explain that *dine* means “eat.” Play Tracks 21–22 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 Hold up nine fingers.
- 2 Point to a watch or clock.
- 3 Stand on one leg.
- 4 5 Stamp both feet; clap on each syllable.

Nine Flamingos

Nine flamingos, nine flamingos **1**
Like to dine,
Right on time. **2**
Legs of pink and white, **3**
Fishing for a bite.
In a line, **4**
Mighty fine. **5**



Sing with Me Phonics
Songs Book page 42

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Isolate Initial Sounds CC.1.Rfou.2.c

Decode Words with Long *i* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g


Language and Vocabulary

Spell Words with Long *i* CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e

Cover up all spellings except *i_e* on **Sound/Spelling Card 34**. Then use **Decoding Routine 1** to connect sound and spelling /i/i_e and to blend words.

Step 1 Develop Phonological Awareness	/i/i_e
<ol style="list-style-type: none"> 1. Tell children: <i>This word has /i/ at the beginning. These words have /i/ in the middle.</i> 2. Tell children: <i>I will say a word. Listen for /i/. If you hear it, tug your ear. If you don't hear it, do not tug your ear. (chin and plate do not have the /i/)</i> 	<p>ice slide, price, shine</p> <p>dive, pile, chin, plate, slice, knife</p>
Step 2 Introduce the Sound/Spelling	
<ol style="list-style-type: none"> 1. Display the picture-only side of Sound/Spelling Card 34. Say: <i>ice</i>. Have children repeat. 2. Say: /i/. Have children repeat. 3. Turn the card over. Point to the <i>i_e</i> spelling. Explain that one way to spell /i/ is with an <i>i</i> followed by a consonant followed by an <i>e</i>. The <i>e</i> comes at the end of each word. The <i>e</i> is silent. The sound for vowel <i>i</i> is its own name, /i/. 	 <p>Card 34 ice, /i/, i_e</p>
<ol style="list-style-type: none"> 4. Give examples of long <i>i</i> words with <i>i_e</i> by pointing to long <i>i</i> words in the song on page 42. 	<p>nine, like, dine, time, white, bite, line, fine</p>
Step 3 Blend Sound-by-Sound	
<ol style="list-style-type: none"> 1. Write <i>f</i>. Say /f/ and have children repeat. 2. Add <i>i_e</i>. Remind children that the <i>e</i> is silent and the sound for <i>i</i> is its own name. Say /i/, sweeping your hand beneath the spellings. Have children blend the sounds with you. 3. Add <i>n</i> between the <i>i</i> and <i>e</i>. Model blending the whole word and then have children blend with you. 	<p>f</p> <p>fi e →</p> <p>fine →</p>
<ol style="list-style-type: none"> 4. Write and blend other words with /i/i_e. 	<p>nine, bike, smile, dime, prize</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Writing (T238-239, T240, T240h, T240n)
- ✓ Compare Genres: **Practice Master PM4.22**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Farsi and Cantonese, there is no long *i* sound.

STRATEGY Write familiar words with *i_e* and have children practice decoding them: *like, lime, time, line, nine, kite*. Use realia, pantomime, and **Phonics Picture Cards** 39, 99, 104, and 123 to promote understanding.



Card 99











Read On Your Own Book 14

Name _____ Date _____

Phonics

Words with Long i

Circle the word that names each picture.

1.  fin fan five	2.  back bake bike
3.  lime lip lamp	4.  dive date desk
5.  date dime dim	6.  name nine nest
7.  him hale hive	8.  bite bib brake

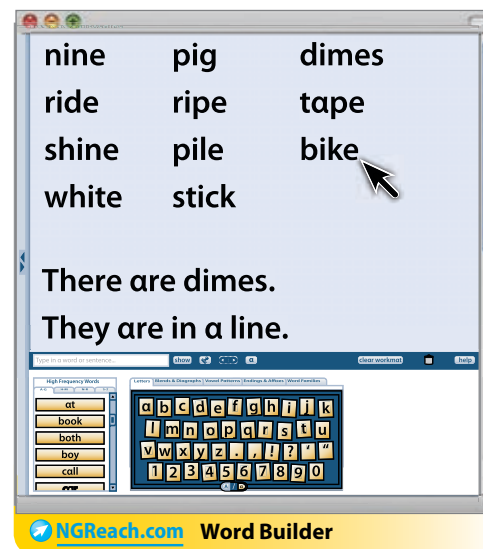
Read It Together Would you like five dimes or five limes?

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3 Read Words with Long i

Read On Your Own Book 14 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out previously taught High Frequency Words *There*, *They*, and *are*, and ask children to read the sentences.



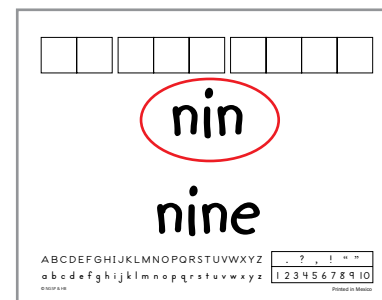
Have children turn to **Read on Your Own Book 14**, page 2. Review the sound/spelling /i/i_e and read the example and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Master PM4.15** for more practice.

Children can also play **Phonics Games** at NGReach.com to reinforce skills.

4 Spell Words with Long i

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *nine*.
- **Segment sounds:** /n/ /i/ /n/. *How many sounds do you hear?* (three)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 7/n/ and 34/i/)
- **Repeat the word:** *nine*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *bike* and *ride* using cards 18/b/, 34/i/, 14/k/, 12/r/, and 13/d/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence. Dictate: *Nine of us have a bike to ride*. Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Long i

Check dictation sentences for the correct spelling of *nine*, *bike*, and *ride*. Prompt self-correction.

If children spell a word incorrectly, use **Decoding Routine 2** to reteach long *i*. Repeat with this sentence: *I like to slide down*.

For **Decoding Routine 2**, see page BP33.

Daily Language Arts
Daily Spelling and Word Work ✓
 Practice options on pages T233i–T233j



Words with Long i

Look at each picture. Read the words.

Example:



dime



bite



five



slide



bike



kite



Key Words

Read the sentences. Match each sentence to one of the pictures.



Pink Birds

1. This **kind** of bird has pink legs.
2. A mother bird watches **over** chicks.
3. The mother bird **was almost** white when she **was** a chick.
4. **Both** the mother and the chick stand on one leg, not **two**.

The bird has a little pink. It is almost white.



Phonics Games
NGReach.com

High Frequency Words

almost
both
kind
over
two
was

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 14
pages 2–3

High Frequency Words

5 Read and Spell Key Words ✓ Read On Your Own Book 14 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *almost*.
- **Say a sentence with the word:** *The baby bird is almost ready to fly.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to one of the pictures.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Have children chorally read a word from the list on page 3, write the word, and hold up the paper. Scan for misspelling. Repeat for all words.

Guide children to make a set of flash cards for words they need to practice. Pair children who have different words so they can practice the words together.

Differentiate

EL English Learners

ISSUE English Learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

almost (Point to clock.) *It is almost time to go to lunch. This means it is close to the time for lunch.*

both *We will go to the cafeteria and to the playground. We will go to both places.* (Hold up two fingers.)

kind (Point to a lunchbox.) *What kind of food do you like for lunch? A sandwich is one kind of food.*

over (Hold your hand over a child's head.) *Over tells where something is: My hand is over [name of child's] head.* Then explain that "watch over" means to take care of or watch carefully.

two (Show and count two pencils.) *I have two pencils: one, two.*

was (Sit.) *I was standing up. Now I am sitting down. Was tells about something that happened in the past: I was at home. Now I am at school.*



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

✔ Use Context Clues

Preview an Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 4.6

My Vocabulary Notebook

Read with Me MP3

Power Writing

Have children write as much as they can as well as they can in one minute about the word *nest*.

For **Writing Routine 1**, see page BP56.

Vocabulary Strategy

1 Use Context Clues Anthology page 234

Ask children to tell what they see in the pictures. Have volunteers read the captions. Say: *If you do not know the meaning of a word, you can find clues in the words that are around the new word.*

Point to the word *nest* in the sentence. Say: *If I did not know the meaning of **nest**, I could look at words that are around **nest** for clues.* Point out the words *duck* and *eggs*. Have children turn and talk. Ask: *What is a **nest**?*

Display and read aloud **eVisual 4.5**. Then reread and have children echo the underlined words. Divide the class into four groups and assign one set of sentences to each group. Have each group work together to use context clues to determine the meaning of the underlined word in their sentences.



Vocabulary Practice

1. The duck's egg is delicate. The mother duck takes care of it, so it does not break.
2. The baby duck hatches from a speckled egg. The speckles look like brown dots.
3. The baby duck is not independent. It cannot do things by itself yet.
4. Baby ducks become more active as they grow. They move around a lot more.

NGReach.com

Vocabulary Practice: eVisual 4.6



INTERACTIVE WHITEBOARD TIP: Have children circle context clues.

Have each group share results with the class. Volunteers from each group can

- read aloud their sentences
- tell the meaning of their underlined word
- explain how they used context clues to figure out the meaning of the underlined word.

Encourage children to add *delicate*, *speckled*, *independent*, and *active* to **My Vocabulary Notebook**.



NGReach.com

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Read Informational Text CC.1.Rinf.10

Writing

Write About Topics CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1



Language and Vocabulary

Use Personal Pronouns CC.1.L.1

Use Context Clues CC.1.L.4.a



Use Context Clues

word clues	meaning
 <p>There were five eggs in the duck nest.</p>	 <p>A nest is a place where ducks lay eggs.</p>

Look at the words and sentences around a new word. You might find **word clues** to figure out the meaning.

Try It Together

Read the sentences. What does the word **hatch** mean? Talk about the word clues.

Then one bright morning, the eggs began to **hatch**. Little beaks poked out into the sunlight.

234



Student eEdition



My Vocabulary Notebook



Read with Me

NGReach.com

Anthology page 234

2 Try It Together Anthology page 234

Read the directions and sentences aloud. Have partners talk about the context clues that help them figure out the meaning of *hatch*. (**eggs**, Little beaks poked out)

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Context Clues ✓

Display and read aloud these sentences: An ostrich egg is **enormous**. It is bigger than your head! Ask: *What does enormous mean? How do you know?*

If children cannot answer, write the sentences for children and have them underline the words *bigger* and *head*. Ask: *What do the words bigger than your head tell you about the size of the egg? So what does enormous mean?*

Differentiate

EL English Learners

ISSUE Children do not know the meaning of the clue words *beaks* and *poked out*.

STRATEGY Use the pictures on page 234 of the **Anthology** to point out the word *beak*; demonstrate *poked out* by pushing your finger or a pencil through a piece of paper.

AL Above Level

ISSUE Children know the meanings of target words.

STRATEGY Use more difficult sentences: **Baby** ducks see the sun for the first **time** when they **emerge** from their **eggs**. **Five baby** ducks used their beaks to **shatter** their shells and get out.



Academic Talk

3 Preview and Predict Anthology page 235

Read aloud the title of the science article. Have partners flip through pages 236–239. Ask: *What do you think we will learn about turtles?* Have children share their predictions with the rest of the class. (Possible response: We will learn how **baby** turtles **hatch** from **eggs** and get to the ocean.) *Why do you think that?*

Check & Reteach

OBJECTIVE: Preview an Article to Make Predictions ✓

Listen as children make predictions.

If a child responds off topic, flip through his or her book and point to the turtles on every page. Ask: *Do you think this article is about turtles?* Have the child tell what the turtles are doing. Encourage the child to tell more details until you are sure he or she understands that turtle growth is the important idea children will learn about.

Shared Reading

4 Read a Science Article Anthology page 235

CONNECT ACROSS TEXTS Ask children to recall how Ruby changed in *Ruby in Her Own Time*. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the genre description. Elaborate: *Science articles teach us about our world. They often have photos.*

SCIENCE BACKGROUND Explain the life cycle of a sea turtle:

- **Adult** sea turtles spend most of their lives in water.
- **Adult** female sea turtles return to the beach where they were born.
- They lay **eggs** in **nests** made of sand. They return to the sea. The **eggs hatch**. The **baby** sea turtles take three to seven days to dig out of the sand **nest**. Have children pantomime digging out of the sand.
- The **baby** sea turtles crawl to the water as soon as they dig out of the sand. Have children act out crawling to the water's edge.
- They are mostly in the water as they **grow** to become **adults**.



Connect Across Texts You read about how Ruby changes. Now read about how turtles change as they **grow**.

Genre A **science article** is nonfiction. This article gives facts about turtles.

Anthology page 235

REVIEW Remind children how to determine importance:

How to Determine Importance

1. Look for clues in text and pictures.
2. Name the details.
3. Decide what is important.

I read _____. I see _____.

The details are _____, _____, and _____.

_____ is important because _____.

Read pages 236–239 to the class. Use the questions on T236–237 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

SECOND READ

Day 2 Reread and Analyze

- Use Text Features
- Determine Importance



▲ Sea turtles live in many places around the world.

1 I am Mariana Fuentes. I study sea turtles.

236

Anthology
pages 236–237



▲ Turtles can lay over 100 eggs!

Sea turtles live in water, but they lay **eggs** on land.

237

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Use Visuals** Point to the photo. *Who is this?* (Mariana Fuentes) *Who is she?* (the author)
- 2 Active Reading** Model how to change your voice as you read to contrast reading a sentence with a period and a sentence with an exclamation point. Have children echo your intonation.

SECOND READ

Day 2 Reread and Analyze

- 3 Determine Importance** ✓ Have children identify what is important on page 238. (Turtles make **ests** for their **eggs** in sand.) Have each child place a sticky note in his or her book next to this important detail.
- 4 Use Text Features** ✓ Point to the photo on page 239. *What do you learn from this photo?* (Possible response: There are many turtles on sand, near water.) Point to the caption. *What is this called?* (caption) *What do you learn from the caption?* (The turtles run to the ocean after they **hatch**.)



▲ Turtles cover the eggs with sand.

Turtles make **ests** for their eggs **3** in sand. They make a hole, and lay eggs. The eggs will **hatch** in about two months.

238



▲ When the turtles hatch, they run to the ocean. **4**

All the turtles hatch at the same **time**. They will soon grow to be **adult** turtles. They can live to be 80 years old! **2**

239

Anthology
pages 238–239

Writing

5 Write About the Author

Display sentence frames. Have children write two sentences to introduce Mariana Fuentes to a parent. Have them tell who she is and what she does.

This is _____. She studies _____. I learned that sea turtles _____.



Daily Language Arts

Daily Grammar ✓

Have children look for the subject pronoun / on page 236 of their Anthologies. Then use the Daily Grammar lesson on page T233k to teach subject and object pronouns.

WRAP-UP Ask: *What did you learn about turtles? What facts surprised you?* Have children tell why they were surprised.

OBJECTIVES

Thematic Connection: Growing and Changing

- Delete Initial Sounds
- Read and Spell Words with Long *i*
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Card 1, 11, 13, 34

Blend Words: Practice Master PM4.17

Words with Long *i*: Practice Master PM4.18

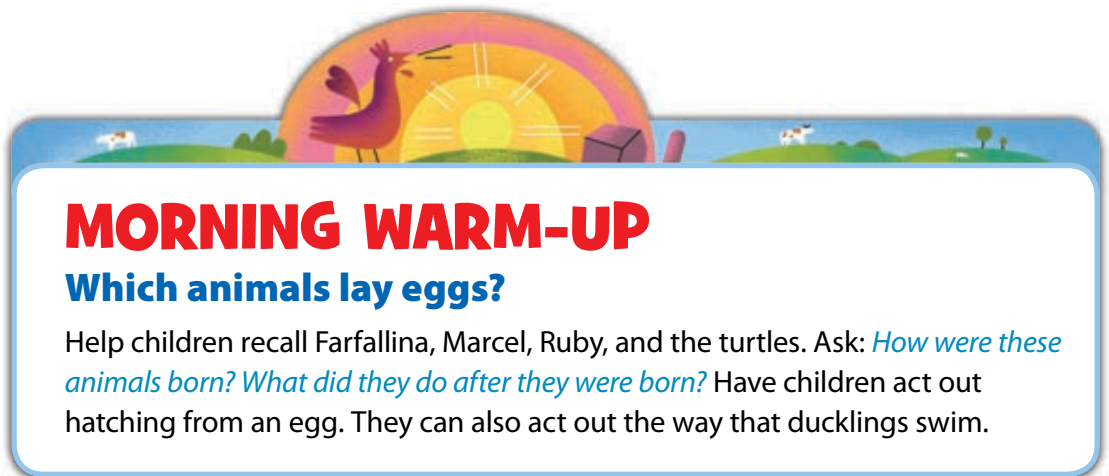
Handwriting: High Frequency Words: Practice Master PM4.19

High Frequency Word Cards: Practice Master PM4.21

Read On Your Own Book 14

TECHNOLOGY ONLY

Letter Cards



MORNING WARM-UP

Which animals lay eggs?

Help children recall Farfallina, Marcel, Ruby, and the turtles. Ask: *How were these animals born? What did they do after they were born?* Have children act out hatching from an egg. They can also act out the way that ducklings swim.

Phonological Awareness

1 Delete Initial Sounds

Use **Phonological Awareness Routine 5**.

- **Say a word:** *crow*.
- **Delete a sound:** *I will take away /k/ from the beginning: /k/, row.*
- **Say the new word:** *What word is left? (row) Say the word with me. (row)*

For **Phonological Awareness Routine 5**, see page BP29.

Have children repeat the routine with *seal (eel)*, *slip (lip)*, *leg (egg)*, and *stick (tick)*.

Check & Reteach

OBJECTIVE: Delete Initial Sounds

Ask: *What word is left when I take away /s/ from stick? (tick)*




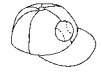





For children who did not say *tick* when the initial sound was deleted, try doing the exercise backwards. Say *tick* and ask: *What word do we get when we add /s/ to tick? (stick)* Add the /s/ back to *tick* and have children identify the new word (*stick*). Repeat with *rise/prize*.

Name _____ Date _____

Phonics

Blend Words

Circle the word that names the picture.

1.  tap <input type="radio"/> tape <input type="radio"/> rid <input checked="" type="radio"/> ride <input type="radio"/> can cane	2. 	3. 
4.  <input checked="" type="radio"/> cap cape <input type="radio"/> dim <input checked="" type="radio"/> dime <input type="radio"/> pin pine	5. 	6. 
7.  <input checked="" type="radio"/> hat hate <input type="radio"/> kit <input checked="" type="radio"/> kite <input type="radio"/> man <input checked="" type="radio"/> mane	8. 	9. 

Read it Together Can a man ride a kite or a bike?

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[NGReach.com](https://www.ngreach.com) Practice Master PM4.17

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Distinguish Long from Short Vowel Sounds | CC.1.Rfou.2.a |
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Isolate Initial Sounds | CC.1.Rfou.2.c |
| Decode Words with Long <i>i</i> | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |
| Read with Fluency | CC.1.Rfou.4 |

Language and Vocabulary

- | | |
|--------------------------------|------------|
| Practice Word Formation | CC.1.L.1.a |
| Spell Words with Long <i>i</i> | CC.1.L.2d |
| Spell High Frequency Words | CC.1.L.2d |

Phonics

2 Read Words with Short *i* and Long *i*

Display **Sound/Spelling Card 34** and review spelling *i_e*.

Remind children that the vowel sound is /ī/ and the e is silent. Use

Letter Cards to display *hid* and *fin*. Ask children to blend and read the words.

Point out the CVC pattern in each word: *Words with one vowel between two consonants usually have a short vowel sound*. Have children identify the vowel sound in *hid* and *fin* (/i/). Add *e* to the end of each word. Model blending and reading the new words (*hide*, *fine*). Have children identify the vowel sound as long *i*. Have them blend and read the words again. Then say these words one at a time: *kit*, *kite*, *dime*, *dim*. Have children raise their arms if the vowel sound is long or raise their fingers if it is short. Assign **Practice Master PM4.17** for more practice.



3 Spell Words with Long i ✓

Use **Letter Cards** to build *ride*, and blend the word with children. Distribute **Letter Cards** and have children build and blend more words with *-ide*. Repeat for word family *-ine*. Provide other **Letter Cards** as needed. Assign **Practice Master PM4.18** for more practice.

-ide	-ine
ride	dine
hide	fine
side	line
wide	mine
tide	nine
slide	shine

Word Bank: Long i

Check & Reteach

OBJECTIVE: Read and Spell Words with Long i ✓

Dictate: *Side. The turtle walked to the other side of the beach. Side.* Have children write and then chorally spell the word *side*.

If they misspell *side*, review **Sound/Spelling Cards** 1 /s/, 11 /i/, and 13 /d/. Repeat the word; have children sound out the word with you: *side. /s/ /i/ /d/*. Then have them rewrite the word correctly. Repeat with *tide* and this sentence: *The tide is low.*

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word or words:

kind	two	This <u>kind</u> of chick has <u>two</u> long legs.
both		It stands on <u>both</u> legs.
almost		It is <u>almost</u> all white.
over		The mother looks <u>over</u> at the chick.
was		She <u>was</u> eating, but now she's looking at her chick.

Reread each sentence with children and have them touch their noses when they hear the High Frequency Word. Distribute **High Frequency Word Cards** to children. Reread each sentence again, pausing to let children chorally read the High Frequency Words, and hold up the card that matches each word. Post one of each card on the Word Wall. **Assign Practice Master PM4.19.**

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Have children work in pairs. One child will dictate a word from **Practice Master PM4.19**, and his or her partner will write the spelling of the word.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach.







For *High Frequency Words Routine 2*, see page BP37.

Name _____ Date _____

Phonics

Words with Long i

Complete each word so it names the picture.

1.  dime	2.  date
3.  five	4.  kite
5.  vase	6.  hive

Read It Together Give me the kite and five dimes.

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For use with TE p. T239b **PM4.18** Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.18

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

almost almost almost

both both both

kind kind kind

over over over

two two two

was was was

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For use with TE p. T239b **PM4.19** Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.19



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T233i



Read On Your Own Book 14

Flamingos
by Kate Baker

What kind of bird is this?
It's a flamingo.*

A mother flamingo has an egg in a mud nest. The mother will watch over the egg almost all of the time.

When it's time, a soft, white chick will hatch.

The chick can flap its wings. But it can't fly yet. It needs time to grow.

Legend

- words with *i_e*
- high frequency words
- * story words

Read On Your Own Book 14
pages 4–7

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 13	Teacher's Edition
contractions	it's (page 4) can't (page 7)	contractions (T205c)
initial consonant blends	flap (page 7) grow (page 7)	fl- (page T93m) gr- (page T119m)
final consonant blends	nest (page 5) soft (page 6) pink (page 9) just (page 10)	-st (page T160a) -ft (page T160a) -nk (page T155m) -st (page T160a)
long a	safe (page 8)	a_e (page T201a)

SN Special Needs

ISSUE Children need additional practice with long *i* words.

STRATEGY Use the Legend to identify long *i* words in "Flamingos." Have children write each word on a self-stick note. Read aloud each word as children echo. Then have children find the long *i* words in "Flamingos." Have children place the matching sticky note on each word as they find it.

Decodable Reading

5 Read "Flamingos" ✓ Read On Your Own Book 14 pages 4–10

Use the photos to preteach the story words *bird* and *flamingo* (page 4). Then use gestures to preteach the story word *fly* (page 7). Use **Decoding Routine 4** to conduct two readings of "Flamingos." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Listen and Analyze

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

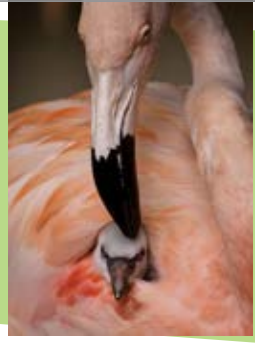
SECOND READ

Day 2 Listen and Analyze

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

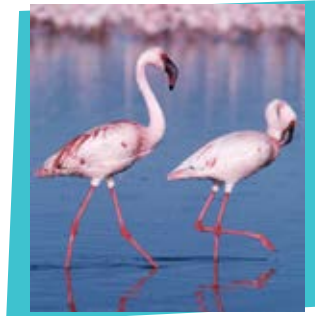
- 1 **Classify** *What kind of animal is a flamingo?* (A flamingo is a bird.)
- 2 **Identify Details** *What color is a baby flamingo?* (A baby flamingo is white.) *What color is an adult flamingo?* (An adult flamingo is pink.)
- 3 **Summarize** *What did you learn about flamingos?* (Possible responses: Mother flamingos care for their babies until the babies grow up. Flamingoes change color as they grow up.)
- 4 **Make Connections** *Can you stand on one leg like a flamingo? Do you think flamingos have good balance? Why?* Encourage children to try standing on one leg before answering.

For **Decoding Routine 4**, see page BP34.



The mother keeps the chick safe. One day, the chick will grow up.

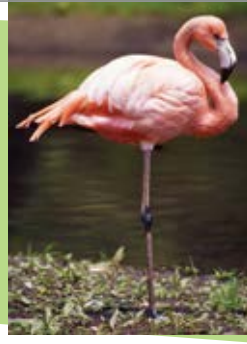
8



Then it will have pink on its body like its mother. They will both have two long legs.

2

9



Look! It can stand on just one leg. It's such a fine flamingo!

10

3 4

Practice Phonics

Words with Long i

Read these words.

dive hide fix chick
shine five dine glide

Find the words with long i. Use letters to build them.

d i v e

Talk Together

Choose words from the box above to tell a partner about these birds.

Flamingos can dive in the lake.



STUDENT TECHNOLOGY

Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book 13
pages 8–11

Practice Phonics

6 Words with Long i

Read On Your Own Book 14 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners build the long *i* words.

7 Talk Together

Read On Your Own Book 14 page 11

Have partners turn and talk about what they see in the illustration. Encourage them to use the words and the sentence frame. Have three pairs share **Talk Together** answers. (Possible answers: *Flamingos can hide/dive/dine/glide in the lake.*)

	d	i	v	e
	h	i	d	e
s	h	i	n	e
	f	i	v	e
	d	i	n	e

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from “Flamingos.” Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

Sort Words

Use Captions

Compare Genres

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Venn Diagram: Practice Master PM4.22

TECHNOLOGY ONLY

Read with Me MP3

MATERIALS

large pieces of paper, different colored markers, bell

Vocabulary Practice

1 Sort Words

REVIEW Remind children that when they sort, they put words together in a group because they are alike. Ask: *What animals have we read about?* (caterpillars, geese, ducks, bears, turtles) Display and read aloud the following words:

caterpillar, butterfly, bear cub, bear, duckling, duck, hatchling, turtle. Have children

work in small groups to sort the animals into two categories: Baby Animals and

Adult Animals. Elicit an answer

from each group and write the

animals on the chart or have a

volunteer do the writing.

Baby Animals	Adult Animals
caterpillar	butterfly

Check & Reteach

OBJECTIVE: Sort Words

Ask: *Why does hatchling go in the Baby Animal category?*

For children who cannot explain that a hatchling is a baby turtle, write *Baby* and *Adult* on

two sticky notes. Then point out a turtle and some hatchlings in “Turtles: From Eggs to

Ocean.” Explain that the baby turtles are called *hatchlings*. Write *hatchling* on the Baby

sticky note and *turtle* on the Adult sticky note. Have children place them on the appropriate

photos in the article. Check their work for understanding.

Power Writing

Have children write as much as they can as well as they can in one minute about *baby* animals.

For **Writing Routine 1**, see page BP56.

Academic Talk

2 Describe Animals Anthology page 235

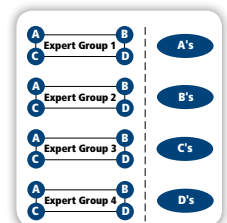
Use **Jigsaw** to have children describe baby and adult animals.

Have each group choose a pair of animals, such as a duckling

and a duck, and then tell about how the baby animal grows

and changes into the adult animal.

For **Jigsaw**, see page BP60.



Jigsaw

Comprehension

3 Use Captions Anthology page 237

Define caption: *A caption gives information about a photo.* Have children look at the photo on page 237.

- Model: *This photo shows me turtle **eggs**. I wonder how many **eggs** there are.* Have children count as many as they can. (17)
- Point to the caption and read it aloud. *This caption tells me that turtles can lay over 100 **eggs**.*
- Ask: *What information do you get from the photo?* (a sea turtle lays **eggs**; what an **egg** and **nest** look like) *What information do you get from the caption?* (how many **eggs** a sea turtle lays)

COMMON CORE STANDARDS

Reading

Use Text Features CC.1.Rinf.5
Read Informational Text CC.1.Rinf.10
Compare Fiction and Nonfiction CC.1.Rlit.5

Writing

Write About Topics CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Sort Words CC.1.L.5a



Connect Across Texts You read about how Ruby changes. Now read about how turtles change as they **grow**.

Genre A **science article** is nonfiction. This article gives facts about turtles.

Turtles: From Eggs to Ocean

by Mariana Fuentes

235

Anthology page 235

Explain: *As we reread "Turtles: From Eggs to Ocean," think about how the captions help you understand the article.*

Check & Reteach

OBJECTIVE: Use Captions

Ask: *What does a caption do?*

Have each child who cannot answer the question point to the caption on page 236 of his or her **Anthology**. Read aloud the caption on page 238 and ask: *Do these sentences tell more about the photos?* Then have children complete this sentence that tells what a caption does: *A caption gives information about the _____.* (photo)

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on pages T236–239 as you reread "Turtles: From Eggs to Ocean."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children listen to the article using **Read with Me** MP3 or CD before conducting the whole class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Read page by page. Have children chime in to read the words they know.



Anthology

Name _____ Date _____

Venn Diagram

Compare Genres
Compare a story and a science article.

Science Article
does not have animals that talk
has captions
has photographs
gives facts

Both
can talk about how animals grow and change

Animal Fantasy
has animals that talk
does not have captions
has illustrations
does not give facts

Tell a partner how a story and a science article are different. Then tell how they are the same.

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PM4.22 Unit 4 | Growing and Changing

[NGReach.com](https://www.ngreach.com) Practice Master PM4.22

Respond and Extend

5 Compare Genres Anthology page 240

Read aloud page 240. Remind children that *Ruby in Her Own Time* is fiction, or a made-up story, and “Turtles: From Eggs to Ocean” is nonfiction—an article about something real.

To help children compare genres, discuss features that would be found in each. Ask: *Would you find a duck that talks in fiction or nonfiction?* (fiction) *Would you see photographs with captions in fiction or nonfiction?* (nonfiction) Have each child think about other differences between the genres. Children should record their answers on **Practice Master PM4.22**.

Check & Reteach

OBJECTIVE: Compare Genres

Ask children to name one difference between fiction and nonfiction.

For children who cannot name a difference between the two genres, explain that fiction can be like a cartoon, while nonfiction is like the news on TV. Ask: *Would you read a fiction or nonfiction book to find information about real people and events?* (nonfiction) *Would you read fiction or nonfiction if you wanted to read a story about dogs and cats that talk to one another and have an exciting adventure?* (fiction)

6 Talk Together Anthology page 240

Read aloud the **Talk Together**. Prompt a whole class discussion by asking: *Do animals change size as they grow? Do they change shape as they grow? Can they do new things as they grow?* Invite children to discuss animals from all of their Unit 4 reading.



Compare Genres

How are *Ruby in Her Own Time* and “Turtles: From Eggs to Ocean” different?

Animal Fantasy



“Will she ever eat?” asked
Father Duck.
“She will,” said Mother Duck,
“in her own time.”

animals talk

Science Article



Sea turtles live in water, but they
lay eggs on land.

captions give
real information

Talk Together

Think about what you have read and learned.
How do animals change as they grow?

240

Anthology page 240

Writing

7 Write About Sea Turtles

Form pairs. Have one child write a sentence or more about sea turtles that would be in an animal fantasy story. Post an example: *Sally Sea Turtle had 100 babies. Only one baby was a girl and she was very funny. Sally named her Silly.*

Have the partner write a sentence or more about sea turtles that would be in a science article. Post an example: *Sea turtles can lay over 100 eggs.*

Partners can turn and talk to compare their sentences. Have pairs share their sentences with the class.

Daily Language Arts

Daily Grammar ✓

Point out the subject pronoun *she* and the object pronoun *her* in the first writing frame. Then use the Daily Grammar lesson on page T233k to review subject and object pronouns.

WRAP-UP

Prompt a whole class discussion about the **Big Question: How do animals change as they grow?** Say: *Think about what we've read in Ruby in Her Own Time and "Turtles: From Eggs to Ocean."* Post the sentence frames: *Ducklings _____ when they grow up. Turtles _____ when they grow up.* Discuss words or phrases, such as *can swim*, which would tell what each animal can do as it grows.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Count Syllables
- ✓ Read and Spell Words with Endings *-ed, -ing*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 41
- Ending *-ed*: Practice Master PM4.24
- Ending *-ing*: Practice Master PM4.25
- High Frequency Words: Practice Master PM4.26
- Read On Your Own Book 14
- Write-On/Wipe-Off Board

TECHNOLOGY ONLY

- Letter Cards
- Sing with Me Phonics Songs MP3 or CD 2, Tracks 23–24
- Word Builder

MATERIALS

small chips or coins for counting syllables—4–5 per child

MORNING WARM-UP

How are turtles and flamingos alike and different?

How are turtles and flamingos alike and different? Direct children to think about their reading from Days 1 and 2. Ask: *What did you learn about turtles? What did you learn about flamingos?*

Phonological Awareness

1 Count Syllables ✓

Use **Phonological Awareness Routine 7**.

- **Say a word:** *flamingo*.
- **Clap the syllables:** *fla-ming-go*. Have children repeat and clap the syllables.
- **Count the syllables.** As you say *flamingo* again, have each child place in a row one small object for each syllable. Then have them count the objects.

For **Phonological Awareness Routine 7**, see page BP30.

Have children repeat the routine with the words *ducks, water, important, turtle, jumping, grow, riding, nest, eating, and skated*.

Check & Reteach

OBJECTIVE: Count Syllables ✓

Ask: *How many syllables are in jump?* (one) *How many syllables are in jumping?* (two)

Have children who struggle hold up two fingers on one hand and count out each syllable they hear on their other hand as you say *jum-ping*. Repeat for *jump, everything, and ocean*.

Phonics

2 Learn Endings *-ed, -ing* ✓

Sing with Me Phonics Songs Book page 41

Play Tracks 23 and 24 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 Hold up three fingers; pantomime swimming.
- 2 Waddle like a duck; pantomime jumping.
- 3 Use hands like flippers.
- 4 Splash with hands; hold arms up to the sky.

Three Little Ducklings

Three little ducklings **1**
going for a swim.

One waddled up **2**
and jumped right in.

The second little duck **3**
flip-flopped on by.

The third little duck **4**
splashed water to the sky.



Sing with Me Phonics
Songs Book page 41

COMMON CORE STANDARDS

Reading

Count Spoken Syllables	CC.1.Rfou.2
Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Endings <i>-ed, -ing</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Language and Vocabulary	
Spell Words with Endings <i>-ed, -ing</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Use the routine below to teach words with endings *-ed* and *-ing* and to blend words.

Step 1 Associate Sounds and Spellings	-ed	-ing
<ol style="list-style-type: none"> 1. Display and read <i>banged</i>, <i>skipped</i>, and <i>tasted</i>. Say: <i>Verbs that end in -ed tell what happened in the past.</i> 2. Point to <i>-ed</i> in <i>banged</i>. Say: <i>In banged, the letters -ed make the sound /d/.</i> Have children repeat the word. Continue with <i>skipped</i> (/t/) and <i>tasted</i> (/ɛd/ /d/). 3. Repeat for <i>banging</i>, <i>skipping</i>, and <i>tasting</i>. Explain that verbs that end in <i>-ing</i> are used with words such as <i>is</i> and <i>was</i>. 	<p>banged: /d/ skipped: /t/ tasted: /ɛd/</p>	<p>banging: /i/ /n/ /g/ skipping: /i/ /n/ /g/ tasting: /i/ /n/ /g/</p>
Step 2 Spell Words with -ed, -ing		
<ol style="list-style-type: none"> 1. Use Letter Cards to build <i>skip</i>. Read <i>skip</i>. 2. Add <i>p</i> and Word Part Card -ed. Say: <i>If a word has a short vowel sound and ends in a single consonant, double the consonant and add the ending: skipped.</i> 3. Build <i>hike</i>. Take away the <i>e</i> and add <i>-ed</i>. Say: <i>In words that have a long vowel sound and end in e, take away the e and add the ending, -ed.</i> 4. Repeat the procedure to build <i>skipping</i> and <i>hiking</i>. 	<p>skip + p + ed skipped</p> <p>hik - e + ed hiked</p>	<p>skip + p + ing skipping</p> <p>hik - e + ing hiking</p>
Step 3 Blend Sounds to Read Words		
<ol style="list-style-type: none"> 1. Write <i>baked</i>. Cover <i>-ed</i>. Remind children: <i>If a word ends in silent e, the e is dropped before -ed is added, so I'll add it back.</i> Uncover the <i>e</i>; have children blend the sounds with you: /b/ /ā/ /k/. 2. Uncover <i>-ed</i>. Say: <i>In this word -ed makes the sound /t/.</i> Have children blend: /b/ /ā/ /k/ /t/, <i>baked</i>. Repeat the procedure for <i>waded</i>. 3. Follow a similar procedure for <i>flip-flopped</i> from <i>Three Little Ducklings</i> and <i>grinned</i>, pointing out the double consonants. Remind children that consonant-vowel-consonant words have the last consonant doubled before adding <i>-ed</i> or <i>-ing</i>. Cover up the second consonant and ending before blending the base word together. <p>Repeat the procedure for <i>wading</i>, <i>grinning</i>, and <i>flapping</i>.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>baked</p> <p>bak </p> <p>baked →</p> </div> <p>flip-flop+p+ed flip-flopped</p> <p>grin+n+ed grinned</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>baking</p> <p>bak </p> <p>baking →</p> </div> <p>wade -e +ing wading</p> <p>grin+n+ing grinning</p> <p>flap+p+ing flapping</p>





Read On Your Own Book 14


Name _____ Date _____


Phonics
Ending -ed
grin + n + ed = grinned
bake - e + ed = baked

Add the ending -ed to each word and write the new word.

1. He grined. 

2. He bakeed. 

3. She claped. 

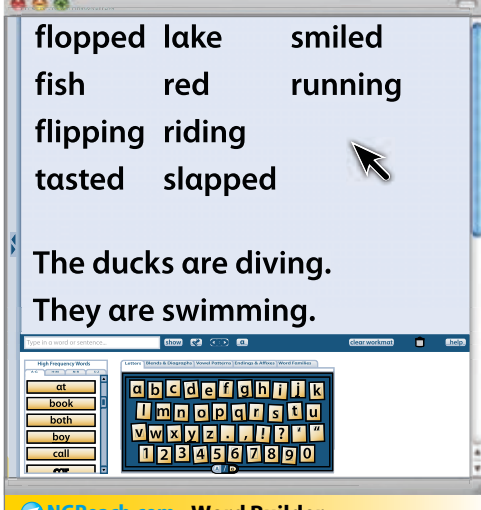
4. He smileed. 

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3 Read Words with Endings -ed, -ing

Read On Your Own Book 14 page 12

Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in step 3 on page T240b. Then point out High Frequency Words *They* and *are*.



NGReach.com Word Builder

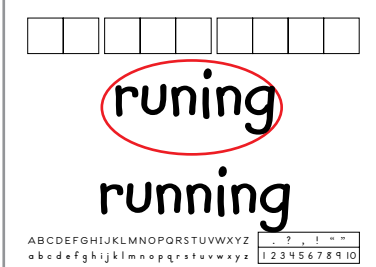
Review adding endings and read the examples on page 12 together. Assign **Practice Masters PM4.24** and **PM4.25** for more practice.

4 Spell Words with Endings -ed, -ing

Use **Dictation Routine 2** to have children practice spelling *running*, *swimming*, *hopped*, and *waded* on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *The frogs are swimming.*
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children use your sentence to correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

Repeat the routine with these sentences: *The frogs hopped.* *The frogs waded.*

Check & Reteach

OBJECTIVE: Read and Spell Words with Endings -ed, -ing

Repeat **Dictation Routine 2** with the sentence: *I am planning to hike.*

If children do not spell *planning* correctly, use letter cards to model spelling. Repeat with this sentence: *I hiked up a big hill.*

High Frequency Words


5 Read and Spell Key Words

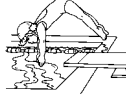
Read aloud page 13. Then reread the sentences. Have children tap the desk when they hear a High Frequency Word.


Name _____ Date _____


Phonics
Ending -ing
run + n + ing = running
bake - e + ing = baking

Add the ending -ing to each word and write the new word.

1. He is joging. 

2. She is diveing. 

3. She is swiming. 

4. He is waveing. 

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NGReach.com Practice Master PM4.25



Endings -ed, -ing

Read the words. See how they change when you add endings.



flip ^p ed → flipped



smil ^e ed → smiled



swim ^m ing → swimming



rac ^e ing → racing

Key Words

Look at the pictures.
Read the sentences.

High Frequency Words

- almost
- both
- kind
- over
- two
- was



Ducks

1. This **kind** of bird has webbed feet.
2. The mother duck **was** watching **over** the little ducks.
3. **Both** ducks are **almost** at the lake.
4. The **two** ducks are swimming in the lake.

Almost all birds can fly.



Phonics Games
NGReach.com

STUDENT TECHNOLOGY



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Read On Your Own Book 14
pages 12–13

Use a Word Wall chant to develop automatic recognition. Together, chant the spelling of each word (for example, *b, o, t, h*) and flap hands like a bird for each letter. Then say the whole word and flap like you're flying. Assign **Practice Master PM4.26** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Have partners take turns reading and spelling the High Frequency Words on page 13 of **Read On Your Own Book 14**. Circulate and listen for errors.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

REVIEW Check children's retention of Unit 3 High Frequency Words. Have children play **Memory** with *around, be, come, found, full, here, next, their, together, walk, and where*.

- Pair children. Use two sets of word cards set in a grid, face down.
- The first child turns over two cards and reads the words. If the words match, the child keeps the cards. If the words don't match, the child turns the cards over, and the other player takes a turn.
- Play continues until all the cards have been matched.

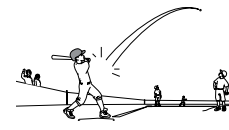
For **Memory Game**, see page BP38.

Name _____ Date _____

High Frequency Words

At Bat

Write a word from the box to complete each sentence.



- High Frequency Words
- almost
 - both
 - kind
 - over
 - two
 - was

1. Stan was at bat.
2. He had two strikes.
3. The pitch came. It was the kind Stan liked.
4. He hit it up over all the kids and almost out!
5. both Mom and Dad clapped.

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NGReach.com Practice Master PM4.26



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T233i–T233j

OBJECTIVES**Thematic Connection: Imagining the World**

Preview an Article to Make Predictions

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 7 or Interactive

Read-Aloud 7 PDF R11–R13

TECHNOLOGY ONLY

Digital Library Images B43, B58

MATERIALS

note cards, 12 per child

Vocabulary Practice**1 Review Science and Academic Vocabulary**

Review the **Key Words** to prepare children for reading “A Frog’s Life.” Display the words. Chorally read the words as a class.

Key Words

adult · baby · before · egg
form · grow · hatch · inside
nest · shape · size · time

Have children work in small groups. Children write each **Key Word** on a note card and place the cards in a pile. Children take turns drawing a card and reading the word aloud. Then someone in the group tells the definition or uses the word in a sentence.

Academic Talk**2 Preview and Predict** Interactive Read-Aloud 7 **SCREEN 1**

Have children look at the screen as you read aloud the article’s title. Have children predict: *What do you think this article will be about?* (frogs) *Why do you think that?* (Possible response: I see pictures of **eggs** and **baby** frogs.) Set a purpose: *Let’s read to find out more about a frog’s life.*

Check & Reteach**OBJECTIVE:** Preview an Article to Make Predictions

If a child responds off topic, have them look at screen 1 again. Ask: *What is the title of the article? What animal is in the photos?* Have children continue looking through the screens until you are sure he or she understands that this article is about frogs and how they grow.

Interactive Read-Aloud**3 Share a Science Article** Interactive Read-Aloud 7 **SCREEN 1**

GENRE Explain: “A Frog’s Life” is a science article. A science article is nonfiction. It gives facts and information to explain things in our world.

CONNECT ACROSS TEXTS Remind children that “Turtles: From Eggs to Ocean” is also a science article. Have children think about how the sea turtles looked as hatchlings and then as adults. Ask: *Did they look the same or different?* (the same) Point out the pictures of tadpoles and adult frogs in “A Frog’s Life” on Screen 1. Ask: *Do the pictures all look the same? No.* Set a purpose: *Let’s read to find out how a frog changes and **grows**.*

COMMON CORE STANDARDS**Reading**

Read Informational Text CC.1.Rinf.10

Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Sort Words CC.1.L.5.a



SCREEN 1

A Frog's Life
by Todd Silva

Life Cycle
All animals have life cycles. A life cycle is all the stages, or steps, in an animal's life. The life cycle of a frog has three main stages.

1 egg 2 tadpole 3 frog

A label names something in a photo or illustration. More →

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NGReach.com Interactive Read-Aloud

SCIENCE BACKGROUND Share information on a frog's life cycle:

- Tadpoles **hatch** from frog **eggs**.
- Tadpoles can only breathe in the water. They cannot live on land, but frogs can.
- Like caterpillars, tadpoles have some parts that change **form** as they **grow**. For instance, they lose their gills and tails and **grow** lungs and legs. This is why frogs can live on land and breathe air.

Read screens 1–5 to the class. Use the questions on T240g–240h to build comprehension during the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend


- Make Predictions
- Active Reading

Day 4 Listen and Analyze

- ✓ Use Text Features
- ✓ Determine Importance
- Critical Thinking

SCREEN 2

Life Starts as an Egg
A female frog lays eggs in water. Frogs lay many eggs at one time. **1**



eggs


▲ The dark circle at the center of each egg will grow into a tadpole.

A caption gives information about a photo. **More** ↓

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SCREEN 3

It's a Tadpole! 2
Tadpoles hatch from the eggs. They have long tails to help them swim. They have gills to breathe under water.



tail gills

▲ The tadpole's eyes are near the top of its head. This helps it see danger while hiding.

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Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Make Predictions** *What do you think will happen to the **eggs**?* (Possible response: They will **hatch**.)
- 2 Active Reading** Remind children: *When you see an exclamation point, you should read with excitement.* Model reading with expression the two exclamations *It's a Tadpole!* and *It's a Frog!* Discuss with children why it might be exciting to see a tadpole or a frog.

SECOND READ


Day 4 Listen and Analyze

- 3 Compare Text Features** ✓ Have children look at the labels and captions and compare them. *How are labels and captions alike? How are they different?* (Both tell more about the photo. Captions are longer and give more information.)
- 4 Use Text Features** ✓ *How does the caption help you better understand the photo?* (The caption tells me what the tadpole is walking on.)
- 5 Determine Importance** ✓ *What is important on this screen?* (The last stage in a frog's life is that a tadpole is now a frog.) *How do you know?* (The screen is called "It's a Frog!," the text says that the cycle is complete, and the photo shows an **adult** frog.)



SCREEN 4

A Tadpole Grows and Changes
As a tadpole develops, it changes. Its tail grows smaller, and it grows legs. Its gills disappear. It grows lungs.



▲ This tadpole is walking on algae. Tadpoles eat algae until they are large enough to eat insects.

SCREEN 5

It's a Frog! 2 5
When a tadpole loses its tail, the cycle is complete. The tadpole has become a frog. Adult female frogs can lay eggs and the life cycle begins again.



Writing

4 Write About a Frog's Life Cycle Interactive Read-Aloud 7 SCREEN 1

Display screen 1 and remind children that a frog's life cycle has three stages. Have children work in groups of three. Each child in the group writes a sentence about one stage of the life cycle so that all three stages are covered. Then the groups put their sentences together and share them with the class. Have children use **Key Words** in their sentences.

Key Words

adult · baby · egg · first
form · grow · new · hatch
nest · next · then



Daily Language Arts

Daily Grammar ✓

Point out subject pronouns *it* and *they* and object pronoun *them* on screen 3. Then use the Daily Grammar lesson on page T233j to review subject and object pronouns.



WRAP-UP Hold up pictures of a turtle laying eggs and of a flamingo (Digital Library Images B43 and B58). Have children turn and talk about ways the baby turtles and baby flamingos are the same as tadpoles and ways they are different.

For images use the Digital Library.



Read On Your Own Book 14

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Count and Combine Syllables
- ✓ Read and Spell Words with Endings *-ed*, *-ing*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Ending *-ed*: Practice Master PM4.28

Ending *-ing*: Practice Master PM4.29

Read On Your Own Book 14

Write-On/Wipe-Off Boards

Pocket Chart

TECHNOLOGY ONLY

Leopard Frogs video: NGReach.com

Letter Cards

MORNING WARM-UP

What can frogs do as they grow up?

Access the video *Leopard Frogs* through the NGKids link through the student home page. Play the video. Have children turn and talk about the question, then share in a group discussion.

Phonological Awareness

1 Count and Combine Syllables ✓

Review the meaning of *syllable*: *A syllable is a word part with a vowel sound.* Use **Phonological Awareness Routines 7 and 8.**

- **Say a word and clap the syllables:** *eating.*
- **Count the syllables:** *That was two claps. Eating has two syllables.*
- **Say the word syllable by syllable:** *eat- ing.*
- **Combine the syllables:** *eating.*

For *Phonological Awareness Routines 7 and 8*, see page BP30.

Have children clap and count syllables with the words *quacking* (2), *stepping* (2), *swimming* (2), *hatch* (1), *both* (1), *listened* (2), *flipped* (1), and *waddled* (2).

Check & Reteach

OBJECTIVE: Count and Combine Syllables ✓

Have children clap and say each syllable of the word *playing*. (two claps; *play-ing*)

For children who don't clap twice, say *playing* slowly, syllable by syllable. Hold up one finger as you say each syllable. Then count fingers: *one, two.* Ask: *How many syllables are there in playing?* Repeat with the words *play* and *turtle*.

COMMON CORE STANDARDS

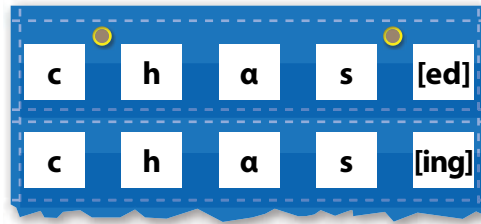
Reading

Count Spoken Syllables	CC.1.Rfou.2
Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4
Language and Vocabulary	
Spell Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Phonics

2 Learn Endings *-ed, -ing* ✓

REVIEW Display the **Letter Cards** *-ed* and *-ing*. Remind children of the spelling rules as you use **Letter Cards** to build *flap, flapped, flapping, chase, chased, and chasing*. Have children blend the words.



Pocket Chart

Distribute **Letter Cards**. Model how to build *hop, hopped, and hopping*. Have partners build and blend *clap/clapped/clapping* and *wave/waved/waving*. Then write each word in a two-column chart: *-ed* and *-ing*. Assign **Practice Masters PM4.28** and **PM4.29** for more practice.

Word	+ ed	+ ing
hop	hopped	hopping
clap	clapped	clapping
wave	waved	waving

Word Bank

3 Spell Words with Endings *-ed, -ing* ✓

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *She waved at us.*
- **Repeat the sentence.** Tell children to write the sentence as you repeat it slowly. Have them check the sentence as you repeat it. *She waved at us.*
- **Write the sentence.** Have children use it to correct their spelling.

For **Dictation Routine 2**, see page BP35.

Repeat the routine with this sentence: *We clapped for her.*

High Frequency Words

4 Read and Spell Key Words ✓

Have children chant and spell this week's High Frequency Words three times as you point to them on the Word Wall: *almost, both, kind, ever, two, was*.

REVIEW Have children review previously taught words from Unit 3: *go, great, one, saw, want, would*. Have children hop-spell each word as you point to it. (Hop on one foot for each letter; jump on both feet for the whole word.)

Check & Reteach

OBJECTIVE: Read and Spell Words with Endings *-ed, -ing* ✓
Read and Spell High Frequency Words ✓

Repeat **Dictation Routine 2** with the sentence: *The duck flapped his wings.*

If children have trouble spelling, display a model and have them circle misspelled words and build them correctly with letter tiles. Repeat with this sentence: *He was running fast.*

For **Dictation Routine 2**, see page BP35.

Name _____ Date _____

Phonics

Ending *-ed*

Circle the word that completes each sentence and write it.

- Zane hiked up the path.
hugged hiked
- He liked to sing.
lugged liked
- He hummed a song as he walked.
hummed hated
- Jen jogged by Zane.
jogged jabbed
- She chimed in and sang with him.
chopped chimed

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[NGReach.com](https://www.ngreach.com) Practice Master PM4.28

Name _____ Date _____

Phonics

Ending *-ing*

Circle the word that completes each sentence and write it.

- The sun is shining.
shopping shining
- Shane is riding his bike on the path.
robbing riding
- Meg is running next to him.
running raking
- Matt is chasing them on his skates.
chopping chasing
- Are the pals stopping to have a snack?
stopping sliding

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[NGReach.com](https://www.ngreach.com) Practice Master PM4.29



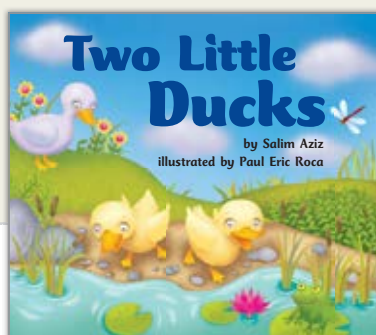
Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T233i–T233j



Read On Your Own Book 14



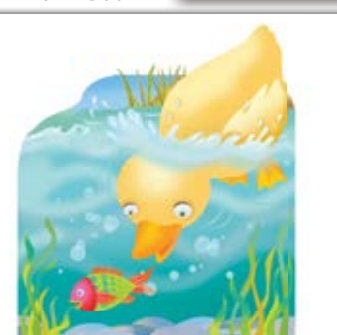
It was time for a swim. Two ducks ran over the hill. Quack, quack, quack!



Little feet*slap, slap, slapped. Little wings flap, flap, flapped. They jumped in the lake.



The ducks bobbed around. They flapped their feet. A duck needs both feet for swimming.



They looked for a fish to catch. A fish swam by. One duck tipped his body in.

- Legend**
- words with -ed, -ing
 - high frequency words
 - * story words

Read On Your Own Book 14
pages 14–17

Decodable Reading

5 Read “Two Little Ducks” Read On Your Own Book 14 pages 14–20

Use the illustrations to pre-teach the story words *feet* (page 15) and *tail* (page 18). Then use **Decoding Routine 4** to conduct two readings of “Two Little Ducks.” First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 14	Teacher’s Edition
long a	lake (page 15)	a_e (page T201a)
initial consonant blends with s	slap (page 15) swim (page 14) swam (page 17) Swish (page 18)	sl- (page T133a) sw- (page T133a)
long i	time (pages 14 and 20)	i_e (page T233m)
final digraphs	ducks (page 14) quack (page 14) fish (page 17)	-ck (page T240a) -sh (page T194a)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Ask children to read the text aloud with intonation and expression.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

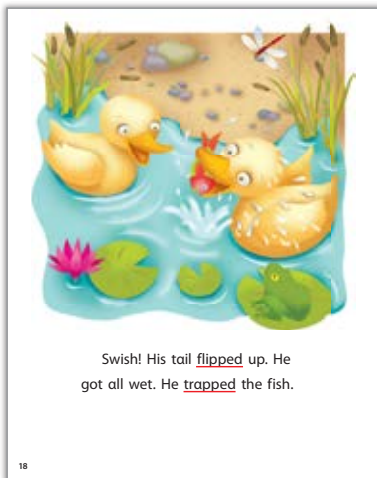
SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- Identify Setting** *Where do the ducks go?* (They go to swim in the lake.)
- Make Inferences** *Do the ducks like swimming? How do you know?* (Possible responses: Yes. They like splashing and swimming. They look happy.)
- Make Connections** *Would you like to swim in a lake or a swimming pool? Why?* (Possible response: a swimming pool because I can see the bottom)

For **Decoding Routine 4**, see page BP34.



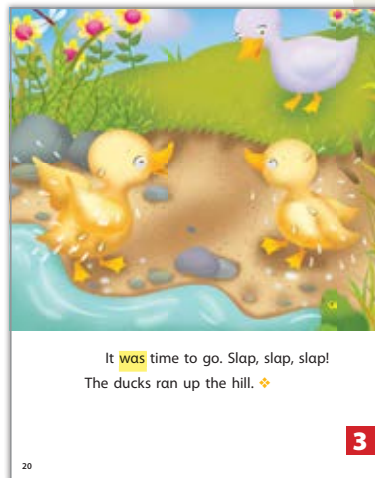
Swish! His tail flipped up. He got all wet. He trapped the fish.

18



The little ducks flapped in the sun. The mother duck looked on. Quack, quack, quack!

2



It was time to go. Slap, slap, slap! The ducks ran up the hill. ✦

3

Practice Phonics

Endings -ed, -ing

Read these words.

swimming	jumped	jumping	waded
taking	hiding	flapped	stepped

Find words that end with **-ed** or **-ing**. Use letters to build words.

j u m p e d

Talk Together

Tell a partner what a duck did. Tell what a frog is doing.

A duck stepped in the pond. A frog is swimming in the pond.

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book 14
pages 18–21

Practice Phonics

- 6 Words with Endings -ed, -ing** ✓ Read On Your Own Book 14 page 21
Distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and do the word-building activity.
- 7 Talk Together** Read On Your Own Book 14 page 21
Display the **Talk Together** sentence frames. Have children tell about the picture by filling in the blanks with words from the box. Remind them to think about what the ducks did in the past and what the frogs are doing now. (Possible answers: *The ducks jumped/waded/flapped/stepped in the pond. The frogs are swimming/jumping/hiding in the pond.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “Two Little Ducks.” Note reading rate and accuracy. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

OBJECTIVES

Thematic Connection: Growing and Changing

✔ Use Context Clues

✔ Use Text Features

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 7 or Interactive Read-Aloud 7 PDF R6–R8

Power Writing

Have children write as much as they can as well as they can in one minute about the word *size*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Use Context Clues ✔ Interactive Read-Aloud 7 SCREEN 1

Display screen 1 and model how to use context clues to determine the meaning of *stages*: *After the word stages, I see “or steps.” So stages means steps. The next sentence says there are three stages. I also see three pictures. These must be the three stages.* Encourage children to use this strategy to determine the meaning of *develops* on Screen 4 and *cycle* on Screen 5.

Check & Reteach

OBJECTIVE: Use Context Clues ✔

Display and read aloud these sentences: Frog eggs are transparent. You can see through them like windows. Ask: *What does transparent mean? How do you know?*

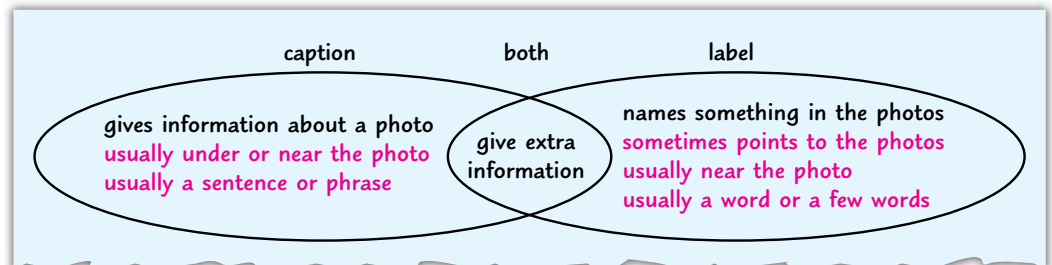
If children cannot answer, have them underline the words *see through them like windows*.

Ask: *What other things can you see through? How does this help you understand transparent?*

Comprehension

2 Use Text Features ✔ Interactive Read-Aloud 7 SCREEN 1

REVIEW Display a Venn Diagram. Elicit from children what they know about captions and labels and add it to the diagram.



Check & Reteach

OBJECTIVE: Use Text Features ✔

Point to the egg photo on SCREEN 1. Say: *I want to tell what this is. Should I use a caption or a label?* (label)

If children do not say *label*, say: *I use a label to name something. This label will say egg.*

Then point to the tadpole photo on SCREEN 1 and ask the same question.

COMMON CORE STANDARDS

Reading

Read Informational Text CC.1.Rinf.10

Use Text Features CC.1.Rinf.5

Language and Vocabulary

Participate in Conversations CC.1.SL.1

Use Context Clues CC.1.L.4.a

Writing

Write Informative Text CC.1.W.2

Listen Again and Analyze

3 Build Comprehension ✔ Interactive Read-Aloud 7 SCREENS 1–5

Use the **Listen and Analyze** questions on T240g–240h as you reread “A Frog’s Life” and practice using text features.



SCREEN 1

A Frog's Life
by Todd Silva

Life Cycle
All animals have life cycles. A life cycle is all the stages, or steps, in an animal's life. The life cycle of a frog has three main stages.

1 egg

2 tadpole

3 frog

A label names something in a photo or illustration. [More](#)

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Interactive Read-Aloud



Daily Language Arts

Daily Grammar

Point out the subject pronoun *It* in the Write a Label and Caption example. Then have children complete the Grammar and Writing lesson on T233I.

Writing

4 Write a Label and a Caption Interactive Read-Aloud 7 SCREEN 5

Have children draw one of the photos from screen 5 and add a label and a caption to it. Do a think aloud: *I would label one of the tadpole's body parts. I would write a caption about what the tadpole is doing in the photo. For example, This tadpole is brown. It can hide in muddy waters.* Have children share their pictures.

Academic Talk

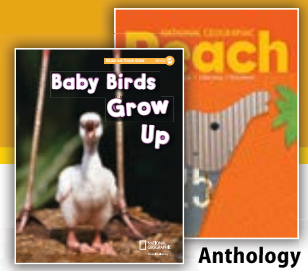
5 Discuss Text Features

Have pairs use their pictures to explain why they chose to label what they did and what information their captions provide. Have partners exchange pictures and explain what they learned from their partner's picture.



WRAP-UP

Discuss how animals that children have read about grow and change. Guide: *How are ducks, frogs, and turtles alike at the beginning of their lives? How are they different as they **grow**? Do they all live on land?*



Read On Your Own
Book 14

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Read and Spell Words with Long *i*
- ✓ Read and Spell Words with Endings *-ed, -ing*
- ✓ Read and Spell High Frequency Words
- ✓ Compare Text Features

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Subject Pronouns: Practice Master PM4.30

Read On Your Own Book 14

Interactive Read-Aloud 7 or Interactive Read-Aloud 7 PDF R6–R8

TECHNOLOGY ONLY

Online Vocabulary Games

MORNING WARM-UP

Which text did you most enjoy reading this week? Why?

Help children remember the stories and articles they read this week. Ask: *What did you learn about?* Have children turn and talk.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *form*.

For **Writing Routine 1**, see page BP56.

Review Phonics and High Frequency Words

At the Pond

Look at the picture with a partner. Take turns reading the clues. Find the answers in the picture.

1. Find **both** of the men.
2. Find **two kinds** of white birds.
3. Find five ducks flying **over** the pond.
4. Find the bird **standing** on one leg.
5. Find the frog **swimming** in the pond.
6. Find the rocks **piled** in the pond.

Legend

- words with *i_e, -ed, -ing*
- high frequency words

Read On Your Own Book 14
pages 22–23

Phonics Review

1 Play At the Pond ✓ Read On Your Own Book 14 page 22–23

Have partners read the clues and find the items on **Read On Your Own Book 14**, pages 22–23. Gather the group and discuss the clues and pictures. Then have children find and read (in either clues or directions):

- one word with *-ed* (*piled*)
- two words with long *i* spelled *i_e* (*five, white*)
- four words with *-ing* (*reading, flying, standing, swimming*)
- High Frequency Words *both, kinds, over, and two*.

COMMON CORE STANDARDS

Reading

Decode Long <i>i</i> Words	CC.1.Rfou.3
Decode Words with Endings <i>-ed, -ing</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Use Text Features	CC.1.Rinf.5

Writing

Write Informational Text	CC.1.W.2
Focus on a Topic	CC.1.W.5

Speaking and Listening

Participate in Conversations	CC.1.SL.1
------------------------------	-----------

Language and Vocabulary

Spell Long <i>i</i> Words	CC.1.L.2.d
Spell Words with Endings <i>-ed, -ing</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Use Words and Phrases	CC.1.L.6

Check & Reteach

OBJECTIVE: Read and Spell Words with Long *i* ✓
 Read and Spell Words with Endings *-ed, -ing* ✓
 Read and Spell High Frequency Words ✓

As you read aloud the clues listed on page 23, have children raise their hands when they hear long *i* words with spelling pattern *i_e*. When they raise their hands, have them say the word and spell it. Repeat for words with endings *-ed* and *-ing* and for High Frequency Words.



Subject Pronouns

A **pronoun** can take the place of a **noun**.

Grammar Rules Subject Pronouns

Use I for yourself. Always use a capital letter for I .	I like turtles.
Use he for a male.	Dad reads about turtles. He reads about turtles.
Use she for a female.	Mariana sees real turtles. She sees real turtles.
Use they for more than one person.	Lucy and José see turtles. They see turtles.

Read a Sentence

Look at the noun. Which pronoun can take its place?

Amy draws a turtle.

Write a Sentence

What do you think about turtles? Write a sentence that starts with **I**. Read it to a partner.

241

Anthology page 241

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com

Daily Language Arts

Spelling and Word Work

Practice options on pages T233i-T233j



VOCABULARY GAME

Introduce **Around the World**.

Organize children in a circle. Choose one child to be the first traveler. The traveler stands next to another child, the challenger. Say the definition of a word from the Spelling Test (see T233i) or one **Key Word**; whoever responds first by saying the word that fits the definition becomes the traveler and challenges a new child. A traveler who continues to respond first and returns to his or her own seat has gone "around the world."

For **Around the World**, see BP55.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of words on the Spelling Test and the **Key Words** to play a game. Display the spelling words and the **Key Words**.

Grammar Review

3 Subject and Object Pronouns

Anthology page 241

Read aloud the Grammar Rules box. Review singular and plural subject pronouns. Remind children that the singular subject pronouns *I*, *he*, and *she* talk about one person; the plural subject pronouns *they* and *we* talk about more than one person. Complete the Read a Sentence activity with children. Ask: *Which pronoun can take the place of Amy?* (*she*) Have children complete Write a Sentence.

Then use T233k–T233l to review object pronouns *me*, *you*, *him*, *her*, *it*, *them*. Then organize children into groups. Have them work together to choose the correct subject and object pronouns that take the place of the underlined word or words in the sentences below.

1. Maya looks at the turtle eggs. (*She*)
2. The eggs are hatching. (*They*)
3. Barbara walks closer to the turtles. (*them*)
4. The turtles walk away from Barbara. (*her*)

Assign **Practice Master PM4.30**.

Comprehension

4 Compare Text Features

Remind children that they have read two nonfiction science articles about turtles and frogs this week. Ask: *How are the text features of “Turtles: From Eggs to Ocean” and “A Frog’s Life” similar and different?* (They both have photographs. They both have captions. The turtle article doesn’t have labels.) *What labels could you add to “Turtles: From Eggs to Ocean?”* (turtle **eggs**, turtle body parts) *How are labels and captions similar and different?* (They both give more information about a photo. Labels are short and point to or name something. Captions are longer and provide more information.)

Check & Reteach

OBJECTIVE: Compare Text Features ✓

Point to a label on Screen 3. Ask: *Is this a label or a caption? How do you know?*

If children can’t answer, point to the labels and caption on screen 3 and have children count how many words there are in each. Then have them tell you what they learned from each feature.

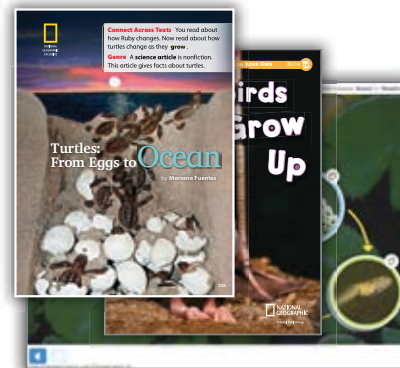
Academic Talk

5 Relate Readings to the Big Question

Use **Corners**.

- Corners of the classroom are designated for discussion of an animal that children have learned about this week (turtles, frogs, flamingos, or ducks).
- Have children think about which animal was their favorite for this week.
- Group children into the corner of their choice to discuss their favorite animal. Guide children to talk about the animal’s life cycle, size, shape, and interesting facts they learned. Also have children discuss the **Big Question: How do animals change as they grow?**
- Have one child from each corner group share what the group talked about.

For **Corners**, see page BP60.



Writing

6 Write About an Animal

Have children work in the same groups they did for the **Academic Talk** activity. Have groups write one page of a book. Have them use the animal they discussed.

Then:

- draw the animal and label any parts they know;
- write a caption that tells more information;
- write 1 or 2 sentences about how this animal grows up. Post an example:

*Tadpoles **grow** into frogs. They **grow** legs and their tails disappear.*


Remind children that they can use *it* or *they* instead of repeating the name of an animal or animals every time. After the pages are completed, display them in the classroom. Give children a chance to read these pages and offer comments or ask questions about them.



Daily Language Arts

Daily Grammar

Review and Assess on page T233I



WRAP-UP Have each child review the contents of their **Weekly Folders**. Form heterogeneous groups. Have groups decide which animal they want to learn more about. Ask: *What else do you want to know? How can you find out?* Post one question from each group. Help children find classroom resources that might answer their questions.

Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

ASSESSMENTS

Foundational Skills

Phonological Awareness

- Delete Initial Sounds
- Count and Combine Syllables

Phonics

- Decode Words with Long *i*
- Decode Words with Endings *-ed, -ing*
- Distinguish Between Long *i* and Short *i*

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Long *i*
- Spell Words with Endings *-ed, -ing*
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Use Captions
- Use Text Features: Labels and Captions
- Determine Importance

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Subject and Object Pronouns Test
- Write an Informative Sentence

Foundational Skills Test

A4.17–A4.18

Spelling Pretest/Spelling Test

See page T233g

Oral Reading Assessment

A4.1–A4.4

Use these passages throughout Unit 4. Work with on level readers this week.

Reading Comprehension Test

A4.19–A4.21

Reading Strategy Assessment

LR4.5–LR4.6

Vocabulary Test

A4.22–A4.23

Grammar and Writing Test

A4.24–A4.25

Writing Rubric

A4.60

Foundational Skills Test Unit 4, Week 2

Phonological Awareness

Directions: Read the words and write the initial sound in the box.

Word	Initial Sound	Word	Initial Sound
hide	h	skunk	s
hide	h	skunk	s
hide	h	skunk	s

Decoding

Long i

Write the words in the box.

hide, bike, fine

High Frequency Words

Write the words in the box.

was, two, both, kind, over, almost

A4.17

Foundational Skills Test Unit 4, Week 2

Directions: Write the words in the box.

hide, grin, grind, bike, back, baking, bake, flaps, flapped, flap

A4.18

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long i Words

1. tide The tide brings waves into shore.

2. dive Turtles dive into the waves.

Endings -ed and -ing

3. helped This book helped me learn about turtles.

4. helping Now I am helping my sister learn.

High Frequency Words

5. almost Turtles live in almost every ocean.

6. both Both adult and baby turtles can swim.

7. kind One kind of turtle is very big.

8. over This turtle is over seven feet long.

9. two I have two legs, but turtles have four.

10. was I was happy to learn about turtles.

More Words

Use these words and sentences for additional Pretest and Test items.

1. pile I saw a turtle lay a pile of eggs.

2. pushed It pushed sand on top of the eggs.

3. time The eggs will hatch in time.

4. walked The turtle walked into the ocean.

5. swimming I saw it swimming away.

6. dine For food, some turtles dine on fish.

Oral Reading Assessment Unit 4

Directions: Read the passage and answer the questions.

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

A4.1

Oral Reading Assessment Unit 4

Directions: Read the passage and answer the questions.

Mother skunk and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

A4.2

Oral Reading Assessment Unit 4

Directions: Read the passage and answer the questions.

Mother skunk and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

A4.3

Reading Comprehension Test Unit 4, Week 2

Directions: Read the article. Then answer the questions about the article.

THE ARCTIC HARE

The arctic hare is an animal that is named for its home. Its home is called the Arctic. It is very cold there.

Thick fur keeps the hare warm. Its fur is white. It's the color of snow in winter. In spring, the fur changes color. It turns gray like the ground. The color of the fur helps the hare hide.

Short ears are important, too. These also keep the hare warm. Long back legs make the hare really fast.

A4.19

Reading Strategy Assessment Unit 4

Directions: Read the passage and answer the questions.

Mother skunk and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

LR4.5

Reading Strategy Assessment Unit 4

Directions: Read the passage and answer the questions.

Mother skunk and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

LR4.6

Vocabulary Test Unit 4, Week 2

Directions: Choose the answer that completes the sentence correctly.

1. What does the word **spreads** mean in this sentence?

The bird spreads its wings to fly.

○ opens
○ sings
○ sits

2. What does the word **develops** mean in this sentence?

The tadpole develops into a frog.

○ kicks
○ plays
○ grows

A4.22

Grammar and Writing Test Unit 4, Week 2

Directions: Choose the answer that completes the sentence correctly.

1. Ava and I rested on the bench. I sat next to _____.

○ it
○ her
○ them

2. My shoes are muddy. I need to wash _____.

○ them
○ you
○ him

3. _____ have lots of fun on the playground.

○ Me
○ We
○ Her

A4.24

Writing Rubric

Criteria	4 (Exemplary)	3 (Proficient)	2 (Developing)	1 (Beginning)
Content	Student includes all required information and adds relevant details.	Student includes most required information and adds some relevant details.	Student includes some required information and adds a few relevant details.	Student includes only required information and adds no relevant details.
Organization	Student organizes ideas clearly and effectively.	Student organizes ideas clearly and effectively.	Student organizes ideas clearly and effectively.	Student organizes ideas clearly and effectively.
Language	Student uses a variety of sentence structures and word choices.	Student uses a variety of sentence structures and word choices.	Student uses a variety of sentence structures and word choices.	Student uses a variety of sentence structures and word choices.
Conventions	Student uses conventions correctly and consistently.	Student uses conventions correctly and consistently.	Student uses conventions correctly and consistently.	Student uses conventions correctly and consistently.

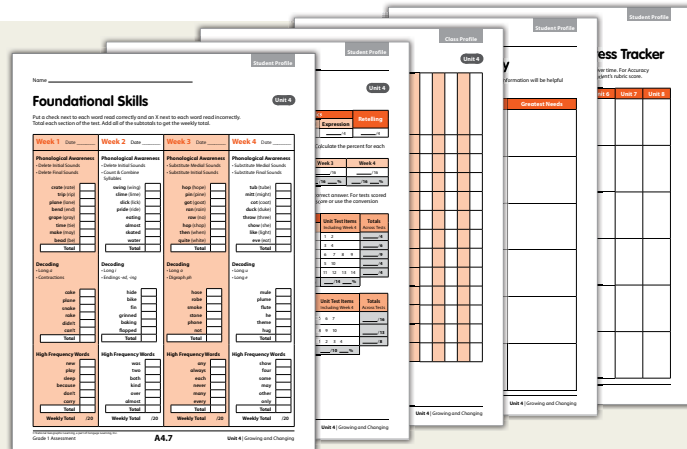
A4.60



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills A4.7
- Student Profile: Weekly and Unit Assessment A4.56
- Class Profile: Weekly and Unit Assessment A4.58
- Student Profile: Strengths and Needs Summary A4.59
- Student Profile: Oral Reading Assessment Progress Tracker ONLINE ONLY

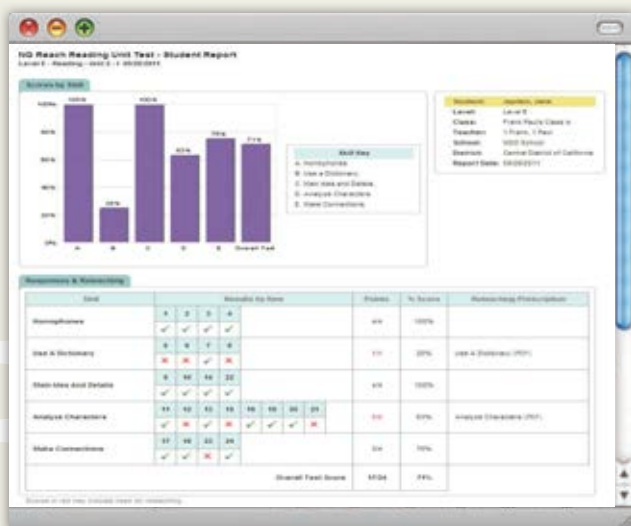
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](https://www.ngreach.com)
- Word Builder [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice, page BP38



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit tests
- Class Profile: Weekly and Unit tests
- Standards Summary Report

Reading

RETEACH

- Use Text Features: Reteaching Master RT4.5
- Determine Importance: Reteaching Master RT4.6

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

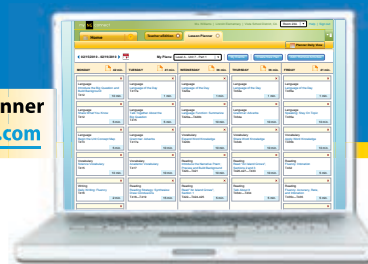
- Subject and Object Pronouns: Reteaching Master RT4.7
- Interactive Writing Routine page BP58

ADDITIONAL PRACTICE


- More Grammar Practice RT4.8

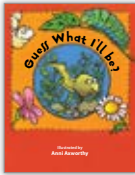

Week 3 Planner


Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Medial Sounds T241m	☑ Substitute Medial Sounds T244e
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.L.2 ☑ Words with Long o T241m Blend Sounds T241n	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.Rfou.3.a; CC.1.Rfou.4; CC.1.L.2 ☑ Words with Short o and Long o T244e ☑ Words with Consonant Digraph ph T244f ☑ Read with Fluency T244g
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T241i, T241p CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T241i, T244f CC.1.Rfou.3.g; CC.1.L.2.d ☑ Handwriting T244f CC.1.L.1.a




		Listen and Comprehend	Listen and Analyze
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Restate an Idea T242 CC.1.SL.4	Use Important Details T244i CC.1.SL.5
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.L.1.b; CC.1.L.4; CC.1.L.6 ☑ Use Possessive Nouns T241k Science Vocabulary CC.1.L.4 ☑ Learn Key Words T242 butterfly caterpillar change chrysalis insect pupa	Daily Grammar CC.1.L.1; CC.L.1.b; CC.1.L.4; CC.1.L.6 ☑ Use Possessive Nouns T241k Academic Vocabulary CC.1.L.4 ☑ Learn More Key Words T244i attach born color hard sequence
	Reading 🕒 20–40 minutes 	Read CC.1.Rinf.10 ☑ Read-Aloud: Fact Book T243a	Reread CC.1.Rinf.10 ☑ Read-Aloud: Fact Book T245a 
	Writing 🕒 15 minutes	Power Writing T242 CC.1.W.5 Writing CC.1.W.2 Write About Animals T244d	Power Writing T244i CC.1.W.5 Writing CC.1.W.5 Artist's Craft T245b

		Read Book 1	Reread Book 1
LEVELED READING TIME		Read Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7 Introduce LR2 Read LR4–LR11 ☑ Identify Main Idea and Details ☑ Determine Importance	Reread Book 1 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Identify Main Ide and Details ☑ Determine Importance
Fiction & Nonfiction	🕒 20 minutes 		

		Learning Station Time	Speaking and Listening	Language and Vocabulary	Writing	Cross-Curricular	Reading and Intervention
LEARNING STATION TIME		Learning Station Time 🕒 20 minutes 	T241g CC.1.SL.4–5	T241g CC.1.L.4	T241g CC.1.W.2; CC.1.W.5	T241h CC.1.SL.2; CC.1.SL.5	T241h; RT4.9 CC.1.Rfou.3–4

BIG Question How do animals change as they grow?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Initial Sounds T245c 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Initial Sounds T257a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T257j
<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.L.2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long o T245c Blend Sounds T245d CV Word Patterns T245d <p>Spelling CC.1.Rfou.3; CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long o T241j, T245e 	<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.Rfou.4; CC.1.L.2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long o T257a CVC and CVCe Word Patterns T257b <input checked="" type="checkbox"/> Read with Fluency T257c <p>Spelling CC.1.L.2; CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long o T241j, T257a 	<p>Phonics CC.1.Rfou.3; CC.1.Rfou.3.a; CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long o and Consonant Digraphs T241j, T257j <p>Spelling CC.1.L.2.d; CC.1.Rfou.3.a</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long o T257j <input checked="" type="checkbox"/> Words with Consonant Digraph <i>ph</i> T257j
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T241j, T245e CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T241j, T257b CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T241j, T257j CC.1.Rfou.3.g; CC.1.L.2.d

Day 3	Day 4	Day 5
Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T246 CC.1.SL.1</p>	<p>Use Details to Put Events in Order T257e CC.1.Rlit.3</p>	<p>Talk About "A Butterfly Is Born" T258 CC.1.SL.1</p>
<p>Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Possessive Nouns T241l <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T246 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T241l <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T257e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.b; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T241l <p>Vocabulary CC.1.L.5.b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T257i
<p>Read CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read a Science Article T247–T256–257 <p>Comprehension CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Active Reading T247–T254–255 	<p>Reread CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread a Science Article T257f <p>Comprehension CC.1.Rinf.2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Main Idea and Details T247–T255 <input checked="" type="checkbox"/> Determine Importance T247–T255 <input checked="" type="checkbox"/> Describe Connections T257g 	<p>Reread and Summarize T258 CC.1.Rinf.10</p> <p>Comprehension CC.1.Rinf.2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Main Idea and Details T258–T259 <input checked="" type="checkbox"/> Determine Importance T258–T259 
<p>Power Writing T246 CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About How Butterflies Are Born T256–257</p>	<p>Power Writing T257e CC.1.W.5</p> <p>Writing CC.1.W.2</p> <p>Write About Butterflies T257h</p>	<p>Power Writing T257i CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About It T258</p>

<p>Read Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7</p> <p>Introduce LR2</p> <p>Read LR4–LR11</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Main Idea and Details <input checked="" type="checkbox"/> Determine Importance 	<p>Reread Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1</p> <p>Read and Integrate Ideas LR2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Main Idea and Details <input checked="" type="checkbox"/> Determine Importance 	<p>Reading CC.1.SL.1.a; CC.1.W.1–3</p> <p>Connect Across Texts LR3</p> <p>Writing</p> <p>Choose a Writing Option LR4–LR11</p>
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ASSESSMENT & RETEACHING



<p>Assessment & Reteaching T259a–T259b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Foundational Skills A4.26–A4.27 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c <input checked="" type="checkbox"/> Spelling Test T241i CC.1.Rfou.3.g; CC.1.L.2.d <input checked="" type="checkbox"/> Oral Reading Assessment A4.1–A4.4 CC.1.Rfou.4 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test A4.28–A4.30 CC.Rlit.3 <input checked="" type="checkbox"/> Reading Strategy Assessment LR4.5–LR4.6 CC.1.Rinf.10x <input checked="" type="checkbox"/> Vocabulary Test A4.31–A4.34 CC.1.L.4; CC.1.L.6 <input checked="" type="checkbox"/> Grammar and Writing Test A4.35–A4.36 CC.1.L.1 <p>Reteaching Masters RT4.9–RT4.12</p>
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Week 3 Learning Stations

Speaking and Listening

Option 1: Animals Grow

Skills: Restate an Idea
Context: Baby Animals

Listening/Speaking

Animals Grow

- Look at the Language Builder Picture Cards. Name the animals you see.
- Which animals are babies? Which are adults?

Talk Together
Talk about the animals. Restate ideas about how baby animals grow.
I know that ____
I heard that ____

I know that a baby lion is called a cub.



Unit 4 | Part 2 | 27

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:
Card 27

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Describe Things

CC.1.SL.4

Option 2: Describe an Animal



MATERIALS

drawing paper • colored markers

Have children work in pairs.

- Each child thinks of an animal and how it changes as it grows.
- One child describes the animal as a baby and an adult, not naming the animal.
- The other child draws the details and tries to guess which animal it is.
- When the child guesses, the children switch roles.

Add Visuals to Clarify

CC.1.SL.5

Language and Vocabulary

Key Words

attach • born • butterfly • caterpillar • change
chrysalis • color • hard • identify • insect
main idea • pupa • sequence

Option 1: Vocabulary Games

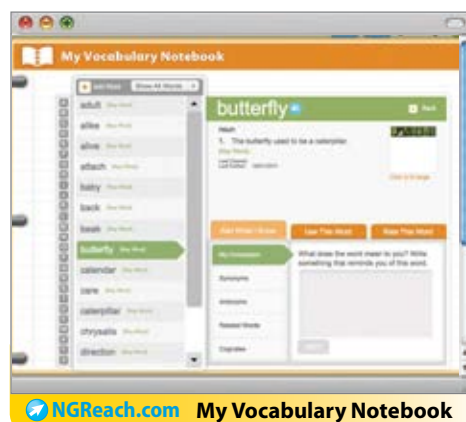


[NGReach.com](https://www.ncreach.com) Online Vocabulary Games

Determine the Meaning of Words

CC.1.L.4

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

Have children expand word knowledge by

- adding definitions, synonyms, antonyms, and images
- looking up words
- writing sentences with the words.

Determine the Meaning of Words

CC.1.L.4

Writing

Option 1: Plan a Butterfly Garden

Skills: Write a Letter, Sequence Ideas
Context: Butterflies

Writing

Plan a Butterfly Garden

- Look at pictures of butterfly gardens in books or online. What do you see?
- Plan a butterfly garden at your school. What would you plant? Where would you put it?
- Write a letter to the principal of your school. Tell about your plan for a butterfly garden.

Talk Together
Share your ideas with another pair. Talk about your butterfly garden plan. Add any new ideas to your letter.

September 21, 2010

Dear Principal Kane,
Can we make a butterfly garden? We want to put it in front of the school. We can plant different flowers. The garden will have a lot of colors. It will smell good. People will like it. Butterflies will like it, too.

Sincerely,
Keiko and Tina

[To find photos of butterfly gardens, go to NGReach.com.](https://www.ncreach.com)

Unit 4 | Part 2 | 28

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:
Card 28

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

butterfly and garden books • computer

Write Explanatory Text

CC.1.W.2

Option 2: Write a Description



PROGRAM RESOURCES

Digital Library Image B46

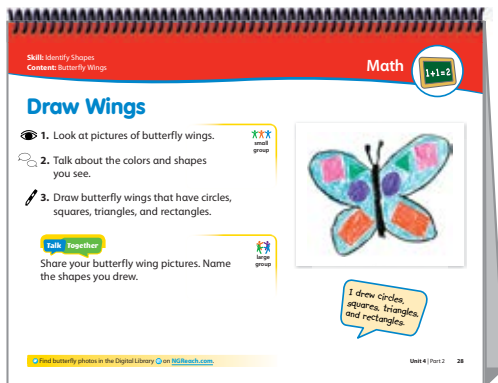
Display the photo and have children write a caption for it. Ask them to write an informative sentence that tells what the animals look like and what is happening.

Focus on a Topic

CC.1.W.5

Cross-Curricular

Option 1: Draw Wings



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 28

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

*pictures of butterflies • drawing paper
• colored markers*

Add Visuals to Clarify

CC.1.SL.5

Option 2: Research a Butterfly's Life Cycle

PROGRAM RESOURCES & MATERIALS

[NGReach.com](https://www.ngreach.com)

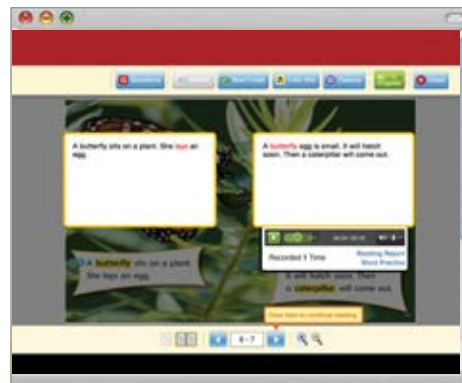
Have children follow the NGKids link through the student home page. Have them put "butterfly life cycle" in the search bar and look for information about the number of days in each stage of a butterfly's life cycle. Have them enter each stage name: "egg," "larva," "pupa," and "adult." When they find the number of days for a stage, have them enter the information into a chart. Display a chart with five rows and two columns, with the columns labeled *Stage of Life Cycle* and *Number of Days* and the rows labeled *egg*, *larva*, *pupa*, and *adult*. Ask: *Which stage is the longest? Which is the shortest?*

Ask and Answer Questions

CC.1.SL.2

Reading

Option 1: Comprehension Coach



[NGReach.com](https://www.ngreach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

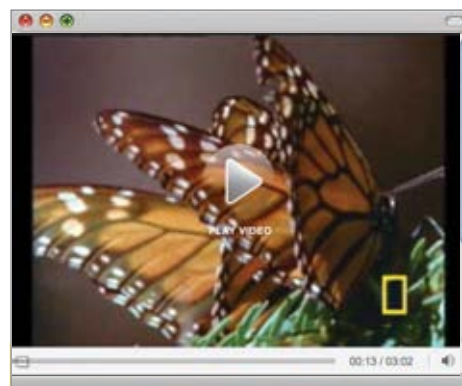
Read with Fluency

CC.1.Rfou.4

Read Informational Text

CC.1.Rinf.10

Option 2: Find Facts



[NGReach.com](https://www.ngreach.com) Student Resources

PROGRAM RESOURCES & MATERIALS

[NGReach.com](https://www.ngreach.com)

computer

As a group, have children make a list of questions they have about caterpillars. Then, children can use the NGKids link through the student home page to search for videos, pictures, and information about caterpillars. Have children make a list of key facts about caterpillars, then write one question from the list and use one of the facts to write the answer to this question.

Use Technology in Writing

CC.1.W.6

See **Recommended Reading** on page LR12.

Intervention

Option 1: Reteach Short and Long Vowels *a, i, o*

PROGRAM RESOURCES

Phonics Picture Cards 167, 180

Sound/Spelling Cards 11, 16, 32, 34, 35

Use **Reteaching Routine 2**.

- **Contrast long and short vowel sounds:** *insect*, *ice*. Have children repeat.
- **Use word patterns to decode words:** *insect* has the short *i* sound. It is spelled i-n-s-e-c-t. *Ice* has the long *i* sound. It is spelled i-c-e.
- Repeat with other words to contrast the sounds of short and long *a* and *o*.

For **Reteaching Routine 2**, see BP36.

Decode Words with Short and Long *a, i, o*

CC.1.Rfou.3

Option 2: Phonics Games



[NGReach.com](https://www.ngreach.com) Online Phonics Games

Read with Fluency

CC.1.Rfou.4

For **Reteaching Masters**, see pages RT4.9–RT4.12.

Additional Resources

ESL Instruction



Use ESL pages T242–T259 for additional instruction, practice, and differentiation for English Language Learners.

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Spell Words with Long *o*
- ✓ Spell Words with Digraph *ph*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long *o* Words

1. hold **Hold** the kitten gently.
2. nose The kitten's **nose** is pink.

Words with Digraph *ph*

3. photo I took a **photo** of a butterfly.
4. graph This **graph** shows how many butterflies we saw.

High Frequency Words

5. always We **always** go to the park to look for butterflies.
6. any Have you seen **any** butterflies today?
7. each **Each** caterpillar turns into a butterfly.
8. every **Every** butterfly has wings.
9. many **Many** butterflies have beautiful colors.
10. never I have **never** seen a blue butterfly.

More Words

Use these words and sentences for additional Pretest and Test items.

1. bone My dog buried its **bone** in the backyard.
2. hole The bone is in a **hole**.
3. hose Then my dog chewed on the **hose**.
4. phone My dog barks when the **phone** rings.
5. cold I give my dog **cold** water to drink.
6. rope Then he chews on this old **rope**.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Sort: Practice Master PM4.36

MATERIALS

scissors

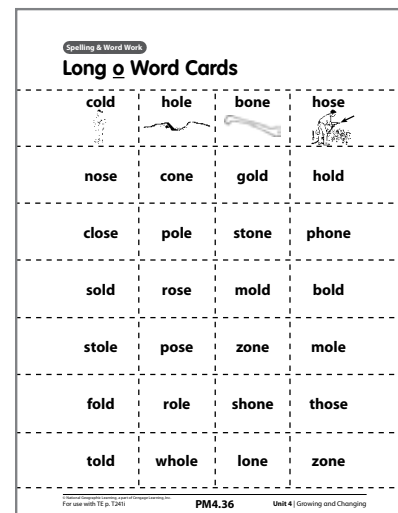
Prepare

Have pairs cut out the Long *o* Word Cards and sort them into rhyming words (-old, -ole, -one, -ose).

Play a Game

- One child mixes some of the words up while the other isn't looking.
- The partner then tries to find all of the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write two more words that rhyme with words they have sorted, adding them to the correct word family sorted piles.



NGReach.com Practice Master PM4.36

Decode Words with Long *o*
 Spell Words with Long *o*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.L.2.e

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM4.37

MATERIALS

scissors

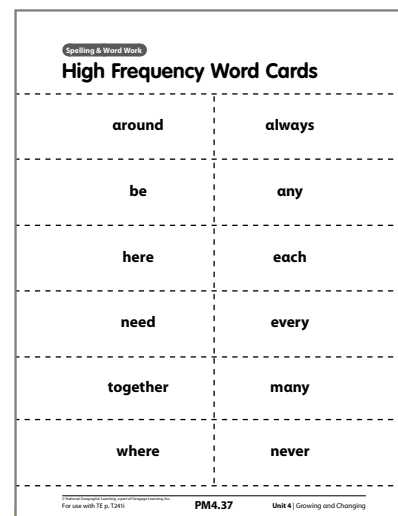
Prepare

Have each group cut out one set of High Frequency Word Cards. The words in the first column are review.

Play a Game

- The group turns cards face down and mixes them up.
- On signal, the group turns over the cards and arranges them in alphabetical order.
- Assign a point for each correctly alphabetized word.
- Have the next group remix the cards for another round.

After several rounds, the group with the most points wins.



NGReach.com Practice Master PM4.37

Decode Words with Long *o*
 Spell Words with Long *o*
 Spell High Frequency Words

CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.L.2.d



Charades

Day 3



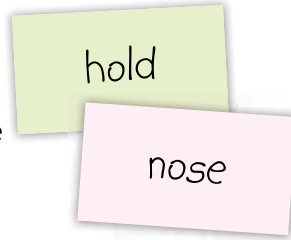
Option 1

MATERIALS

note cards, 16 per group

Prepare

Distribute 16 cards to each group and have children write each spelling word on a separate note card.



Play a Game

- Have groups turn cards face down and mix them up.
- On a signal, one child takes a card and silently reads the word. Then he or she gives clues to the word using pantomime and facial expressions.
- Ask the child who guesses the word to spell it aloud while the group checks the spelling with the card.
- Have the child who correctly guessed the word choose a new card, and the game continues.

Have groups play until all word cards have been used.

Spell Words with Long o	CC.1.L.2.d
Spell Words with Digraph ph	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Build Words Online

Day 3



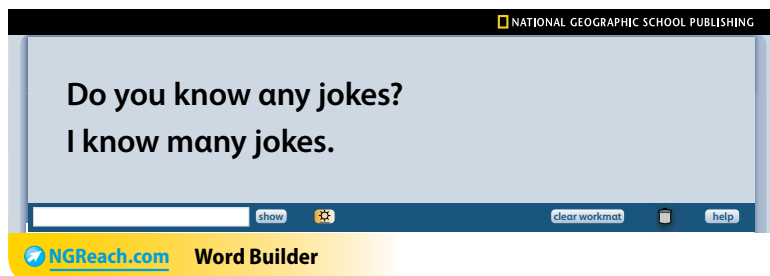
Option 2

Prepare

Have pairs access **Word Builder** and **NGReach.com**.

Play a Game

- Have one child build a question and the other child build a sentence that answers that question.
- Encourage children to use at least one long o word or a digraph ph word, and one High Frequency Word in each question and answer.



Spell Words with Long o	CC.1.L.2.d
Spell Words with Digraph ph	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Illustrate a Word

Day 4



Option 1

MATERIALS

drawing paper • crayons or markers

Use Visuals

- Have children work in small groups with a copy of the spelling list.
- Have each group choose one word and illustrate it.
- Call on a group to present its drawing to other groups. The first group to correctly identify the word and spell it wins one point. The winning group then presents its word drawing.
- Continue until each group has presented its word.



After each group has presented its drawing, determine the winner—the group with the most points.

Spell Words with Long o	CC.1.L.2.d
Spell Words with Digraph ph	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Guess the Word

Day 4



Option 2

Prepare

- Give each pair a copy of the spelling list.
- Display sentence frames to help children construct their clues.

This word starts with the letter ____.

This word has ____ letters.

This word rhymes with ____.

Can you guess my word?

Play a Game

- Have children secretly choose a word and then give clues, one at a time, to their partner.
- After hearing the first clue, the partner should write all words that match the clue.
- After the second clue, the partner crosses off words that do not match the new clue.
- Have children continue giving clues until their partner guesses the mystery word.
- Have partners trade roles and continue the game with a new word.

Spell Words with Long o	CC.1.L.2.d
Spell Words with Digraph ph	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Week 3 Daily Grammar

OBJECTIVE

Thematic Connection: Growing and Changing

✔ Use Possessive Nouns

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Possessive Nouns

CC.1.L.1

CC.1.L.1.b

Day 1

PROGRAM RESOURCES

Singular Possessive Nouns:
eVisual 4.10

MATERIALS

Pairs of index cards with matching possessive phrases, such as:
the tail of the kitten the kitten's tail

Teach the Rules

Use page T244d to introduce **singular possessive nouns**. Point out that a singular possessive noun is formed by adding an apostrophe and -s at the end of a singular noun.

Singular Possessive Nouns

Use a possessive noun to show who or what owns something.

the legs of the caterpillar	the caterpillar's legs
the feathers of the flamingo	the flamingo's feathers
the spots of the dog	the dog's spots

✔ NGRReach.com Singular Possessive Nouns: eVisual 4.10

Play a Game

Make several pairs of cards like the ones shown below. Have partners use them to play "Make a Match." Explain:

- Place cards face down and mix them up.
- Take turns flipping over two cards. If the cards match, keep them. If the cards do not match, put them back.
- The player with more pairs wins.

Differentiate

EL English Learners

ISSUE In Spanish, an apostrophe is not used to show possession.

STRATEGY Have children translate the text on eVisual 4.10 into Spanish. Write the words *de la* and *del* and point out how these are used to show possession in Spanish.

Make a chart to show how all three expressions convey the same meaning.

English		Spanish
of the dog	the dog's	del perro
of the bird	the bird's	del pajarito
of the frog	the frog's	de la rana

Day 2

PROGRAM RESOURCES

Plural Possessive Nouns:
eVisual 4.11

MATERIALS

Pairs of index cards with matching possessive phrases, such as:
the eyes of the frogs the frogs' eyes

Teach the Rules

Use page T245b to introduce **plural possessive nouns**. Point out that a plural possessive noun is formed by adding an apostrophe at the end of a plural noun that ends in -s.

Plural Possessive Nouns

the legs of the caterpillars	the caterpillars' legs
the feathers of the flamingos	the flamingos' feathers
the spots of the dogs	the dogs' spots

✔ NGRReach.com Plural Possessive Nouns: eVisual 4.11

Play a Game

Make several pairs of cards like the ones shown below. Have partners play "Make a Match," like they did on Day 1, this time with plural possessive nouns.

Differentiate

SN Special Needs

ISSUE Children may have difficulty understanding the difference between singular and plural possessive nouns and where the apostrophe goes for each one.

STRATEGY Write each of the following words on both sides of a note card: *bird, dog, spider*. On one side of the card, draw a stick figure to represent the singular noun. On the other side of the card, draw two figures to represent the plural noun. On separate cards, write an apostrophe and the letter *s*. Display each noun card and read the word aloud with students. Flip the card and say the plural form of the noun. Review the difference between one and two birds, dogs, and spiders. Have children practice building possessive nouns with the noun cards, *s*, and apostrophe. Guide children to create singular possessive nouns by adding apostrophe + *s*, and plural possessive nouns by adding *s* + apostrophe.



Day 3

PROGRAM RESOURCES

Possessive Nouns: eVisual 4.11
Word Sort Game: Practice Master PM4.40

Teach the Rules

Use page T256–T257 to practice regular singular and plural possessive nouns.

Table with 2 columns: One Owner, More Than One Owner. Rows: butterfly's egg, caterpillar's plant; butterflies' eggs, caterpillars' plants

NGReach.com Possessive Nouns: eVisual 4.12

Play a Game

Distribute Practice Master PM 4.40 and display the headings. Have groups play "Word Sort." Give each group a set of note cards. Explain:

- Write each word from the top of the page on a note card.
Read the word and decide if it names one owner or more than one owner.
Place the card under the correct heading in the room. Write each word in the correct column of the chart.
Continue sorting until you no longer have any cards. The first group to run out of cards wins.

Word Sort: Possessive Nouns. Includes instructions and a sorting chart with words like girls', spider's, butterfly's, chicks', eggs', Mario's, baby's, cocoons'.

NGReach.com Practice Master PM4.40

Differentiate

BL Below Level

ISSUE Children have difficulty distinguishing plural and possessives.
STRATEGY Review that most plural nouns end in -s. Distribute the word cards from the game. Have children look at a card and put their finger over the apostrophe and what comes after it.

Day 4

PROGRAM RESOURCES

Write Possessive Nouns: Practice Master PM4.42

Grammar and Writing

Use page T257h to model possessive noun usage in writing. Then distribute Practice Master PM4.42. Read each pair of sentences. Have children find the underlined words in the first sentence and write the correct possessive noun to complete the second sentence.

Write Possessive Nouns. Includes a table for One Owner and More Than One Owner, and six numbered sentences for practice.

NGReach.com Practice Master PM4.42

Day 5

PROGRAM RESOURCES

Grammar and Writing Test
Assessment Masters A4.35–A4.36

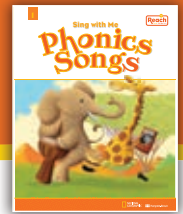
Review and Assess

Display the sentences below. Have small groups work together to rewrite each sentence, replacing the underlined words with the correct possessive noun.

Review sentences: The feathers of the flamingos turn pink. The wings of a butterfly are big and colorful. The eyes of frogs are big. The body of a bee has stripes.

Administer the Grammar and Writing Test.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with Long o
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 44
Sound/Spelling Cards 1, 2, 4, 5, 7, 12, 32
Words with Long o: Practice Master PM4.31
Read On Your Own Book 15
Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 2,
Tracks 25–26
Word Builder
Phonics Games

MATERIALS

small chips or coins for counting sounds, 3 per child

MORNING WARM-UP

Name an animal that changes as it grows.

Have partners draw a picture of an animal that changes as it grows, showing it as a baby and as an adult. Have children tell what they drew and what features the animal has at each stage as they display their pictures.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *has*.
- **Segment the sounds:** /h/ /ă/ /z/.
- **Substitute a sound:** *I'm going to change the /ă/ to /i/: /h/ /i/ /z/.*
- **Say the new word:** *What is the new word? (his) Say the word with me. his*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with the words *ran/run*, *fin/fan*, *got/get*, *dug/dig*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *Change the /ü/ in rug to /ă/. What is the new word? (rag)*

If children do not say *rag*, say *rug* several times as children place chips in a sound box.

Emphasize the /ü/ sound and point to the middle box. Then say *rag* several times as children point to the middle box. Repeat with *fit/fat* and *but/bit*.

Phonics

2 Learn Sound/Spelling /ō/ ✓

Sing with Me Phonics Songs Book page 44

Play Tracks 25 and 26 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 Run fingers across desk or floor.
- 2 3 "Climb" with hands; laugh.
- 4 Run fingers across desk or floor.
- 5 6 "Draw" a house shape; mix.
- 7 8 Sniff; "eat" an ice-cream cone.

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
Decode Words with Long o CC.1.Rfou.3
Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

Spell Words with Long o CC.1.L.2.d
Spell New Words Phonetically CC.1.L.2.e
Spell High Frequency Words CC.1.L.2.d



A Mole in a Hole

- 1 A mole escaped his hole.
- 2 He climbed a barber pole.
- 3 He told a joke.
The pole—it broke!
- 4 He ran back to his hole.
- 5 When the mole got home,
- 6 He cooked a chicken bone.
- 7 He smelled the smoke
Just as he woke,
- 8 Then ate a chocolate cone.



Sing with Me Phonics
Songs Book page 44

Cover up all spellings except o_e on **Sound/Spelling Card 32**. Then use **Decoding Routine 1** to connect sound and spelling /ō/ o_e and to blend words.

Step 1 Develop Phonological Awareness	/ō/ o_e
<ol style="list-style-type: none"> 1. Tell children: <i>These words have /ō/ at the beginning. These words have /ō/ in the middle.</i> 2. Tell children: <i>I'm going to say some words. Listen for /ō/. If you hear it, touch your nose. If you don't hear it, don't do anything. (dock and pet do not have /ō/)</i> 	<p>oh, old, open; mole, hole, told</p> <p>joke, broke, back, home, got, just, bone</p>
Step 2 Introduce the Sound/Spelling	
<ol style="list-style-type: none"> 1. Display the picture-only side of Sound/Spelling Card 32. Say <i>ocean</i>. Have children repeat. 2. Say /ō/. Have children repeat. 3. Turn the card over. Point to the o_e spelling. Explain that one way to spell /ō/ is with an o followed by a consonant, then an e. The e is silent and makes the o say its own name. 	 <p>Card 32 ocean, /ō/, o_e</p>
<ol style="list-style-type: none"> 4. Give examples of long o words with the o_e spelling. 	<p>woke, cone, those</p>
Step 3 Blend Sound-by-Sound	
<ol style="list-style-type: none"> 1. Write <i>m</i>. Point to <i>m</i> and say /m/. Have children repeat. 2. Add <i>o_e</i>. Remind children that the <i>e</i> makes the <i>o</i> say its own name. Say /ō/. Blend /m/ /ō/, sweeping your hand beneath the spellings. Ask children to blend the sounds with you. 3. Add <i>l</i> between the <i>o</i> and <i>e</i>. Say /l/. Model blending the whole word. Then have children blend the sounds with you. 	<p>m</p> <p>mo_e → </p> <p>mole →</p>
<ol style="list-style-type: none"> 4. Write and blend other words with /ō/ o_e. Point out the o_e pattern in each word and remind children that the final e is silent and makes the o say its own name. 	<p>rope, nose, smoke</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Word Portraits (T246)
- ✓ Writing (T244d, T245b, T256-257, T257h)
- ✓ Identify Main Idea and Details: **Practice Master PM4.22**
- ✓ Main Idea and Details Chart: **Practice PM4.44**,

Differentiate

EL English Learners

ISSUE In **Hmong**, there is no long o sound. In **Cantonese** and **Vietnamese**, there is a similar but different sound.

STRATEGY Have children:

- tell if the sound /ō/ is used in their home languages.
- practice saying the long o sound: *Oh, oh, oh, my nose! Oh, oh, oh, my toes! Oh, oh, oh, my bones! Oh, no!*

AL Above Level

ISSUE Children identify other spellings for long o, such as *ow* and *oa*.

STRATEGY Have students look for long o words and do a word sort, sorting them by the way the /ō/ sound is spelled.



Read On Your Own Book 15

Name _____ Date _____

Phonics

Words with Long o

Circle the word that names each picture.

1. not nose name	2. hate hat hose
3. cone cane can	4. rake rack robe
5. name nap not	6. box bone band
7. run rock rose	8. hot home hand

Read It Together The hose is by the roses at home.

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NGReach.com Practice Master PM4.31

3 Read Words with Long o

Read On Your Own Book 15 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out previously taught High Frequency Words *The, out, and of*, and ask children to read the sentences.

robe not Cole
nose vote got
hop drove broke
stove choke

The mole pokes its nose out of its hole.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 15**, page 2. Review the sound/spelling /ō/ o_e and complete the example together. Have partners take turns reading the picture labels. Then assign **Practice Master PM4.31**.

Children can also play **Phonics Games** at NGReach.com to reinforce skills.

4 Spell Words with Long o

Use **Dictation Routine 1** to have children practice spelling the name *Rose*, and the words *note*, and *home* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *note*.
- **Segment sounds:** /n/ /ō/ /t/. *What is the first sound you hear in note?* (/n/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 7 /n/, 32 /ō/, and 5 /t/)
- **Repeat the word:** *note*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *Rose* and *home* using cards 12 /r/, 1 /s/, 4 /h/, 2 /m/, and 32 /ō/.

For **Dictation Routine 1**, see page BP35.

Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence. Dictate: *Rose hid the note at home*. Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Long o

Check dictation sentences for the correct spelling of *Rose, note, and home*.

Prompt self-correction. If errors persist, use **Decoding Routine 2** to reteach long o. Repeat with this sentence: *She has a new robe*.

For **Decoding Routine 2**, see page BP33.

Daily Language Arts

Daily Spelling and Word Work

Practice options on pages T241k–T241l



Words with Long o

Look at each picture. Read the words.

Example:



rope



globe



smoke



rose



bone



stove



2

Key Words

Look at the picture. Read the sentences.



The Mole and the Cat

1. Moles can dig **many** holes.
2. This cat **always** wants to catch a mole.
3. But she **never** catches **any**.
4. **Each** and **every** time a mole smells a cat, it hides.

Where do moles always live?



High Frequency Words

always
any
each
every
many
never



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 15
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 15 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *always*.
- **Say a sentence with the word:** *The mole **always** gets away from the cat.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to the picture.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, write the word, and then hold up the paper. Scan for misspellings. Repeat for all the words.

Have children make a set of flash cards for words they need to practice. Pair children who have different words with each other for practice. Have children use their flash cards throughout the week as they read and write.

Differentiate

EL English Learners

ISSUE English Learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

always *We always stay home from school on Saturday.* (Point to Saturday on a calendar.) *Always means "all the time."*

any *Is there any other day that we always stay home from school?* (Point to and name Sunday.)

each *We have school on each of these days.* (Point to each weekday.)

every *Every Monday, we come to school.* (Point to Monday.) *Every means "all of them."*

many *How many days do we come to school?* (Count five weekdays.) *We use many to ask what number. Many can also mean a lot: Many children go to our school.*

never *How many days a week do we never have school?* (Point to weekend days; hold up two fingers; and say, two.)



Anthology

OBJECTIVES**Thematic Connection: Growing and Changing**

- ✔ Use Science Vocabulary in Speaking
- ✔ Identify Main Idea and Details

PROGRAM RESOURCES**PRINT ONLY**Big Book: *Guess What I'll Be?***PRINT & TECHNOLOGY**

Sing with Me MP3

Family Newsletter 4

Main Idea and Details Chart: Practice Master 4.32

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

8 note cards

Academic Talk

1 Restate an Idea Anthology page 242

Tell children: *This song is about animals and insects that change as they grow.*

Review the previously taught High Frequency Words *grow*, *I*, and *know*. Play the song and have children follow in their books on page 242 as they sing.

Explain that when we restate an idea, we tell the most important, or main idea, again. Reread the first stanza and model restating it in your own words:

- *I read that animals change as they grow.*
- *I think about what I read and how different animals change.*
- *Then I tell the main idea in my own words: As an animal grows, it changes.*

Then have children restate the second stanza in their own words: *When insects grow, they change.*

Science Vocabulary

2 Key Words Anthology page 243

Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its picture: insect.**
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** An **insect** is a tiny animal with six legs and usually has two pairs of wings.
- **Elaborate:** An **insect** has a hard body divided in three parts. Bees, flies, ants, and mosquitoes are **insects**. Some **insects** can be very colorful.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

butterfly · caterpillar
change · chrysalis
insect · pupa

Power Writing

Have children write as much as they can as well as they can in one minute about the word *change*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS**Reading**

Identify the Main Topic and Retell Key Details CC.1.Rinf.2

Read Informational Text CC.4.Rinf.10

WRITING

Write Informative Text CC.1.W.2

SPEAKING AND LISTENING

Describe Ideas CC.1.SL.4

LANGUAGE AND VOCABULARY

Determine Meaning of New Words CC.1.L.4

Use Possessive Nouns CC.1.L.1.b

Use Words and Phrases CC.1.L.6



High Frequency
Words

- grow
- I
- know

Restate an Idea

Listen and sing.

Song

Change and Grow

Animals, animals
Change as they **grow**,
Change as they **grow**.
This is what I **heard**.
This is what I **heard**.
This is what I **know**.
This is what I **know**.

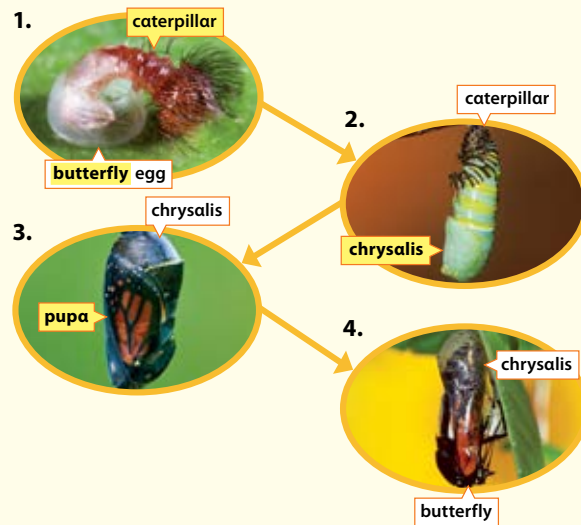
Insects, too, insects, too,
Change as they **grow**,
Change as they **grow**.
This is what I **heard**.
This is what I **heard**.
This is what I **know**.
This is what I **know**.

Tune: "Frère Jacques"



Key Words

See how the **insect** will **change** as it grows.



Talk Together

This insect changes as it grows. What do you know about how insects and animals change as they grow?

STUDENT
TECHNOLOGY



Student
eEdition



Sing
with Me



Digital
Library



My Vocabulary
Notebook

NGReach.com

Anthology
pages 242–243

Have partners take turns repeating the routine for each word. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 243

Have partners use the song, the diagram, **Key Words**, and High Frequency Words to ask and answer questions about how animals and insects change as they grow. Provide an example: *How does a **caterpillar** grow and **change**?* (Possible response: I know that a **caterpillar** grows and changes inside a **chrysalis**.)



NGReach.com My Vocabulary Notebook

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of **Key Words** and have children use each one in a sentence. Access **Family Newsletter 4** for translations in seven languages. Use cognates for Spanish speakers:

insect / insecto chrysalis / crisálida
sequence / secuencia

BL Below Level

ISSUE Children cannot follow the diagram.

STRATEGY Have children place an index finger on number 1 and slide it along each arrow to the next consecutive number. Have them tell what they see in each step. Rephrase their descriptions to match the diagram.

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking

Circulate as partners do the **Talk Together** activity. Listen for any incorrect usage of the science vocabulary and High Frequency Words *grow*, *I*, and *know*.

If children use words incorrectly, point to the diagram and ask clarifying questions:

*What grows inside a **butterfly** egg? (**caterpillar**)*

*What does a **chrysalis** look like? (like a bag)*

*What **change** happens to the **pupa**? (gets wings)*

*What comes out of the **chrysalis**? (**butterfly**)*



Anthology

Big Book

Name _____ Date _____

Main Idea and Details Chart

Identify Main Idea and Details

Choose an animal. Write details about how the animal changes as it grows.

Main Idea: _____ change as they grow.

Detail: Possible response: get bigger
Detail: Possible response: start moving
Detail: Possible response: change color

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NGReach.com Practice Master PM4.32

Comprehension

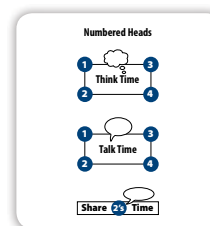
4 Identify Main Idea and Details Anthology page 244

The **main idea** tells what a text is mostly about. Other ideas tell more about the **main idea**. These are called **details**. Details help you **identify**, or find out, the **main idea**. Project the song “Change and Grow” on **Student eEdition** page 242. Read the title and ask: *Is this title the **main idea** or a detail?* (main idea) *How do you know?* (It tells what the whole song is about.)

Explain that a chart like the one on page 244 can be used to record the main idea and details of a text. Keeping track of the details helps readers identify and understand the main idea.

Sing the song from page 242 again with children. Use **Numbered Heads Together** to have groups identify the main idea and details of the first stanza. (Main idea: Animals change as they grow. Details: A goat grows horns. A spider comes out of an egg.) After their discussion, have one child from each group report their answers to the class.

For **Numbered Heads Together**, see page BP61.



Numbered Heads Together

Check & Reteach

OBJECTIVE: Identify Main Idea and Details

Say a line from the song: “*This is what I heard.*” *Is this the **main idea** of the stanza?* (No)

For children who have difficulty distinguishing between main ideas and details, ask: *What is this part of the poem about?* (insects) *What do **insects** do?* (change and grow) *Then what is the **main idea** of the stanza?* (Insects change as they grow.)

5 Talk Together Anthology page 244

Distribute **Practice Master PM4.32** for children to complete. Have children choose and write down the name of an animal to complete the main idea sentence. In the remaining boxes, have them write three detail sentences that support the main idea.

See **Differentiate**

Big Book Read-Aloud

6 Share a Story

Display the cover and read aloud the title and the name of the author/illustrator (Anni Axworthy). Have children predict: *What do you think this book is about?* (what animals will be when they grow up) *Why do you think that?* (The picture shows baby animals, and the title asks what they will be.)

Differentiate

Special Needs

ISSUE Children struggle with main idea.

STRATEGY Have a child write the main idea “We change as we grow” on a note card and place it on a table. On separate cards, have children write one way in which they have changed. Tape the cards to the table legs to show how details support the main idea.



Identify Main Idea and Details

Main Idea and Details Chart

Main Idea:
Animals change as they grow.

Write the main idea here.

Detail:
get bigger

Detail:
start moving

Detail:
change shape

Write the details here.



Talk Together

Choose an animal. How does the animal **change** as it grows? Add the details to the chart.

244

Anthology page 244

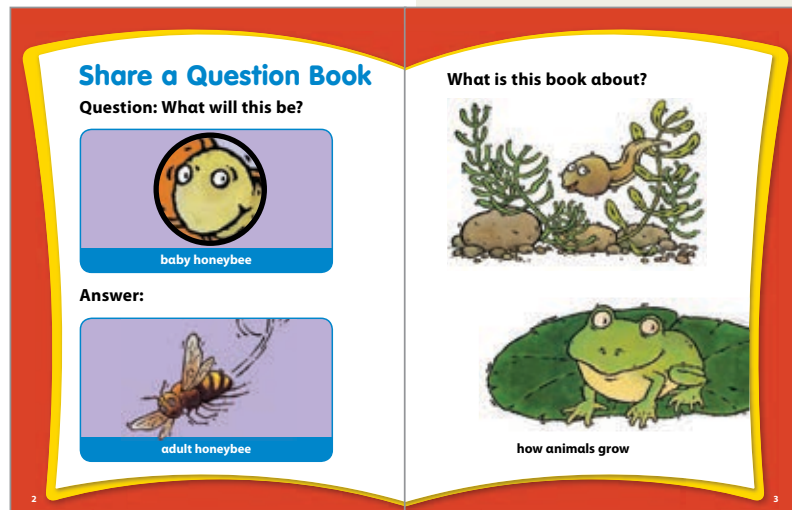
SCIENCE BACKGROUND

Help children recall how some animals change:

- *Some baby animals grow parts like feathers.*
- *Some other animals change color as they grow.*
- *Baby animals often have special names, like duckling, chick, tadpole, calf, or colt. These names **change** when the animals become adults.*

Display and read the Share a Story on **Big Book** pages that 2–3. Set a purpose: *Let's read to find out how different animals grow.*

GENRE Define the genre: *Question and answer books give information about something. This book tells about how animals grow.* Read aloud pages 4–27 of *Guess What I'll Be?* Use the questions on pages T244a–T244d to build comprehension.



Big Book pages 2–3

Comprehension Focus

FIRST READ

Day 1 Listen and Analyze


- Active Reading
- ✓ Identify Main Idea and Details
- Critical Thinking

SECOND READ


Day 2 Listen and Comprehend

- ✓ Determine Importance
- Critical Thinking


What will I be?




This is me. I'm called a tadpole.



One day I'll have four webby feet.



Big bulging eyes.



And I'll eat beetles, flies, and worms. **2**

Big Book pages 4–5

I can't wait until I grow legs.

I'll be a frog!

Frogs live on the land and in the water.



1 2

Big Book pages 6–7

What will I be?



This is me. I'm called a chick. **3**

One day I'll have two long skinny legs.




Bright pink feathers.

And a very large hooked beak.



Big Book pages 8–9

Pink is my favorite color.

I'll be a flamingo!




Flamingos turn pink because they eat so many pink prawns. **3**

Big Book pages 10–11

Fluency

Phrasing Explain the concept: *When reading aloud, fluent readers read groups of words together rather than reading one word at a time. And they pause between phrases.* Model phrasing as you read the book, and then have children read along with you using proper phrasing.

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Identify Main Idea and Details** *What is the **main idea** of pages 4–7? (A tadpole will grow and change and become a frog.)*

SECOND READ

Day 2 Listen and Analyze

- 2 Determine Importance** *Which details are important on pages 4–5? (A tadpole changes.) Which details are important on pages 6–7? (The tadpole is now a frog.)*
- 3 Compare and Contrast** Point to the chick on page 8. *What do we call this baby animal? (chick)* Then point to the flamingo on page 11. *What do we call this adult bird? (flamingo)* *How did the chick change? (The chick grew tall with pink feathers. It has a curved neck and beak.)*

What will I be? 4



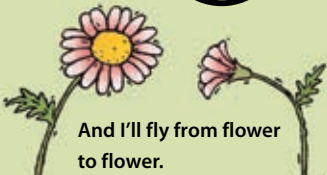
This is me. I'm called a caterpillar.

One day I'll have long wavy feelers called antennae.

And big colorful wings.




And I'll fly from flower to flower.



12 13

Big Book pages 12–13

Flying looks fun!




I'll be a butterfly!


Butterflies get their food, called nectar, from flowers.




14 15


Big Book pages 14–15

What will I be?




This is me. I'm called a calf.


One day I'll have two long tusks.



Wrinkly brown skin.



And I'll swim in the sea. 6



16 17

Big Book pages 16–17

I hope my tusks grow that big!



I'll be a walrus!

Walrus live in large groups called herds.




5

18 19

Big Book pages 18–19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 4 Active Reading** Read each “What will I be?” page. Then give children a chance to predict what the baby will grow up to be before turning the page. Example: *Will it be a cat?* (No!) *A rhino?* (No!) *A duck?* (No!) *A butterfly?* (Yes!)
- 5 Identify Main Idea and Details** ✓ *What are some details you learn about a walrus?* (It is called a calf; it has two tusks when it is grown.) *What are pages 16–19 about?* (A calf grows up to be a walrus.)

SECOND READ

Day 2 Listen and Analyze

- 6 Determine Importance** ✓ *The author tells us walrus swim in the sea. Why is this detail important?* (It tells what a walrus can do when it grows.)



Big Book pages 20–21



Big Book pages 22–23

Build Comprehension

FIRST READ

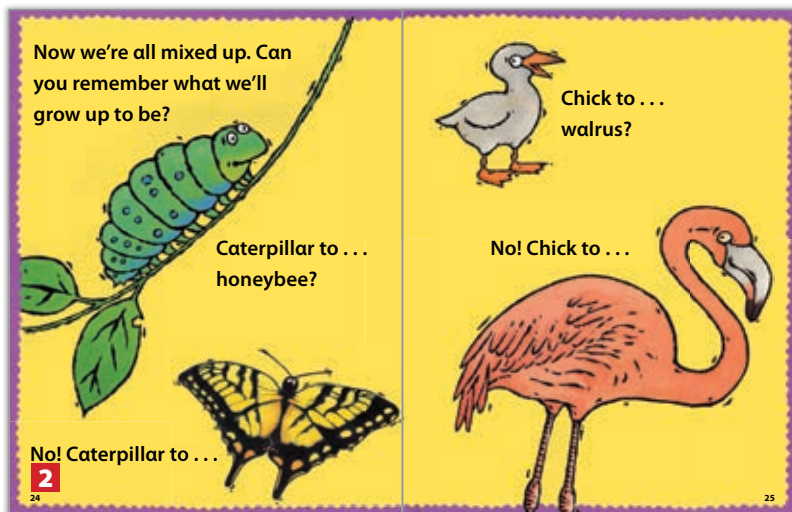
Day 1 Listen and Comprehend

- 1 **Identify Main Idea and Details** ✓ *What is the book mainly about?* (Baby animals change as they grow into adults.) Have children tell about one of the baby animals and what it becomes. (Possible responses: A tadpole grows legs and becomes a frog. A grub **changes** into a honeybee.)
- 2 **Active Reading** As you read pages 24–27, have children chorally repeat the “No!” statements aloud, finishing the sentence with the name of the correct animal.

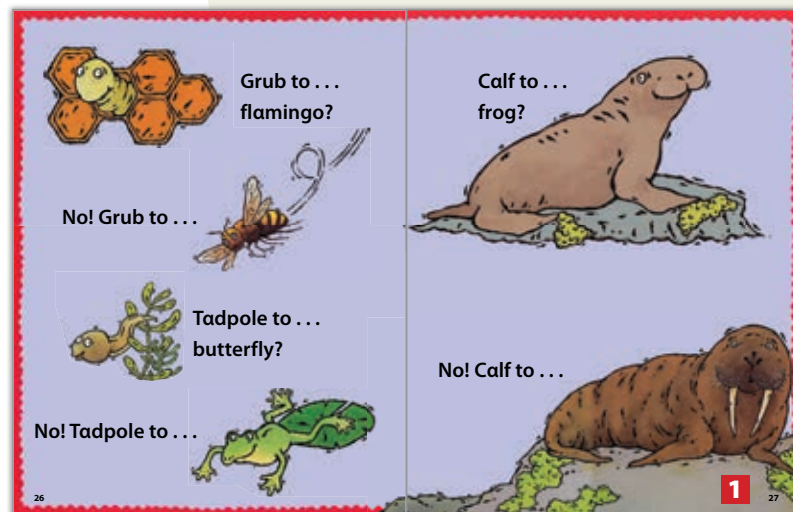
SECOND READ

Day 2 Listen and Analyze

- 3 **Make Connections** *How were you different as a baby from how you are now?* (Possible responses: I crawled. I did not have teeth. I could not talk.)



Big Book pages 24–25



Big Book pages 26–27

Writing

7 Write About Animals

Have children form five groups. Assign each group one of the animal mix-up questions from pages 24–27. Have them unscramble the question and restate it correctly.

Then have children use the frame below to turn the restated question into a main idea sentence:

The _____ changes into a _____.

Have children write two or three details that support the main idea. Have each group compare their animal to another group's animal and share their sentences with one another.



Daily Language Arts

Daily Grammar

Use possessive noun examples to teach children. Point to the frog's feet on page 26. Say: *These are the feet of a frog. We can also say the frog's feet.*

Repeat for:

a tadpole's tail

a bee's wings

Use the Daily Grammar lesson on page T241m to review possessive nouns.

WRAP-UP

Have partners play a guessing game about animals from *Guess What I'll Be?* Have one child tell about a baby or adult animal without saying its name. Example: *I am tall. I am pink. I have a curved beak.* The other partner should name the animal and tell whether it is the baby or the adult animal. (adult flamingo) Have partners talk about the changes the baby goes through to become an adult.

OBJECTIVES

Thematic Connection: Growing and Changing

- Substitute Medial Sounds
- Read and Spell Words with Long o
- Read and Spell Words with Digraph ph
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Cards 3, 4, 8, 16, and 32

Words with Long o: Practice Master PM4.33


Words with ph: Practice Master PM4.34

Handwriting: High Frequency Words: Practice Master PM4.35

Read On Your Own Book 15

TECHNOLOGY ONLY

Letter Cards



MORNING WARM-UP

Some animals change color as they grow.

Have children imagine that their hair changed color as they grew. Ask them what color they hope their hair would be. Have them draw a picture of themselves showing their new hair color and display it for the class to see. Have them turn and talk about why they chose the color.

Phonological Awareness

1 Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *hope*.
- **Segment the sounds:** /h/ /ō/ /p/
- **Substitute a sound:** *I'm going to change the /ō/ to /ō/: /h/ /ō/ /p/.*
- **Say the new word:** *What is the new word? (hop) Say the word with me. hop*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with the words *red/reed*, *back/buck*, *then/than*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds

Ask: *Which sound did I change in tub to make tube? (long u)*

For children who did not say long u, have them isolate the middle sounds in *wag* and *bag*. Repeat for *wig* and *big*. Ask children what sound is different between *wag* and *wig*, *bag* and *big*.

Phonics

2 Read Words with Short o and Long o

Display **Sound/Spelling Card 32** and review spelling o_e. Remind children that the vowel sound is /ō/ and the e is silent.









Use **Letter Cards** to display *hop* and *rob*. Ask children to blend and read the words with you. Point out the CVC pattern in each word: *Words with one vowel between two consonants usually have a short vowel sound*. Now add e to the end of each word. Model blending and reading *hope* and *robe*. Remind children: *Adding the e to the end of the word changes the vowel sound from short to long*. Have children blend and read the words again. Then say these words one at a time: *cute, cut, tub, tube, plume, plum, bit, bite*. Have children stamp their feet if the vowel sound is long or clap their hands if the vowel sound is short.

Name _____ Date _____

Phonics

Words with Long o

Complete each word so it names the picture.

1.  _____ <u>note</u> _____	2.  _____ <u>cone</u> _____
3.  _____ <u>tape</u> _____	4.  _____ <u>rose</u> _____
5.  _____ <u>nose</u> _____	6.  _____ <u>vase</u> _____

Read It Together Smell the rose with your nose.

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[NGReach.com](https://www.ngreach.com) Practice Master PM4.33

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Long o	CC.1.Rfou.3
Decode Words with Consonant Digraphs	CC.1.Rfou.3.a
Read Irregularly Spelled Word	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

Language and Vocabulary

Spell Words with Long o	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

3 Spell Words with Long o

Use **Letter Cards** to build *woke*, and blend the word. Then have pairs use **Letter Cards** to build and blend words with *-oke*, *-ole*, and *-ope*. Have the class chorally blend and read the words. Then assign **Practice Master PM4.33**.

woke	pole	lone	hope
awoke	hole	cone	mope
smoke	mole	bone	rope
choke	role	tone	
broke		stone	
joke		zone	

Word Bank: Long o

Check & Reteach

OBJECTIVE: Read and Spell Words with Long o

Dictate: *Mole. The mole told a joke. Mole.* Have children write and then chorally spell *mole*. If children misspell *mole*, display it using **Sound/Spelling Cards**. Say *mole* and have children sound it out with you and rewrite it correctly. Repeat with *pole*: *Mole broke the pole.*

4 Learn Words with Digraph ph

Review the sound and spelling /f/ *f*. Use **Sound/Spelling Card 3** to connect sound and spelling /f/ *ph* and to blend these words: *phone*, *graph*, *phase*. Have partners use **Letter Cards** to build those words and use them in sentences. Assign **Practice Master 4.34** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell Words with Digraph ph

Dictate: *Mole. The mole told a joke. Mole.* Have children write and then chorally spell *mole*. For children who misspell words with *ph*, use **Decoding Routine 1** to reteach words. For **Decoding Routine 1**, see page BP32.

High Frequency Words

5 Read and Spell Key Words

Display these sentences: *I see many holes in the yard. Do you think a mole lives in each hole? I think there must be a mole in every hole. I always see the holes, but I never see the moles! Are there any mole holes in your yard?* Read each sentence and emphasize the underlined word. Reread and have children raise their hands when they hear a High Frequency Word. Assign **Practice Master PM4.35**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words






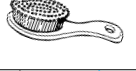
Dictate one of the sentences from step 5 on this page. Have children write the sentence. For children who misspell a word, use **High Frequency Words Routine 2** to reteach. For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Phonics

Words with ph

Complete each word so it names the picture.

1.  photo	2.  graph
3.  think	4.  phlox
5.  phone	6.  brush

Read It Together Would you see a graph or phlox by the rocks?

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NGReach.com Practice Master PM4.34

Name _____ Date _____

Handwriting

High Frequency Words

Trace each High Frequency Word two times and then write it.

always always always

any any any

each each each

every every every

many many many

never never never

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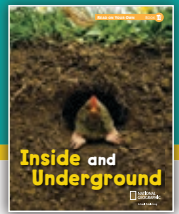
NGReach.com Practice Master PM4.35



Daily Language Arts

Daily Spelling and Word Work

Practice options on pages T241k



Read On Your Own Book 15

Legend

- words with o_e
- high frequency words
- * story words

The Mole
by Carlos Santos
illustrated by Susan Reagan

This is a mole. It has soft, black fuzz. It has a pink nose and pink toes.

1

Those toes can dig. Those little toes dig many big holes.

5

This is a mole's home. It's a tunnel. Each tunnel is a long hole in the ground.

6

Every little mole lives in a tunnel with its mother. When a mole grows up, it makes a home.

7

Read On Your Own Book 15
pages 4–7

Decodable Reading

6 Read "The Mole" ✓ Read On Your Own Book 15 pages 4–10

Use the illustrations to preteach the story words *toes* (pages 4 and 5), *tunnel* (page 6), and *ground* (page 6). Use **Decoding Routine 4** to conduct two readings of "The Mole." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- 1 **Identify Details** *What does a mole look like?* (A mole has soft, black fuzz, a pink nose, and pink toes.)
- 2 **Identify Cause and Effect** *Why does a mole dig a hole with its toes?* (It digs a hole to make a tunnel for its home.)
- 3 **Make Inferences** *Why do you think a mole runs into its home if it sees you?* (Possible responses: A mole is afraid of you. A mole feels safe in its home.)
- 4 **Make Connections** *Moles live in holes. What else lives in holes?* (Possible responses: squirrels, chipmunks, foxes, ants, worms, bees)

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

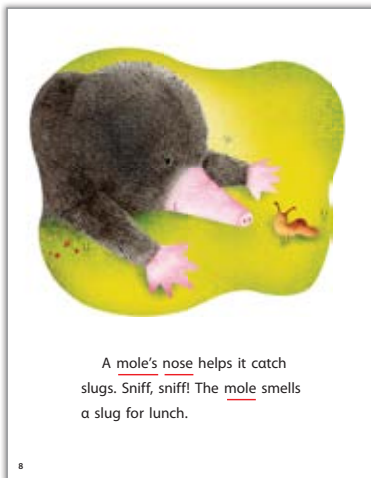
Skill	Book 15	Teacher's Edition
Double Final Consonants	fuzz (page 4) sniff (page 8) smell (page 8)	Double Final Consonants (page T87m)
Final Blends	pink (page 4) long (page 6) ground (page 6)	/nk/ nk (page T155m) /ng/ ng (page T92b) /nd/ nd (page T155m)
Blends with s	slug (page 8) sniff (page 8) smell (page 8)	/s/ /l/ sl (page T137c) /s/ /n/ sn (page T137c) /s/ /m/ sm (page T137c)

AL Above Level

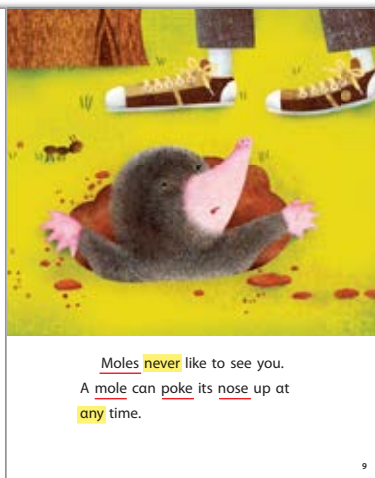
ISSUE Children can quickly decode "The Mole."

STRATEGY Challenge children to write their answers to the Make Inferences question 3.

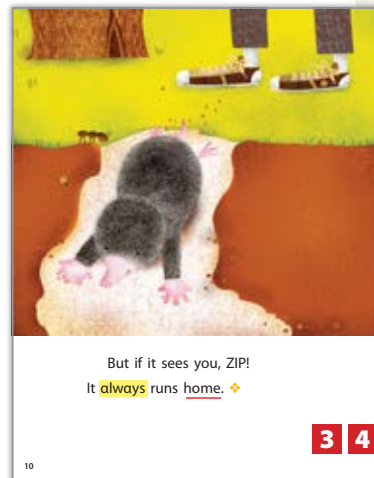
For **Decoding Routine 4**, see page BP34.



A mole's nose helps it catch slugs. Sniff, sniff! The mole smells a slug for lunch.



Moles never like to see you. A mole can poke its nose up at any time.



But if it sees you, ZIP! It always runs home.

Practice Phonics

Words with Long o

Read these words.

rope	nose	bone	like
stone	bite	hose	not

Find the words with long o. Use letters to build them.

3 4

Talk Together Choose words from the box above to talk to a partner about moles.

There's a bone in Mole's hole.

STUDENT TECHNOLOGY

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Comprehension Coach

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Read On Your Own Book 15
pages 8–11

Practice Phonics

7 Words with Long o

Read On Your Own Book 15 page 11
Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners build the words.

See **Differentiate**

8 Talk Together

Read On Your Own Book 15 page 11
Have partners turn and talk about what they see in the illustration. Encourage them to use the words from the box and the language frame: *There's a _____ in Mole's hole.* Have three pairs share **Talk Together** answers. (Possible answers: There's a bone/hose/stone in Mole's hole.)

	r	o	p	e
	n	o	s	e
	b	o	n	e
s	t	o	n	e
	h	o	s	e

Differentiate

BL Below Level

ISSUE Children may forget that the final e in words with a CVCe pattern is silent.

STRATEGY Have children sort CVC and CVCe words. Help children make a two-column chart with the headings *hop* and *hope*. Give children a list of words, such as the following: *mop, not, rode, rod, note, mope*. Have children sort the words into the correct columns. With children, segment and blend the words in each column.

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "The Mole." Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

- ✔ Use Academic Vocabulary in Speaking
- ✔ Determine Importance

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Guess What I'll Be?*

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

large pieces of paper • markers • self-stick notes for each child

Power Writing

Have children write as much as they can as well as they can in one minute about the word *color*.

For **Writing Routine 1**, see page BP56.

Academic Talk

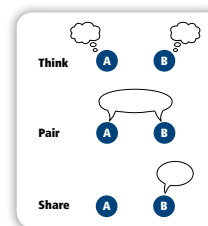
1 Use Important Details

Use **Think-Pair-Share** to have pairs use important details to describe animals. To play, partner 1 picks an animal and tells partner 2 three important features of the animal without naming it. Partner 2 draws the details and guesses the animal. If partner 2 guesses incorrectly, partner 1 gives another detail. This continues until partner 2 correctly guesses the animal. Emphasize that choosing the most important details results in fewer guesses.

For **Think-Pair-Share**, see page BP61.

I have legs. I am the color green. I jump.

Are you a grasshopper?



Think, Pair, Share

Academic Vocabulary

2 More Key Words Anthology page 245

Use **Vocabulary Routine 1** and the images on page 245 to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **attach**
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** *When you connect or fasten one thing to something else, you **attach** it.*
- **Elaborate:** Relate the word to your experience. *I will **attach** a note to your homework to tell you how well you are doing.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

COMMON CORE STANDARDS

Reading

Identify the Main Topic and Retell Main Details CC.1.Rinf.2

Writing

Add Details to Strengthen Writing CC.1.W.5

Speaking and Listening

Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Use Possessive Nouns CC.1.L.1.b

Determine Meaning of New Words CC.1.L.4

More Key Words

attach



You can **attach** keys to a ring.

born



This baby was **born** yesterday.

color



The **color** of the flower is red.

hard



The rock feels **hard**.

sequence



The letters are in order, or **sequence**.

Talk Together

Make word cards for each **Key Word**.



Add words to My Vocabulary Notebook.
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Digital Library



My Vocabulary Notebook

NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 245. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 **Talk Together** Anthology page 245
Read the directions and example. Have partners make word cards for each **Key Word**. Then have one partner share one of the word cards they made up with the group.



Differentiate

AL Above Level

ISSUE Children are ready to use advanced vocabulary.

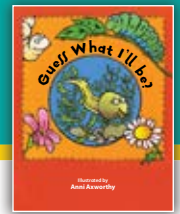
STRATEGY Challenge pairs to introduce more complex words. For example, instead of using the word *big* to describe a hard rock or *little* to describe a baby just born, have them use synonyms such as *large*, *huge*, *gigantic*, *tiny*, or *small*.

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✓

Point to a picture of a **Key Word** and read the sample sentence. Have children give one more example of the word using the same sentence pattern. (Possible response: The **color** of the flower is yellow.)

If children cannot respond, give other examples that apply, such as calves and colts that are born or pictures that attach to walls or paper clips that are used to attach papers. Have children repeat the sentences.



Big Book

Comprehension

4 Determine Importance Big Book page 28

Display and read aloud page 28 of *Guess What I'll Be?* Remind children that good readers determine the importance of the information they read. Say: *Look at the photo and read the text. Then decide which part of the information is the most important.*

Model how to determine importance using the photo:

- *I look for important clues in the photo. I see a man, two children, and bunnies. I also see cages in the background.*
- *The text asks what is happening in the pet store.*
- *The caption tells me that people are buying a bunny.*

Explain that reading the text and studying the photo can help children identify what is most important. Say: *I think the caption is important because it tells what the photo is mostly about.* Place a self-stick note over the caption. Ask: *Is it clear what is happening in the photo now?* (No) *Why not?* (Possible response: They might be in a barn.) *To figure out if something is important or not, ask yourself: Does the story or picture make sense without this information? If not, it is important information.*

Check & Reteach

OBJECTIVE: Determine Importance

Point to the girl, the man, and the bunny. Tell children to put thumbs up or down to show if it is important.

For children who do not recognize the bunny as the most important part, ask: *What is everyone in the picture looking at?* (the bunny) *What does the caption say?* (Buying a Bunny) *Why is the bunny the most important?* (Possible response: It's about buying a bunny. If the children didn't see the bunny, they wouldn't be in the pet store. They wouldn't be talking to the man.)

Listen Again and Analyze

5 Build Comprehension **Big Book** pages 4–27

Use the **Listen and Analyze** questions on T244a–T244d as you reread *Guess What I'll Be?* and practice determining importance.

6 Meet the Illustrator **Big Book** back cover

Display the back cover and read the biography aloud. Point out France on a map. Say: *Ms. Axworthy lives in France and enjoys drawing animals. What did you notice about the hints she gave in Guess What I'll Be?* (She put them in a circle to give a peek of something on the next page.) *Did you guess them all?* (Give children a chance to say how they used the clues to predict the animal.)

Determine Importance

Look at the picture and read the title. What is the most important thing happening in the pet store?



Buying a Bunny

Using clues such as the picture, title, and words can help you **decide what is important**.

How to Determine Importance

1. Look for clues in the text and pictures.

2. Decide what is the most important idea.

3. Decide why it is the most important.

I read _____. I see _____.

What is important is _____.

I know this because _____.

28

Meet the Illustrator

Anni Axworthy

Anni Axworthy is a children's book illustrator. She likes to illustrate books about animals, children, and monsters. Ms. Axworthy thinks that she has the best job!



Ms. Axworthy lives in France with her son, Jago, and two dogs. She says they keep her very busy and give her a lot of ideas for things to draw.



Artist's Craft

Ms. Axworthy's illustrations give clues to the questions. The pictures make the book fun and interesting. Draw a picture for a friend that tells a story.

STUDENT TECHNOLOGY



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Read with Me

NGReach.com

Big Book
pages 28 and back cover

Writing

7 Artist's Craft

Read aloud the **Artist's Craft**. Explain that an artist's illustrations can give clues about the text and make the book more fun and interesting.

Ask each child to think about an animal, child, or monster he or she thinks is interesting. Have children write a few sentences about what it looks like and how it acts.



WRAP-UP Have children work with partners to tell how they changed from a baby to what they look like now. Ask: *How did the animals that you read about today change as they grow?* Have children add their answers to the class concept maps they started on Day 1.

Daily Language Arts

Daily Grammar ✓

Point out the difference between possessive nouns and plural possessive nouns:

1 bee's legs

2 bees' legs

1 frog's feet

3 frogs' feet

Use the Daily Grammar lesson on page

T241m to review possessive nouns.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Initial Sounds
- ✓ Read and Spell Words with Long o
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 45

Sound/Spelling Cards 32

Long o: Practice Master PM4. 38

High Frequency Words: Practice

Master PM4.39

Read On Your Own Book 15

Write-On/Wipe-Off Board

TECHNOLOGY ONLY


Letter Cards

Sing with Me Phonics Songs MP3 or CD 2,
Tracks 27–28

Word Builder

MATERIALS

small chips or coins for counting sounds, 3 per child



MORNING WARM-UP

Describe a caterpillar.

Have children turn and talk to a partner about a caterpillar they have seen, either live or in a picture. Have them share what kind of butterfly they think the caterpillar might turn into.

Phonological Awareness

1 Substitute Initial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *live*.
- **Segment the sounds:** /l/ /i/ /v/
- **Substitute a sound:** *I'm going to change the /l/ to /h/: /h/ ive.*
- **Say the new word:** *What is the new word? (hive) Say the word with me: hive.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine, substituting initial sounds in these words: *no/go, is/as, will/hill*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds ✓

Have children substitute /h/ for the /r/ in *rose*. (*hose*)

If children do not say *hoses*, say *rose* several times as children place chips in the sound boxes. Emphasize /r/ while pointing to the first box. Change the initial sound to /h/ and say *hose* several times. Have children point to the first box. Then repeat with *nose* and *pose*.

Phonics

2 Learn Sound/Spelling for Long o ✓

Sing with Me Phonics Songs Book page 45

Play Tracks 27–28 and follow the directives.

Practice until children perform smoothly.

- 1 2 Smile; hop.
- 3 4 Smile; jump.
- 5 6 Frown; cross arms on chest and look mad.
- 7 Put hands on hips, look angry; shake head "No!"

If a Kangaroo Is Happy

- 1 If a kangaroo is happy,
- 2 She will hop.
Just so!
- 3 If a kangaroo is happy,
- 4 She will jump.
Go, go!
- 5 If a kangaroo's unhappy,
- 6 She can then become quite scrappy,
- 7 She will growl and be snappy.
Goodness no!



Sing with Me Phonics
Songs Book page 45

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Long o CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g



Read with Fluency CC.1.Rfou.4

Language and Vocabulary

Spell Words with Long o CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Cover up all the spellings except o and o_e on **Sound/Spelling Card 32**. Then use **Decoding Routine 1** to teach words with /ō/ and to blend words.

Step 1 Develop Phonological Awareness	/ō/o
<p>1. Tell children: <i>These words have /ō/ at the beginning. These words have /ō/ in the middle. These words have /ō/ at the end.</i></p> <p>2. Tell children: <i>I will say a word. Listen for /ō/. If you hear /ō/, touch your nose. If you don't hear /ō/, don't do anything.</i></p>	<p>oat, open, okay; home, pole, woke; no, go, toe</p> <p>Jo, grow, to, old, mop, no, row</p>
Step 2 Introduce the Sound/Spelling	
<p>1. Display the picture-only side of Sound Spelling Card 32. Say <i>ocean</i>. Have children repeat.</p> <p>2. Say /ō/. Have children repeat.</p> <p>3. Turn the card over. Point to the o_e spelling and remind children that this is one way to spell long o. Point to the o spelling and name it. Have children repeat. Explain the CV pattern: <i>In words with a consonant followed by o, the o can stand for the long o sound.</i></p>	 <p>Card 32 ocean /ō/ o</p>
<p>4. Provide children with examples of long o words with the o spelling.</p>	<p>no, go, so</p>
Step 3 Blend Sound-by-Sound	
<p>1. Write <i>n</i>. Point to <i>n</i> and say /n/. Have children repeat.</p> <p>2. Add <i>o</i>. Say /ō/. Blend /n/ /ō/, sweeping your hand beneath the spelling. Have children blend the word with you. Point out the CV pattern _o and the long o sound.</p>	<p>n</p> <p>no → </p>
<p>3. Write and blend other words with /ō/o. Point out the _o pattern in each word.</p>	<p>so, go, Jo, Bo</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

ISSUE In many languages, there is no sound-symbol match for /ō/o.

STRATEGY Have children practice identifying and pronouncing /ō/:

- Say the following sentences slowly and have children raise their hands when they hear a word with /ō/: *No, I won't go home; Oh no! The goat won't eat oats; Jo is too slow to go.*
- Say the sentences again and have children repeat after you, raising their hands after each /ō/ word.

AL Above Level

ISSUE Children identify alternative spellings for long o.

STRATEGY Challenge children to think of words with the /ō/ sound. Each child should focus on one spelling, such as *oa* or *ow*, and think of a sentence that uses each word. Have children share their words and sentences with the group.









Read On Your Own Book 15

Name _____ Date _____

Phonics

More Words with Long o

Complete each word so it names the picture.

1.  no _____	2.  phone _____
3.  cake _____	4.  go _____
5.  pro _____	6.  Jo _____

Read It Together Jo wants to go see the pro play.

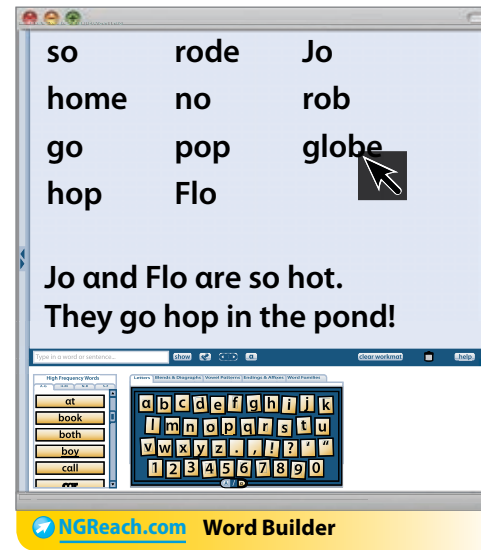
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NGReach.com Practice Master PM4.38

3 Read Words with Long o

Read On Your Own Book 15 page 12

Use the **Word Builder** to display the words and sentences shown. Have children blend the words as they did in step 3 on page T245d. Then point out High Frequency Words *and, are, They, in,* and *the*.



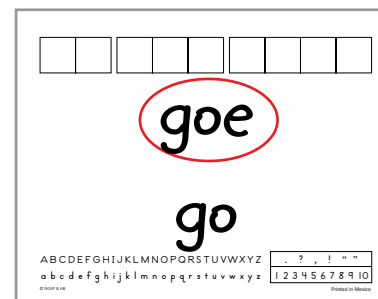
Review the sound/spelling /ō/ o and read the examples on page 12 together. Then have partners take turns reading the photo labels. Assign **Practice Master PM4.38** for more practice.

4 Spell Words with Long o

Use **Dictation Routine 2** to have children practice spelling *no, go,* and *so* on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *No one can go with Jo.*
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children use your sentence to correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

Repeat the routine with these sentences: *Jo and Mo can go together. Bo is smiling because he is so happy.*

Check & Reteach

OBJECTIVE: Read and Spell Words with Long o

Repeat **Dictation Routine 2** with the sentence: *No one will go home with Flo.*

If children do not spell the long o words correctly, use **Letter Cards** to model spelling.

Repeat with this sentence: *Flo and Mo can go home with me.*

High Frequency Words

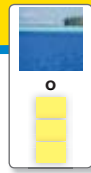
5 Read and Spell Key Words

Read aloud page 13. Point to the High Frequency Words in the upper right corner of the page. Then reread the sentences. Have children touch their noses when they hear a High Frequency Word.



More Words with Long o

Look at each picture. Read the words.



Example:



so little



so big



no sock

sock



go



Do not go.

Key Words

Read the sentences. Match each sentence to one of the pictures.

High Frequency Words

- always
- any
- each
- every
- many
- never



Kangaroos

1. **Many** kangaroos come here **every** day.
2. **Each** mother kangaroo **always** has her little one with her.
3. **Every** kangaroo has two strong back legs.
4. **Never** stand too close to **any** kangaroo!

How does a mother kangaroo carry her little one?



Phonics Games
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 15
pages 12–13

Play Word Hunt.

- Pair children or group them into teams.
- Have children find examples of the High Frequency Words in their reading selections or in print around the classroom.
- Tell children to gather the examples to share with the class.
- Allow children 15 minutes to hunt for the words. The partners or teams who find the most words win.

Assign **Practice Master PM4.39** for more practice.

REVIEW Check children's retention of High Frequency Words from Unit 3. Have children play Word Hunt with *be, here, where, need, around, come, found, full, next, their, walk, and together.*

For **Word Hunt Game**, see page BP38.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners take turns reading and spelling the High Frequency Words on page 13 of **Read On Your Own Book 15**. Circulate and listen for errors.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

Daily Language Arts

Daily Spelling and Word Work

Practice options on pages T241k–T241l

Name _____ Date _____

High Frequency Words

Do You Have a Pet?

Write a word from the box to complete each sentence.



- High Frequency Words
- always
- any
- each
- every
- many
- never

1. How many kids in each class have pets?
2. We went to every class and asked.
3. We always asked kids with pets to stand.
4. Did any class not have pets?
5. No. We never found a class with no pets!

PM4.39 Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.39



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing
Preview an Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook
Read with Me MP3

MATERIALS

large poster or chart paper • colored markers • crayons

Power Writing

Have children write as much as they can as well as they can in one minute about the word *caterpillar*.

For *Writing Routine 1*, see page BP56.


Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model making a 4-corner poster about the word **color**.

- Write the word.
- Add a picture.
- Add a definition.
- Add a context sentence.

For **Vocabulary Routine 2**, see page BP47

color	
Sentence: Butterflies can be many colors.	Definition: When something has color , it can be red, green, yellow or blue.

Assign a **Key Word** to partners. Have partners create a 4-corner poster for their **Key Word**. Display the posters on the word wall.

Key Words

attach • color • born • hard
butterfly • insect • change
pupa • chrysalis • sequence

Academic Talk

2 Preview and Predict Anthology pages 246–247

Read aloud the title and have children look at the photo. Ask: *What animals are in the photo?* (**butterfly** and **caterpillar**) Invite children to tell about butterflies and caterpillars they have seen. Have them describe the colors and sizes. Have children do a picture walk.

Have partners turn and talk to make predictions based on their picture walks. Have children share with the rest of the class: *What do you think this article will be about?* (Possible response: I think it will be about how **caterpillars** turn into **butterflies**) *Why do you think that?* (Possible response: There is a picture showing how a **caterpillar** becomes a **butterfly**, and the name of the article is “A Butterfly Is Born.”)

Check & Reteach

OBJECTIVE: Preview an Article to Make Predictions

Tell children to explain how they made their predictions.

If children don't predict something reasonable, ask them to look at the article title and cover picture. Ask: *What is on the cover?* (a **butterfly**) *What does it mean to be **born**?* (Possible response: to start life) *Do you predict the book will be about how **butterflies** start life?*

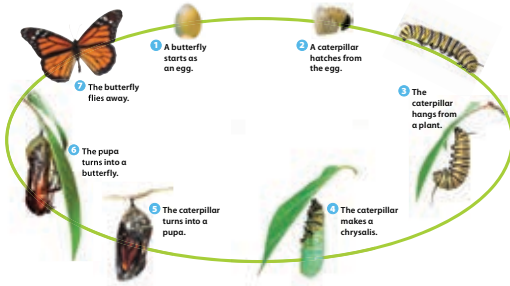
COMMON CORE STANDARDS

Reading	
Read Informational Text	CC.1.Rinf.10
Writing	
Focus on a Topic	CC.1.W.5
Speaking and Listening	
Participate in Conversations	CC.1.SL.1
Language and Vocabulary	
Use Possessive Nouns	CC.1.L.1.b
Determine Meaning of New Words	CC.1.L.4

Read a Science Article

A **science article** is nonfiction. It tells about things that are real.

✓ Look for diagrams.



Diagrams show information.

Reading Strategy

As you read, **determine** importance. What is the most important idea and why?

246

A Butterfly Is Born

by Fran Downey



247

STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me



My Vocabulary
Notebook



Digital
Library

NGReach.com

Anthology
pages 246–247

Shared Reading

3 Read a Science Article Anthology pages 246–247

Genre and Diagrams Read aloud the description of a science article. Ask children about other nonfiction writing they have read, and what it was about. Point to the diagram. Explain that diagrams help us understand what we read.

SCIENCE BACKGROUND

Share information to build background:

- **Butterflies** are **insects**. They are different **colors** and sizes.
- It is important that adult **butterflies** lay their eggs on leaves because the eggs will hatch **caterpillars** and they need to eat right away.
- There are tens of thousands of different kinds of **butterflies**. Different kinds like different leaves. Adult **butterflies** lay their eggs on leaves the **caterpillars** will eat.

Read pages 248–257 to the class. Use questions on T248–249 to T254–255 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Read and Comprehend

- Make Predictions
- Active Reading

Day 4 Reread and Analyze

- ✓ Identify Main Idea and Details
- ✓ Determine Importance
 - Critical Thinking

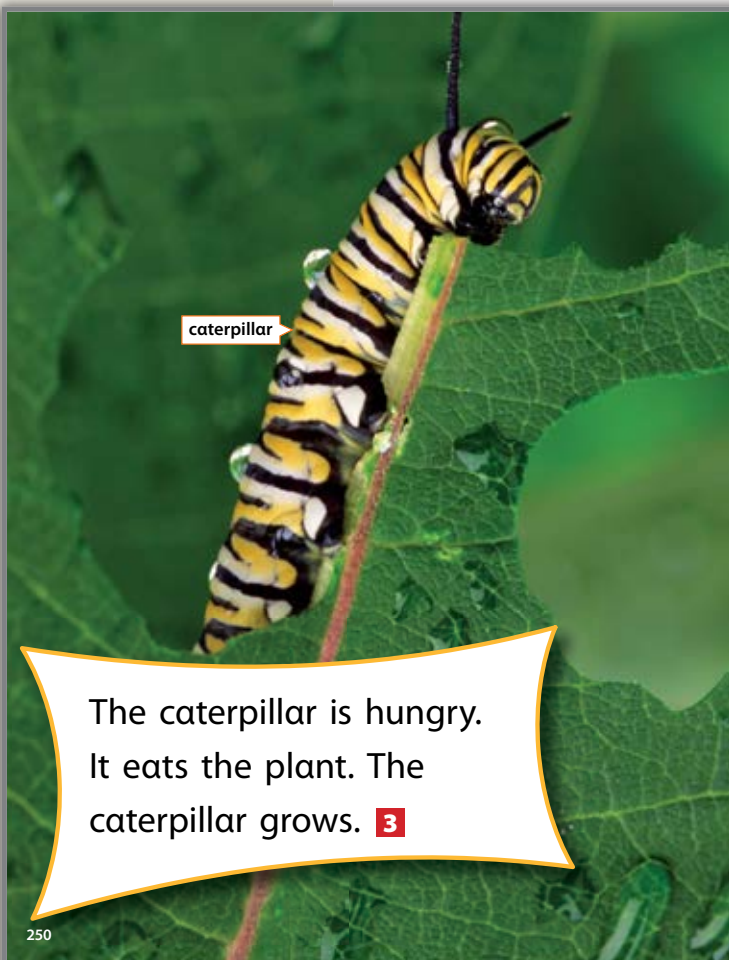


A **butterfly** sits on a plant. She lays an egg.

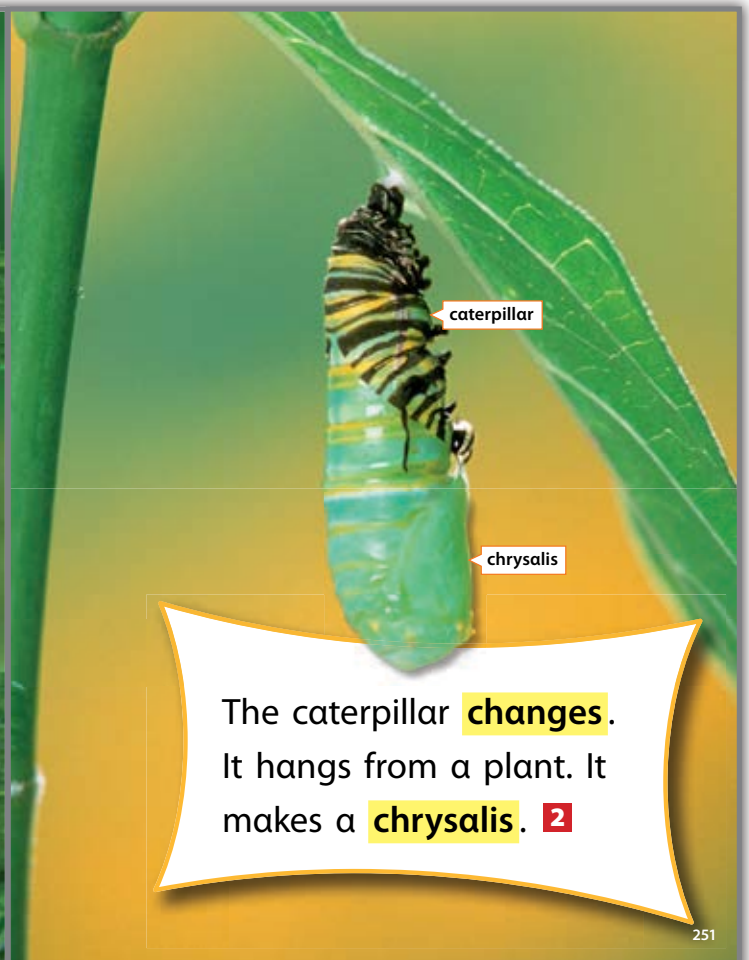


A butterfly egg is small. It will hatch soon. Then a **caterpillar** will come out.

Anthology
pages 248–249

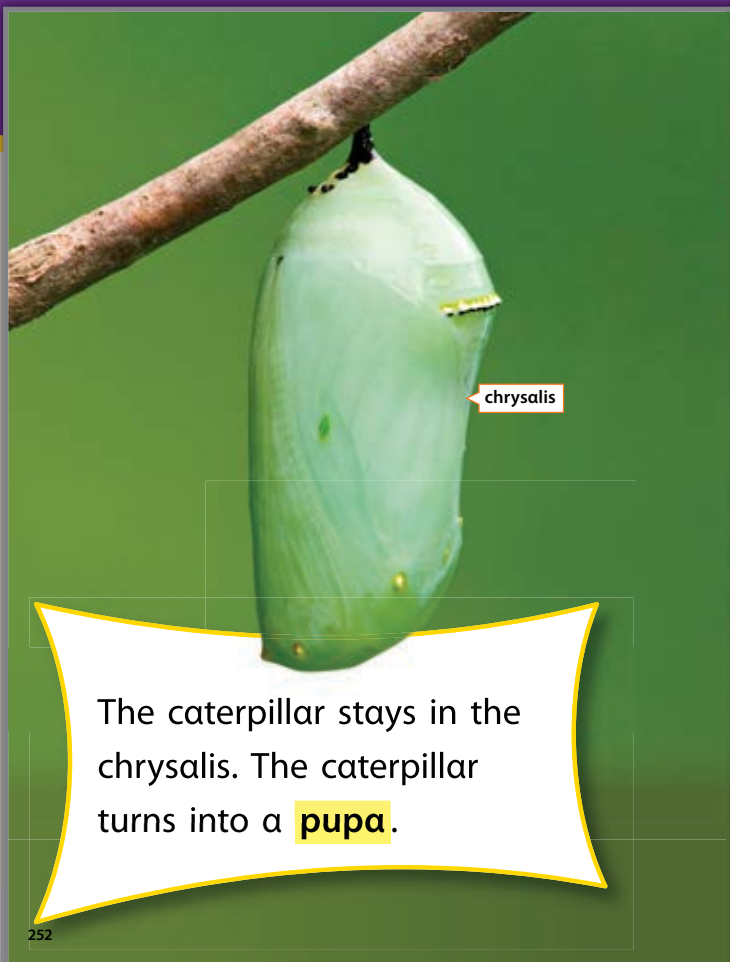


The caterpillar is hungry. It eats the plant. The caterpillar grows. **3**



The caterpillar **changes**. It hangs from a plant. It makes a **chrysalis**. **2**

Anthology
pages 250–251



The caterpillar stays in the chrysalis. The caterpillar turns into a **pupa**.

252



The pupa grows wings. It is a butterfly now. It comes out of the chrysalis. **4**

253

Anthology
pages 252–253

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- Active Reading** Have children point to the labels for **butterfly** and **egg**. Ask: *What do the labels tell us?* (the name of what is in each photo) Have children continue to find and read labels on subsequent pages and identify the part of the photo to which they refer.

SECOND READ

Day 4 Reread and Analyze

- Determine Importance** Guide children to determine the importance of page 251. *What did you read and see?* (The **caterpillar** makes a **chrysalis**.) *What is the important information on this page?* (The **caterpillar** is changing.) *How do you know?* (The words tell about it.)
- 3 Determine Cause and Effect** *What causes the **caterpillar** to eat the plant?* (hunger)
- 4 Identify Main Idea and Details** *What is the **main idea** on pages 252–253?* (The **caterpillar changes** shape and forms in the **chrysalis**.) *What are two important details that help us find the **main idea**?* (The **caterpillar** turns into a **pupa**. The **pupa** grows wings.)

See **Differentiate**

Differentiate

BL Below Level

ISSUE Children have difficulty distinguishing between important and unimportant ideas.

STRATEGY Read the text aloud, leaving out these details: *A butterfly sits on a plant; A butterfly egg is small; It will hatch soon; The caterpillar is hungry; The caterpillar stays in the chrysalis.* Explain how children can understand the main idea with only the text you read. Then have children reread the page text and identify the details that were left out. Explain why the left-out details were not necessary to understanding the main idea.

EL English Learners

ISSUE Children do not use newly acquired vocabulary in expressing main ideas and details.

STRATEGY Display the words *butterfly, caterpillar, change, chrysalis, pupa, and attach.* Guide children to use the words as they discuss how caterpillars grow and change. Encourage children to use the language frame, *The main idea of _____ is _____.*



The butterfly is tired. Its wings are wet. It rests and dries. **1 3 4**

254



The butterfly flies away. **2**

255

Anthology
pages 254–255

Fluency ✓

Phrasing Explain the concept: *Fluent readers make a short stop and take a small breath when they see a period. They know that a period marks the end of a sentence.* Read aloud pages 254–255 to model appropriate phrasing. Point out the periods that signal short stops. Have children read aloud the sentences, mimicking the phrasing you modeled.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Read the pages chorally with children. When you read, *The butterfly is tired*, make an exaggerated yawn. When you read, *The butterfly flies away*, spread your arms and flap them. Have children mimic the gestures.

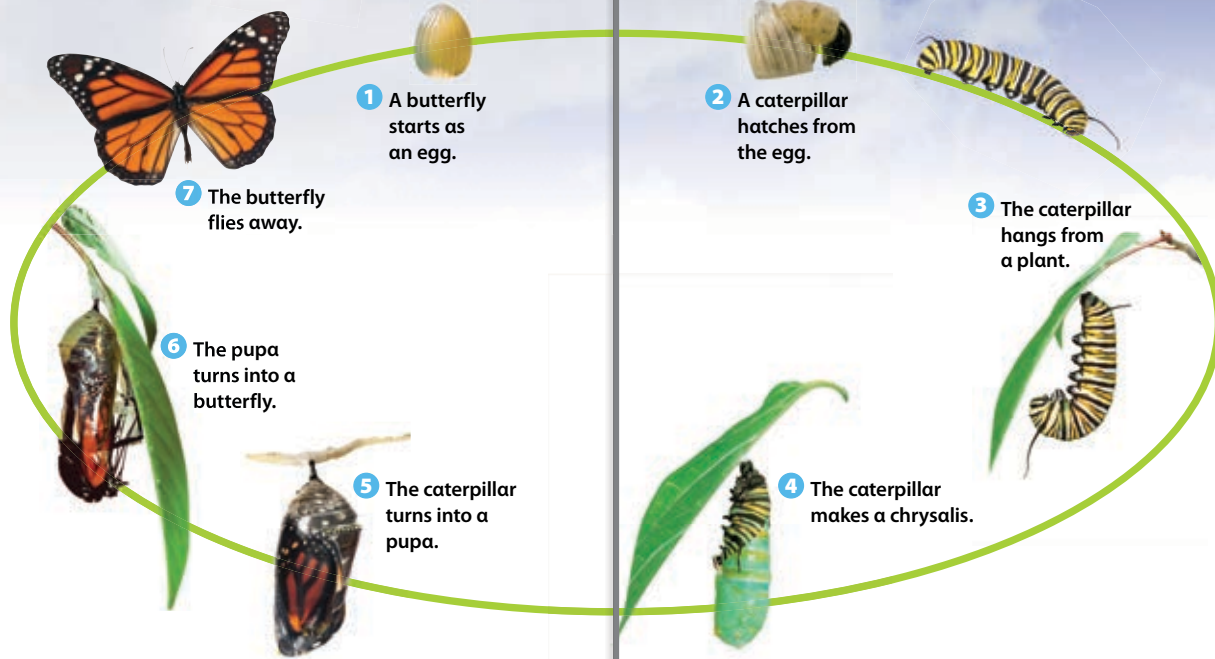
SECOND READ

Day 4 Reread and Analyze

- 2 Draw Conclusions** *Think about what you know and what you read in the text. Why do you think the butterfly is tired?* (It had to work **hard** to grow and get out of the **chrysalis**.)
- 3 Identify Main Idea and Details** ✓ *What is the main idea of page 254?* (The **caterpillar** has come out of the **chrysalis** and is tired.) *What are two details?* (Its wings are wet and it needs to rest.)
- 4 Use Text Features: Diagram** ✓ *What is the title of this diagram?* (A **Butterfly** Grows Up) *What does this diagram show?* (how a **caterpillar** turns into a **butterfly**) *What do the numbers tell you?* (the order of events in a **butterfly's** life)

A Butterfly Grows Up

5



256

257

Anthology
pages 256–257

Writing

4 Write About How Butterflies Are Born

Say: *Think about how a **butterfly** is **born** and the steps that happen in a **butterfly's** life.* Divide the class into seven groups. Read aloud each step in a butterfly's life from the diagram on **Anthology** pages 256–257. Assign each group one step and have groups write two details about the step. Tell them to use the text and photos in their books for ideas. Encourage children to use **Key Words** and complete sentences in their writing. Collect the sentences for use on Day 4.

Daily Language Arts

Daily Grammar ✓

Point out the possessive noun *butterfly's* as you talk about a butterfly's life. Ask: *What does the apostrophe and s tell you?* (The life belongs to the **butterfly**.) Then use the Daily Grammar lesson on page T241n to review possessive nouns.

WRAP-UP

Have children turn and talk to a partner about butterflies and how they are different from caterpillars. Ask children to talk about size, shape, color, and how they move.

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Initial Sounds
- ✓ Read and Spell Words with Long o
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Card 32

Long o: Practice Master PM4.41

Read On Your Own Book 15

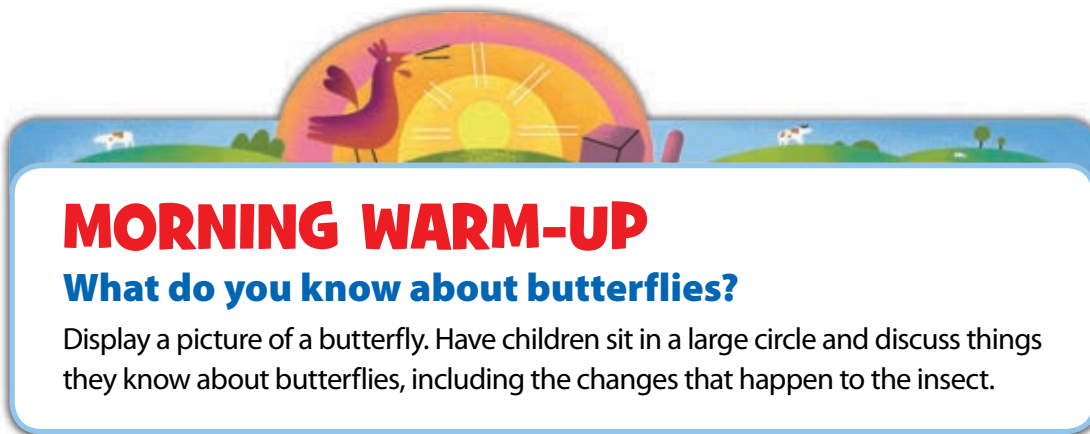
Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Letter Cards 6, 9, 14, 35

MATERIALS

small chips or coins for counting sounds—3–5 per child



MORNING WARM-UP

What do you know about butterflies?

Display a picture of a butterfly. Have children sit in a large circle and discuss things they know about butterflies, including the changes that happen to the insect.

Phonological Awareness

1 Substitute Initial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *change*.
- **Segment sounds:** /ch/ /ā/ /n/ /j/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ch/ to /r/: /r / ange.*
- **Say the new word:** *range. Say the new word with me: range.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *so/go, nose/rose, day/say, can/man, bit/fit*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds ✓

Say: *soap, rope*. Ask children what sound changed in the word *soap* to make *rope*. (/s/)

For children who did not say /s/ changed to /r/, have them isolate the initial sounds in *hop* and *hat*, *mop* and *mat*. Ask children what sound is different between *hop/mop, hat/mat*.

Phonics

2 Read and Spell Words with Long o ✓

REVIEW Display **Sound/Spelling Card 32**. Cover up the *o_e, oa,* and *ow* spellings and ask for the picture, sound, and spelling. Assign **Practice Master PM4.41** for more practice.



Use **Dictation Routine 2** as children spell on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Jo always tells jokes.*
- **Repeat the sentence.** Repeat slowly and have children write it. Ask children to read and check their sentence as you repeat it again.
- **Write the sentence.** Have children use it to correct their spelling.

For **Dictation Routine 2**, see page BP35.

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Long o	CC.1.Rfou.2.b
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

Language and Vocabulary

Spell Words with Long o	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Repeat the routine with the sentence: *Hope and Jo talk on the phone every day.*

Check & Reteach

OBJECTIVE: Read and Spell Words with Long o ✓

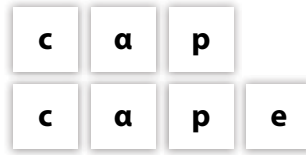
Have children circle words with long o in their dictation sentences.

For children who cannot identify these words, use **Phonological Awareness Routine 1** and have them choose words with long o and *ph* from lists of dictated words.

For **Phonological Awareness Routine 1**, see page BP28.

3 Review Words with Short and Long a, i

REVIEW Use **Letter Cards** to build *cap*. Display it and blend it with children. Remind them that in words with one vowel between two consonants, the vowel sound is usually short. Have children name the vowel and say its sound. (*a*, /ă/) Then build *cape*. Identify the *a_e*. Remind children that in this pattern, the *e* is silent and makes the vowel say its name. Have children name the vowel and say its sound. (*a*, /ā/) Then blend *cape* with children. Repeat with *fin* and *fine* and with *rip* and *ripe*.



Have partners use **Letter Cards** to build *kit/kite*, *mad/made* and then use each word in a sentence.

High Frequency Words

4 Read and Spell Key Words ✓

Model pronouncing this week's words. Have children chant the words three times as you point to them on the Word Wall: *always*, *any*, *each*, *every*, *many*, *never*.

REVIEW Have children review previously taught words from Unit 3: *be*, *here*, *where*, *need*, *around*, *together*, *come*, *found*, *full*, *next*, *their*, and *walk*. Pair children. Partner A says a word and Partner B has to spell it. Then children switch roles and play until all high frequency words have been spelled.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Use **Dictation Routine 2** with the sentence: *Each one hops many times.*

If children have trouble, display a model and have them circle any misspelled words and build them correctly with letter tiles. Repeat with this sentence: *Every day they hop.*


For **Dictation Routine 2**, see page BP35.

Name _____ Date _____

Phonics

More Words with Long o

Circle the word that completes each sentence and write it.

1. My dog is so stove big! 
- Bo nose
2. He's white with a black nose.
- go got
3. He can go very fast.
- No Note
4. But he stops when I say, "No."
- pro phone
5. I am a pro with my big dog!

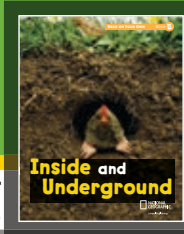
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NGReach.com Practice Master PM4.41

Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T259i–T259j



Read On Your Own Book 15

Kangaroos
by Kate Pershing

pouch

14

15

back legs

16

little legs

17

- Legend**
- words with long o
 - high frequency words
 - * story words

Read On Your Own Book 15
pages 14–17

A mother kangaroo **always** has a pouch. She takes her baby* with her in the pouch.

A pouch is like a pocket. The mother **never** lets the baby run off. The baby is **always** safe.

Every kangaroo has two big back legs. The legs can jump and kick. **Each** time the kangaroo jumps, the baby will **go** bump, bump!

Every kangaroo has two little legs. Kangaroos eat **many** kinds of plants. The little legs grab the plants to eat.

Decodable Reading

5 Read “Kangaroos” ✓ Read On Your Own Book 15 pages 14–20

Use the photographs to preteach the story words *kangaroo*, *pouch*, *baby* (page 14), and *pocket* (page 15). Then use **Decoding Routine 4** to conduct two readings of “Kangaroos.” First conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement with rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details/Use Visuals** *How does a mother kangaroo carry her baby?* (She carries her baby in her pouch.)
- 2 Make Comparisons** *How are a kangaroo’s back legs different from its front legs?* (Possible responses: The back legs are big, but the front legs are little. A kangaroo uses its back legs to jump. It uses its front legs to eat.)
- 3 Make Inferences** *Why do you think a kangaroo rests, plays, and eats in the shade?* (Possible response: It is hot in the sun and cool in the shade.)
- 4 Make Connection** *What other animals can jump?* (Possible responses: tigers, lions, coyotes, leopards, frogs, rabbits, and fleas)

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 14	Teacher’s Edition
short <i>i</i>	kick (page 16) little (pages 17 and 19) still (page 20)	/i/ (page T30a)
short <i>u</i>	jumps (page 16) bump (pages 16 and 20)	/ü/ (page T92a)
contractions	can’t (page 19)	contractions with <i>n’t</i> (page T205c)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Challenge children to offer extended responses to the Make Connections question 4.

For **Decoding Routine 4**, see page BP34.



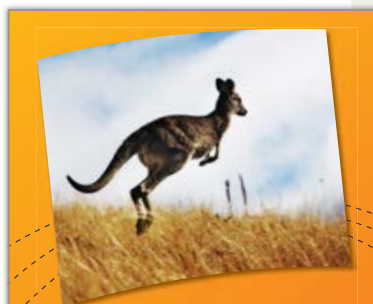
Kangaroos rest in the shade. They play and they eat in the shade, too.

3



This little kangaroo left its mother's pouch. It is so big, it can't fit. It can't go in the pouch any more.

19



This kangaroo has no baby in its pouch. But some day it will. Now it can still go bump, bump! ✨

4

20

Practice Phonics

More Words with Long o

Read these words.

so	no	got	fast
go	on	big	little

Find the words with long o. Use letters to build words.

S **O**

Talk Together The kangaroo is so big.

Choose words from the box above to tell your partners about kangaroos.

21

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Read On Your Own Book 15
pages 18–21

Practice Phonics

6 Words with Long o Read On Your Own Book 15 page 21
Distribute **Letter Cards**. Read aloud the activity on page 21.
Have partners read the words in the box and complete the word-building activity.

s	o
n	o
g	o

7 Talk Together Read On Your Own Book 15 page 21
Display **Student eEdition** page 21. Have partners turn and talk about the pictures by filling in the sentence frame with words from the word box. (Possible answers: *The kangaroo is so big/so little/so fast.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “Kangaroos.” Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

- ✔ Identify Main Idea and Details
- ✔ Determine Importance

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3

My Vocabulary Notebook

MATERIALS

children's 4-corner posters from Day 3, one poster for each group

Power Writing

Have children write as much as they can as well as they can in one minute about the word *butterfly*.

For **Writing Routine 1**, see page BP56.

Academic Talk

1 Use Details to Put Events in Order

REVIEW Display the title *A Butterfly's Life*. Have children gather in their writing groups from Day 3 with the sentences they wrote. Have groups present their detail sentences to the class. Ask groups to explain how they chose what details to write sentences about. Then direct the groups to arrange themselves in order to show the steps in a caterpillar life cycle.

Check & Reteach

OBJECTIVE: Identify Main Idea and Details ✔
Determine Importance ✔

Have children write *main* and *detail* on pieces of scrap paper. Read a sentence from "A Butterfly Is Born," and have children hold up the correct piece of paper: *The pupa grows wings.* (detail)

For children who did not answer correctly, ask: *Why is it important to know the pupa grows wings?* (That's how a caterpillar changes into a butterfly.)


Vocabulary Practice

2 Share Word Knowledge ✔

Have partners use the 4-corner posters they made on Day 3 (see T246). Remind children that they became **Key Word** experts by creating these posters and that today they will share what they know. Pair partners and have them follow the steps of **Vocabulary Routine 3** to share their word knowledge.

- Take turns reading the 4-corner posters.
- Talk about how the picture in one corner shows the meaning of the word.
- Create sentences using the **Key Words** and have children add sentences to **My Vocabulary Notebook**.
- Draw a line under each **Key Word**.

For **Vocabulary Routine 3**, see page BP48.

color	
<p>Sentence: Butterflies can be many colors.</p>	<p>Definition: When something has <u>color</u>, it can be red, green, yellow or blue.</p>

Key Words

attach · born · butterfly
caterpillar · change · chrysalis
color · hard · insect
pupa · sequence

COMMON CORE STANDARDS

Reading

Use Key Details to Describe CC.1.Rlit.3
Read Informational Text CC.1.Rinf.10
Describe the Connection CC.1.Rinf.3

Writing

Write About Topics CC.1.W.2

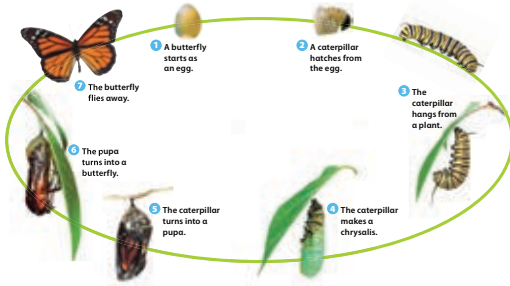
Language and Vocabulary

Use Possessive Nouns CC.1.L.1.b
Determine Meaning of New Words CC.1.L.4

Read a Science Article

A **science article** is nonfiction. It tells about things that are real.

✓ Look for diagrams.



Diagrams show information.

Reading Strategy

As you read, **determine** importance.

What is the most important idea and why?

246

A Butterfly Is Born

by Fran Downey



247

STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me



My Vocabulary
Notebook

NGReach.com

Anthology
pages 246–247

Reread and Analyze

3 Build Comprehension Anthology page 246–257

Read page 246. Say: *Look at the cover. Is the flower or the butterfly more important in this picture?* (the **butterfly**) *Why is the butterfly more important?* (The title tells me the article will be about a **butterfly**.) Tell children to think about what is important and the main ideas and details as they reread. Use the **Reread and Analyze** questions on T252–253 to T254–255 as you reread *A Butterfly Is Born*.

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children listen to the story using the **Read with Me MP3** before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Have children whisper read as you conduct the rereading.



Mini Lesson

Describe Connections

Explain: *There are often connections between ideas, events, or information in a text. Thinking about these connections will help you understand what you read.*

Then model describing connections.

- Read aloud the text on **Anthology** page 250. Think aloud:
*The **caterpillar** is hungry and then eats a plant. These events are connected because if the **caterpillar** was not hungry it would not want to eat. I can also find a connection between the caterpillar eating and growing. The plant is the **caterpillar's** food. I know food helps living things grow. Eating the plant causes the **caterpillar** to grow. Understanding how these events are connected helps me understand what I read.*
- Read aloud the text on page 249. Think aloud: *I can make the connection between the **caterpillar** hatching and then coming out of its egg. This information helps me understand that once the **caterpillar** hatches, it doesn't need its egg anymore.*

Read aloud the text on page 252. Ask: *What is the connection between the **chrysalis** and the **pupa**?* (Possible response: The **caterpillar** needs to be in the **chrysalis** for it to turn into a **pupa**. The **chrysalis** protects the **pupa**.)

Read aloud the text on page 253. Ask: *What is the connection between the **pupa** becoming a **butterfly** and coming out of the **chrysalis**?* (Possible response: After the **pupa** turns into a **butterfly** it can come out of the **chrysalis**.)


Read aloud the text on pages 254 and 255. Ask children to describe connections they can make between the information presented on these two pages. If children can't answer, do a Think Aloud with page 253 to model. Then ask again.

Writing

4 Write About Butterflies

Have a volunteer read page 255. Say: *Where do you think the butterfly goes?*
Have children draw a picture and write one or two sentences under the picture describing what might happen next to the butterfly. Display the title *A Butterfly's Adventure* and have children use it to head their drawings.

See **Differentiate**



WRAP-UP Have children work in small groups and sit in a circle. Each child says one step in the life cycle of a butterfly. The next child says the next step in the butterfly's life. Children should continue until they have told each of the seven steps in the butterfly life cycle.



Daily Language Arts

Daily Grammar

Point out the possessive noun *Butterfly's* in the title provided for children's drawings in the writing activity. Have children complete the Grammar and Writing lesson on page T241n and apply it as they edit possessive nouns in their writing.

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to describe what their picture shows.

STRATEGY Have students work with partners who are proficient in English. English learners can share their ideas with gestures, and partners can help write the sentences to describe the action.



OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Read and Spell Words with Long *o*
- ✓ Read and Spell Words with Digraph *ph*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Science Article
- ✓ Identify Main Idea and Details
- ✓ Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Vocabulary: Practice Master PM4.43
- Main Idea and Details Chart: Practice Master PM4.44
- Read On Your Own Book 15
- TECHNOLOGY ONLY
- Online Vocabulary Games

Power Writing

Have children write as much as they can as well as they can in one minute about the word *sequence*.
For **Writing Routine 1**, see page BP56.

MORNING WARM-UP

Animals grow and change in life cycles.

Have children recall some of the animals they have read about, such as the tadpole that becomes a frog or a grub that becomes a honeybee. Ask: *Which is the most interesting life cycle you've read about?* Have children turn and talk.

Vocabulary Review

1 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play games.

VOCABULARY GAME

Introduce **Yes or No?** Display the **Key Words** and distribute **Practice Master PM4.43**.

Key Words

attach · born · butterfly
 caterpillar · change · chrysalis
 color · hard · insect
 pupa · sequence

To play, read aloud each question and ask children which **Key Word** completes it. Then read each question again and have children check *yes* or *no* to indicate their answer.
For **Yes or No?**, see BP53.

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games

COMMON CORE STANDARDS

Reading

- | | |
|-------------------------------------|---------------|
| Decode Words with Long <i>o</i> | CC.1.Rfou.3 |
| Decode Words with Digraph <i>ph</i> | CC.1.Rfou.3.a |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |

Writing

- | | |
|------------------|----------|
| Focus on a Topic | CC.1.W.5 |
|------------------|----------|

Speaking and Listening

- | | |
|------------------------------|-----------|
| Participate in Conversations | CC.1.SL.1 |
|------------------------------|-----------|

Language and Vocabulary



- | | |
|--|--------------|
| Use Possessive Nouns | CC.1.L.1.b |
| Spell Words with Long <i>o</i> | CC.1.L.2.d |
| Spell High Frequency Words | CC.1.L.2.d |
| Define Words by Attributes | CC.1.L.5.b |
| Identify the Main Topic and Retell Key Details | CC.1.Rinf.2 |
| Read Informational Text | CC.1.Rinf.10 |

Review Phonics and High Frequency Words

Kangaroo Is Lost

Play with a partner. Help a kangaroo find its mother. Take turns reading the clues. Trace the path with your finger.

- Go where there are many stones.
- Hop over each big hole.
- Jump over every rope. Don't miss any.
- Never stop. Go home to Mother.

Legend
 words with long o
 high frequency words

STUDENT TECHNOLOGY
 Student eEdition
 Vocabulary Games
 Resources

NGReach.com

Read On Your Own Book 15
pages 22–23



Phonics Review

2 Play Kangaroo Is Lost Read On Your Own Book 15 pages 22–23

Read aloud the directions on page 22. Have children take turns reading the sentences. Pair children and have them play the game. Then read the following clues and questions and have children practice spelling long o words by writing the answers. Ask children to check and correct their spelling as necessary.

- *There are five of these in a stack. What are they?* (stones)
- *There are three of these all in a row. What are they?* (holes)
- *This connects one tree to another. What is it?* (rope)
- *This is where the baby kangaroo lives. Where do you live?* (home)
- *This is the opposite of stay. What is it?* (go)
- *The baby kangaroo wants to call home. What would you use to call home?* (phone)

Check & Reteach

OBJECTIVES: Read and Spell Long Words with Long o 
 Read and Spell Words with Digraph ph
 Read and Spell High Frequency Words 

Have children follow along as you read aloud the clues listed on page 22 two times through. On the first read, have children clap when they hear long o words. When they clap, have them say the word and spell it. Repeat for High Frequency Words.

If children cannot spell words with long o or High Frequency Words, use **Reteaching Routine 1**.

For **Reteaching Routine 1**, see page BP36.

Name _____ Date _____

Vocabulary

Yes or No?

1. Listen to the questions. Write the Key Word where it belongs in each sentence.

2. Listen to the questions again.

3. Check yes or no for each question.

1. Can a chrysalis hang from a leaf? yes no

2. Does a caterpillar stay the same as it grows? yes no

3. Can a pupa fly? yes no

4. Does a butterfly lay eggs? yes no

5. Does every insect have wings? yes no

6. Will you change as you grow? yes no

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NGReach.com Practice Master PM4.43



Daily Language Arts

Daily Spelling and Word Work 

Practice options on pages T241i–T241j



Answers Talk About It

- 1. Clarify** A **butterfly** egg is small.
- 2. Identify Details** The **caterpillar** makes a **chrysalis**.
- 3. Sequence** After the **pupa** grows wings, it comes out of the **chrysalis**.

Name _____ Date _____

Main Idea and Details Chart

A Butterfly is Born

Write details in the chart that tell how a caterpillar changes into a butterfly.

Main Idea: A caterpillar changes into a butterfly.
Detail: hatches from an egg
Detail: hangs from a plant
Detail: makes a chrysalis
Detail: turns into a pupa
Detail: pupa turns into a butterfly
Detail: butterfly flies away

Summarize what you learned about a butterfly's life to a partner. Use your Main Idea and Details Chart.

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NGReach.com Practice Master PM4.44

Daily Language Arts

Daily Grammar

Display these sentences:

The butterfly's wings are orange.

The caterpillars' eggs are tiny.

Ask children to identify the words that refer to one owner and to more than one owner and to explain their answers. Then use the Review and Assess on page T241n.

Academic Talk

3 Talk About It Anthology page 258

- Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

Writing

4 Write About It Anthology page 258

Read aloud the directions on page 258 and point to the numbered list. To model an example for the first stage, ask: *How does a butterfly's life begin?* Project **Student eEdition** page 256. Point to the photo labeled 1. Say: *A butterfly's life starts with an egg.* Share a written example for the first line: *First a butterfly lays an egg.* Point to the photo labeled 2 and ask: *What happens next?* Have children use the remaining photos to identify other steps in a butterfly's life. Guide them to use this information to complete their list.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Science Article

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly identify the stages of a butterfly's life in the correct sequence.

Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from **Comprehension Coach** to guide comprehension.

Reread and Summarize

5 Identify Main Idea and Details Anthology page 259

REVIEW Remind children: *The main idea is what a text is mostly about. Details give more information about the main idea.* Read aloud the directions on page 259 and model how to complete the chart using the example. Distribute **Practice Master PM4.44**. Have children complete the chart. Remind them that they can look in the book to find details about how a butterfly changes. Circulate and guide children to complete their charts.

Have partners share and compare the Main Idea and Details Charts. Then, as a class, have volunteers identify the most important details that should be included in a summary.

Talk About It

1. What is the size of a **butterfly** egg?

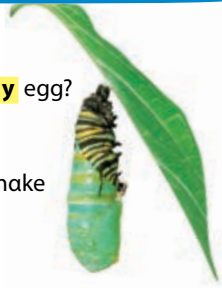
A butterfly egg is ____ .

2. What does the **caterpillar** make to hang from a leaf?

The caterpillar makes a ____ .

3. What happens after the **pupa** grows wings?

After the pupa grows wings, it ____ .



Learn test-taking strategies.
NGReach.com

Write About It

Write the steps of how a butterfly is born.

1.	_____
2.	_____
3.	_____
4.	_____



Identify Main Idea and Details

Where does a butterfly come from?

Main Idea and Details Chart

Main Idea: A caterpillar changes into a butterfly.
Detail: hatches from an egg
Detail:
Detail:

Summarize what you learned about a butterfly's life. Use your main idea and details chart.



A caterpillar turns into a butterfly.



Check & Reteach

OBJECTIVE: Identify Main Idea and Details ✓

Determine Importance ✓

Listen to children as they summarize what they learned about a butterfly's life.

For children who are unable to tell how a butterfly changes, display pages 256 and 257, point to the numbered images, and ask: *What happens first? What happens next?* Record children's answers as a key points list and have children use it to summarize.

WRAP-UP

Have each child review the contents of their **Weekly Folders**. Form heterogeneous groups and ask children to use what they know to discuss the **Big Question: How do animals change as they grow?** Have children list the names of baby animals and their adult names, such as chick → flamingo, tadpole → frog. Circulate and prompt discussion as needed. Then have children make lists for different ways animals change:

- *Animals that grow new body parts* (tadpole, grub, walrus calf, caterpillar)
- *Animals that lose body parts* (tadpole/frog)
- *Animals that stay the same but get bigger* (spider, puppy/dog, kitten/cat)

Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Medial Sounds
- Substitute Initial Sounds

Phonics

- Decode Words with Long o
- Distinguish Long o from Short o
- Decode Words with Digraph ph

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Long o
- Spell Words with Digraph ph
- Spell High Frequency Words

Fluency

- Phrasing
- Accuracy and Rate

Reading

- Identify Main Idea and Details
- Determine Importance

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Possessive Nouns Test
- Write a Sequence Sentence

ASSESSMENTS

Foundational Skills Test Unit 4, Week 3

Phonological Awareness

Directions: Read the words and choose the word that is the same as the word in the box.

Word	Options
1. hold	<input type="radio"/> hold (same) <input type="radio"/> hole (same) <input type="radio"/> hole (different) <input type="radio"/> hold (different)
2. host	<input type="radio"/> host (same) <input type="radio"/> hose (same) <input type="radio"/> host (different) <input type="radio"/> hose (different)

Decoding

1. **Long o**

2. **Digraph ph**

High Frequency Words

1. **any**

2. **always**

3. **each**

4. **never**

5. **many**

6. **every**

Foundational Skills Test Unit 4, Week 3

1. **stone**

2. **stand**

3. **stomp**

4. **stone**

5. **stand**

6. **stomp**

7. **stone**

8. **stand**

9. **stomp**

10. **stone**

11. **stand**

12. **stomp**

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long o Words

- hold: Hold the kitten gently.
- nose: The kitten's nose is pink.

Words with Digraph ph

- photo: I took a photo of a butterfly.
- graph: This graph shows how many butterflies we saw.

High Frequency Words

- always: We always go to the park to look for butterflies.
- any: Have you seen any butterflies today?
- each: Each caterpillar turns into a butterfly.
- every: Every butterfly has wings.
- many: Many butterflies have beautiful colors.
- never: I have never seen a blue butterfly.

More Words

Use these words and sentences for additional Pretest and Test items.

- bone: My dog buried its bone in the backyard.
- hole: The bone is in a hole.
- hose: Then my dog chewed on the hose.
- phone: My dog barks when the phone rings.
- cold: I give my dog cold water to drink.
- rope: Then he chews on this old rope.

Foundational Skills Test A4.26–A4.27

Spelling Pretest/ Spelling Test See page T241i

Oral Reading Assessment Unit 4

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

Oral Reading Assessment Unit 4

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Oral Reading Assessment Unit 4

Assessment	Score	Comments
Accuracy		
Rate		
Fluency		
Comprehension		

Oral Reading Assessment A4.1–A4.4

Use these passages throughout Unit 4. Work with above level readers this week.

Reading Comprehension Test Unit 4, Week 3

Directions: Read the article. Then answer the questions about the article.

The Tadpole

A baby frog is called a tadpole. It does not look like a frog. It has a long tail. It lives under the water. A tadpole swims around. It looks like a small fish.

When the tadpole starts to grow, it changes. Its legs get longer. Its tail gets smaller. One day the tadpole's tail goes away! The tadpole no longer looks like a fish. It moves out of the water. At last, the tadpole is a small frog. It is ready to hop!

A tadpole becomes a frog in 12 to 16 weeks.

Reading Strategy Assessment Unit 4

Directions: Read the article. Then answer the questions that follow about how the child used the strategy. Circle the child's answer.

Reading Strategies

Strategy	Plan	Monitor	Ask Questions
1. Make Connections	4 3 2 1	4 3 2 1	4 3 2 1
2. Make Inferences	4 3 2 1	4 3 2 1	4 3 2 1
3. Visualize	4 3 2 1	4 3 2 1	4 3 2 1

Reading Strategy Assessment Unit 4

Directions: Read the article. Then answer the questions that follow about how the child used the strategy. Circle the child's answer.

Reading Strategies

Strategy	Plan	Monitor	Ask Questions
1. Make Connections	4 3 2 1	4 3 2 1	4 3 2 1
2. Make Inferences	4 3 2 1	4 3 2 1	4 3 2 1
3. Visualize	4 3 2 1	4 3 2 1	4 3 2 1

Reading Comprehension Test A4.28–A4.30

Reading Strategy Assessment LR4.5–LR4.6

Vocabulary Test Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

- This is a _____.
 - business
 - caterpillar
 - neighborhood
- This is a _____.
 - light
 - seed
 - pupa
- This is a _____.
 - service
 - factory
 - chrysalis

Grammar and Writing Test Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

- The _____ bowl is full.
 - cats
 - cat's
 - caties
- The _____ mother keeps them safe.
 - chick's
 - chicks'
 - chickses
- Watch _____ plants grow big!
 - Andys'
 - Andys
 - Andy's

Writing Rubric

Assessment	Score	Comments
1. Content		
2. Organization		
3. Style		
4. Conventions		

Vocabulary Test A4.31–A4.34

Grammar and Writing Test A4.35–4.36

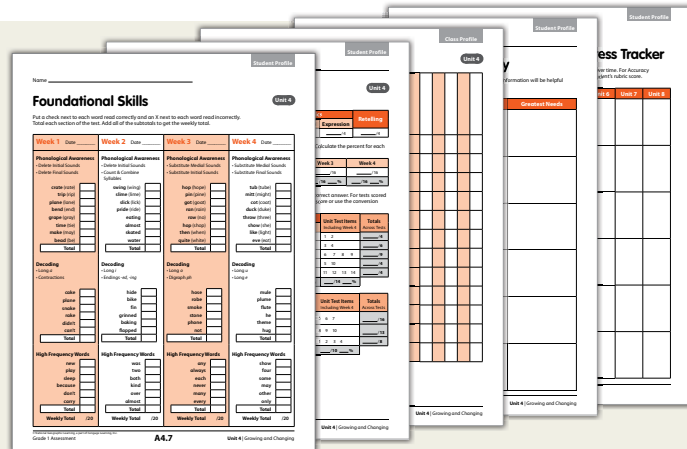
Writing Rubric A4.60



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills A4.7
- Student Profile: Weekly and Unit Assessment A4.56
- Class Profile: Weekly and Unit Assessment A4.58
- Student Profile: Strengths and Needs Summary A4.59
- Student Profile: Oral Reading Assessment
- Progress Tracker ONLINE ONLY

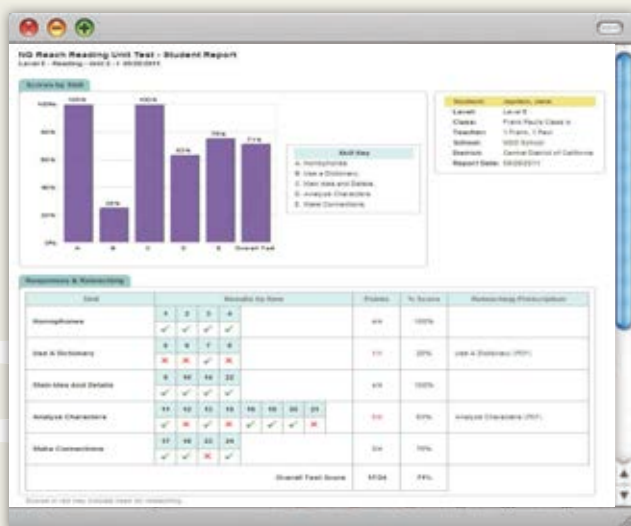
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, page BP38



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessment
- Class Profile: Weekly and Unit Assessment
- Standards Summary Report

Reading

RETEACH

- Main Idea and Details: Reteaching Master RT4.9
- Determine Importance: Reteaching Master RT4.10

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

Vocabulary, Grammar and Writing

RETEACH

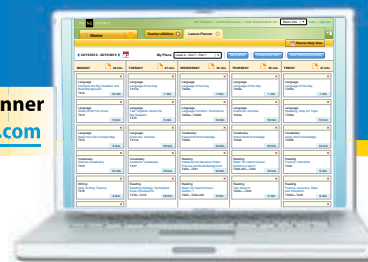
- Possessive Nouns: Reteaching Master RT4.11
- Interactive Writing Routine: page BP58

ADDITIONAL PRACTICE


- More Grammar Practice RT4.12



Week 4 Planner


Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Medial Sounds T259k	☑ Substitute Medial Sounds T263b
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 ☑ Words with Long u T259k ☑ Blend Sounds T259l	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 ☑ Words with Short u and Long u T263b ☑ Blend Sounds T263c ☑ Read with Fluency T263d
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T259g, T259n CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T259g, T263c Handwriting T263c CC.1.Rfou.3.g; CC.1.L.2.d




		Listen and Comprehend	Listen and Analyze
WHOLE GROUP TIME		Preview and Predict T260a CC.1.SL.1	Multiple Meaning Words T263f CC.1.L.4
Anthology & Big Book	Speaking and Listening 🕒 10 minutes		
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.4; CC.1.L.6 ☑ Use Possessive Adjectives T259i	Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.4; CC.1.L.6 ☑ Use Possessive Adjectives T259i
	Reading 🕒 20–40 minutes	Read CC.Rlit.10 Read a Poem T260a Comprehension CC.1.Rlit.10 Active Reading TT261, T262–263 	Reread CC.Rlit.5; CC.1.Rlit.10 Read a Poem T263g Comprehension CC.1.Rlit.5; CC.1.Rlit.10 ☑ Identify Poetry Features: Rhythm T263f ☑ Compare Genres T263h 
	Writing 🕒 15–45 minutes	Power Writing T259o CC.1.W.5 Writing CC.1.W.2 Write About the Poem T263a Writing Project: Story CC.1.W.3, CC.1.W.5 Study a Model T266	Power Writing T263f CC.1.W.5 Writing CC.1.W.5 Write About Caterpillars T264 Writing Project: Story CC.1.W.3, CC.1.W.5 Prewrite T266

		Read Book 1	Reread Book 1
LEVELED READING TIME		CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7	CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1
Fiction & Nonfiction	🕒 20 minutes 	Introduce LR2 Read LR4–LR11 ☑ Identify Plot ☑ Identify Details ☑ Determine Importance	Read and Integrate Ideas LR2 ☑ Identify Plot ☑ Identify Details ☑ Determine Importance

		Speaking and Listening	Language and Vocabulary	Writing	Cross-Curricular	Reading and Intervention
LEARNING STATION TIME		T259e	T259e	T259e	T259f	T259f; RT4.13
🕒 20 minutes 		CC.1.SL.4–5	CC.1.L.4	CC.1.W.2; CC.1.W.5	CC.1.SL.2; CC.1.SL.5	CC.1.Rfou.3–4

BIG Question How do animals change as they grow?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Final Sounds T264a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Final Sounds T264i 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T264o CC.1.Rfou.2.c
<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long e T264a <input checked="" type="checkbox"/> Blend Sounds T264b <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long e T264c 	<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3–4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Short and Long e T264i <input checked="" type="checkbox"/> Read with Fluency T264k <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Short and Long e T264i 	<p>Phonics CC.1.Rfou.2.c</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long u and Long e T264o <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Long u and Long e T264o
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T259h, T264d CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T259h, T264j CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T259h, T264o CC.1.Rfou.3.g; CC.1.L.2.d

Day 3	Day 4	Day 5
Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T264e CC.1.SL.1</p>	<p>Discuss Animals T264n CC.1.SL.1</p>	<p>Discuss Animals T265b CC.1.SL.1</p>
<p>Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Possessive Adjectives T259j <p>Vocabulary CC.1.L.4</p> <p>More Multiple Meaning Words T264e</p>	<p>Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T259j <p>Vocabulary CC.1.L.4.a</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> More Context Clues T264m 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.f; CC.1.L.4; CC.1.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T259j, T265 <p>Vocabulary</p> <p>Review T265</p>
<p>Read CC.Rlit.10; CC.1.SL.2</p> <p>Share a Poem T264g </p> <p>Comprehension CC.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Poetry Features: Rhythm T264f–T264g 	<p>Reread CC.Rlit.10</p> <p>Poem T264m </p> <p>Comprehension CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Poetry Features: Rhyme T264f–T264g 	<p>Comprehension</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compare Poetry Features T265a 
<p>Power Writing T264e CC.1.W.5</p> <p>Writing CC.1.W.2</p> <p>Write About Rhyme T264h</p> <p>Writing Project: Story CC.1.W.3, CC.1.W.5</p> <p>Draft T267</p>	<p>Power Writing T264m CC.1.W.5</p> <p>Writing CC.1.W.2</p> <p>Write About Animals T264n</p> <p>Writing Project: Story CC.1.W.3, CC.1.W.5</p> <p>Revise and Edit T267a</p>	<p>Power Writing T264o CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About an Animal T265b</p> <p>Writing Project: Story CC.1.W.3, CC.1.W.5</p> <p>Publish and Present T267b</p>

<p>Read Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7</p> <p>Introduce LR2 Read LR4–LR11</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Plot <input checked="" type="checkbox"/> Identify Details <input checked="" type="checkbox"/> Determine Importance 	<p>Reread Book 2 CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rinf.10; CC.1.SL.1</p> <p>Read and Integrate Ideas LR2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Plot <input checked="" type="checkbox"/> Identify Details <input checked="" type="checkbox"/> Determine Importance 	<p>Reading CC.1.SL.1.a; CC.1.W.1–3</p> <p>Connect Across Texts LR3</p> <p>Writing</p> <p>Choose a Writing Option LR4–LR11</p>
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ASSESSMENT & RETEACHING

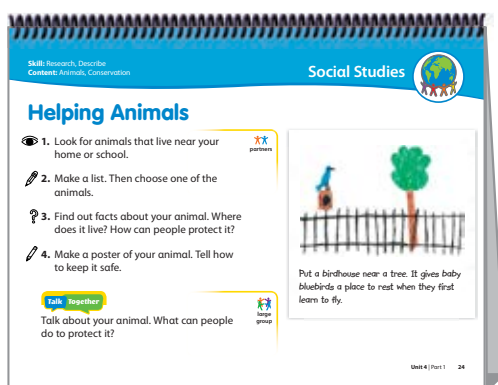


<p>Assessment & Reteaching T267c–T267d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Foundational Skills A4.37–A4.38 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c <input checked="" type="checkbox"/> Spelling Test T259g CC.1.Rfou.3.g; CC.1.L.2.d Oral Reading Assessment A4.1–A4.4 CC.1.Rfou.4 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Unit Test A4.39–A4.47 CC.1.Rlit.3 <input checked="" type="checkbox"/> Reading Strategy Assessment LR4.5–LR4.6 CC.1.Rinf.10 <input checked="" type="checkbox"/> Vocabulary Unit Test A4.48–A4.51 CC.1.L.4; CC.1.L.6 <input checked="" type="checkbox"/> Grammar and Writing Unit Test A4.52–A4.55 CC.1.L.1 Reteaching Masters RT4.13–RT4.17
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Week 4 Learning Stations

Speaking and Listening

Option 1: Helping Animals



Helping Animals

1. Look for animals that live near your home or school.
2. Make a list. Then choose one of the animals.
3. Find out facts about your animal. Where does it live? How can people protect it?
4. Make a poster of your animal. Tell how to keep it safe.

Talk Together
Talk about your animal. What can people do to protect it?

Put a birdhouse near a tree. It gives baby bluebirds a place to rest when they first learn to fly.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 24

Teacher's Guide on NGReach.com

poster board • colored markers

Describe Things

CC.1.SL.4

Option 2: Describe a Setting

MATERIALS

drawing paper • colored markers

Have children work in pairs.

- One child describes seaweed, coral, or something else found in the ocean.
 - He or she gives details about what it looks like and where it can be found.
 - The listener draws what he or she visualizes.
- Have partners discuss how well the listener's picture matches the speaker's description.

Have partners reverse roles and repeat.

Add Visuals to Clarify

CC.1.SL.5

Language and Vocabulary

Key Words

born • butterfly • caterpillar • change • chrysalis
color • hard • identify • insect • main idea
pupa • sequence

Option 1: Vocabulary Games

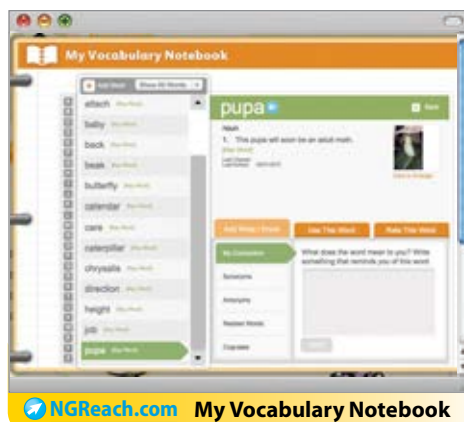


NGReach.com Online Vocabulary Games

Determine the Meaning of Words

CC.1.L.4

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have students expand word knowledge by

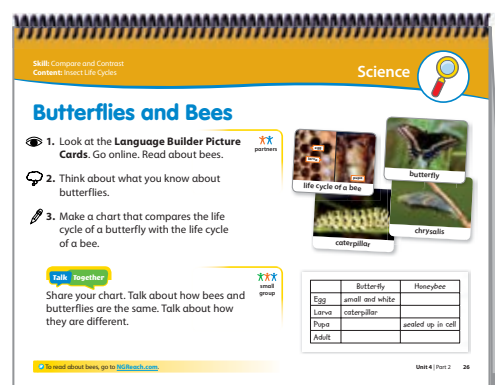
- identifying words with long *u* and long *e* sounds
- adding definitions, synonyms, antonyms, and images.
- looking up words
- writing sentences with the words

Determine the Meaning of Words

CC.1.L.4

Writing

Option 1: Butterflies and Bees



Butterflies and Bees

1. Look at the **Language Builder Picture Cards**. Go online. Read about bees.
2. Think about what you know about butterflies.
3. Make a chart that compares the life cycle of a butterfly with the life cycle of a bee.

Talk Together
Share your chart. Talk about how bees and butterflies are the same. Talk about how they are different.

	Butterfly	Honeybee
Egg	small and white	
Larva	caterpillar	
Pupa		coiled up in cell
Adult		

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 26

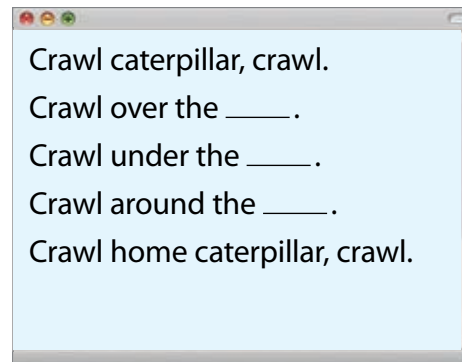
Teacher's Guide on NGReach.com

drawing paper • colored markers

Write Explanatory Text

CC.1.W.2

Option 2: Write a Poem



Crawl caterpillar, crawl.
Crawl over the _____.
Crawl under the _____.
Crawl around the _____.
Crawl home caterpillar, crawl.

Have children write caterpillar poems using a computer. Have each child complete the poetry frame. Then, have children print, exchange, and read each other's poetry. Invite each child to make comments and suggestions.

Children can also self-select other recommended books.

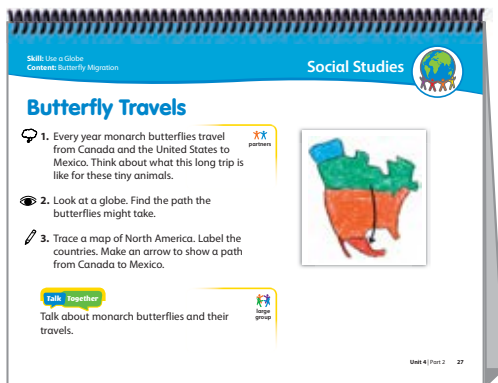
See **Recommended Reading** on page LR12.

Use Technology in Writing

CC.1.W.6

Cross-Curricular

Option 1: Butterfly Travels



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 27

Teacher's Guide on

globes, atlases, or maps of North America • drawing paper • colored markers and crayons

Add Visuals to Clarify

CC.1.SL.5

Option 2: Kinds of Transportation

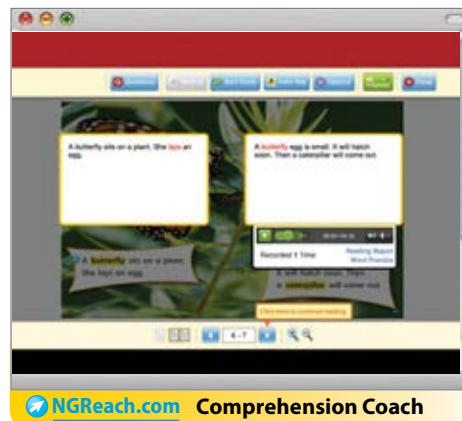
Have children look at the map of North America as a volunteer traces the same route monarchs fly, from Canada through the United States, to Mexico. In small groups, have children discuss what kind of transportation they might use to make this trip--car, train, bus, airplane, boat, etc. Have each group present their ideas to the class orally.

Ask and Answer Questions

CC.1.SL.2

Reading

Option 1: Comprehension Coach



Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency

CC.1.Rfou.4

Option 2: Animal Posters

MATERIALS

NGReach.com, computer

Have children choose an animal they read about or a new one to research. They should find at least one photograph and a few basic facts either on NGReach.com or another Web site. Have them make animal posters and then present them to partner. After they read each other's posters, they should tell what they learned from reading the poster.

Read with Fluency

CC.1.Rfou.4

Use Technology in Writing

CC.1.W.6

Intervention

Option 1: Reteach Short and Long Vowels o, u, e

PROGRAM RESOURCES

Use **Reteaching Routine 2**.

- **Contrast long and short vowel sounds:** Which word has the long sound /ō/: hop or hope? (hope) Repeat with us/use.
- **Use word patterns to decode words.** Ask: How many vowels are in mop? (1) What kind of letter comes after the vowel? (a consonant) Is the vowel long or short? (short)

For **Reteaching Routine 2**, see BP36.

Decode Words with Short and Long o, u, e

CC.1.Rfou.3

Option 2: Phonics Games



Read with Fluency

CC.1.Rfou.4

For **Reteaching Masters**, see pages RT4.13–RT4.17.

Additional Resources

ESL Instruction



Use ESL pages T260a–T266h for additional instruction practice, and differentiation for English Language Learners.

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Spell Words with Long *u*
- ✓ Spell Words with Long *e*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long *u* words

- use I **use** a hand lens to see the caterpillar.
- tube It was the shape of a **tube**.

Long *e* words

- tree Did you find it in the **tree**?
- these No, I found it in **these** bushes.

High Frequency Words

- four I found **four** caterpillars in my yard.
- may You **may** find more in your tree.
- only I **only** looked for a short time.
- other Did you find any **other** things?
- show Would you like me to **show** you?
- some I will come visit **some** day this week.

More Words

Use these words and sentences for additional Pretest and Test items.

- huge Let's meet at the **huge** oak tree in my yard.
- cute I hope we find lots of **cute** caterpillars!
- here I bet we can find some **here** on the tree.
- rule Remember to follow my parents' backyard **rule**.
- me Please tell **me** what it is.
- feet No bare **feet** because of all the rocks.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Sort: Practice Master PM4.48

MATERIALS

scissors

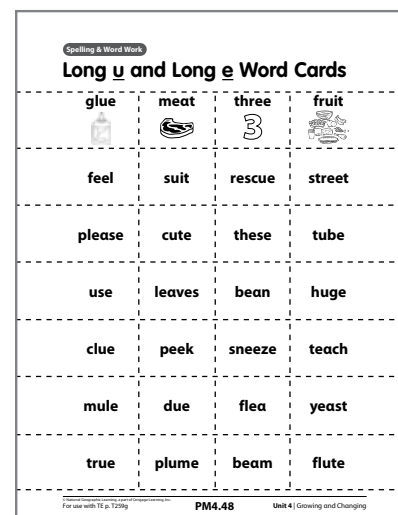
Prepare

Have partners cut out the **Word Cards** and sort them into piles by vowel sound (*ū*, *ē*).

Play a Game

- One child mixes some of the words up while the other isn't looking.
- The partner then tries to find all of the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write two more words, one with the long *u* sound and one with the long *e* sound, adding them to the correct word family sort piles.



NGReach.com Practice Master PM4.48

Decode Words with Long *u*
 Spell Words with Long *u*
 Decode Words with Long *e*
 Spell Words with Long *e*

CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.Rfou.3
 CC.1.L.2.d

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM4.49

MATERIALS

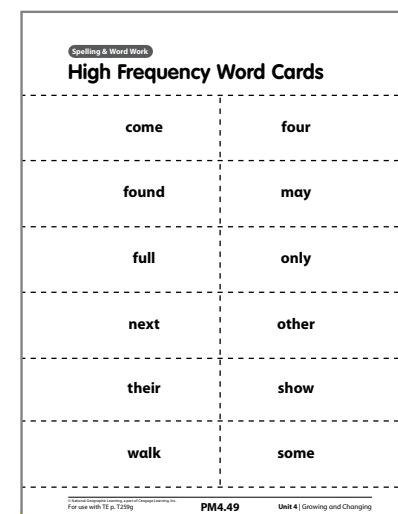
scissors

Prepare

Have each pair cut out one set of **High Frequency Word Cards**.

Play a Game

- One child turns cards facedown and mixes them up.
- At a signal, the other child turns over and arranges the cards in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have partners switch roles and remix the cards for another round.



NGReach.com Practice Master PM4.49

Spell High Frequency Words
 Spell New Words Phonetically

CC.1.L.2.d
 CC.1.L.2.e



Read a Word

Day 3



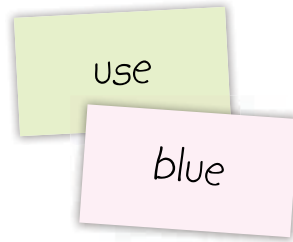
Option 1

MATERIALS

note cards, 16 per group • paper bags, 1 per group

Prepare

- Have children work in groups to write each spelling word on a separate card.



Play a Game

- Have children place all word cards in the bag and shake to mix.
- To begin play, one child chooses a card from the bag without looking.
- If a spelling word is chosen, the child reads the word aloud. If the word is read correctly, the child keeps the card and the next child takes a turn. If the word is read incorrectly the child returns the card and play continues.
- The winner is the child with the most cards when all spelling words have been pulled from the bag.

Extend the activity by having children give a sentence for each word.

Spell Words with Long u	CC.1.L.2.d
Spell Words with Long e	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Build Words Online

Day 3

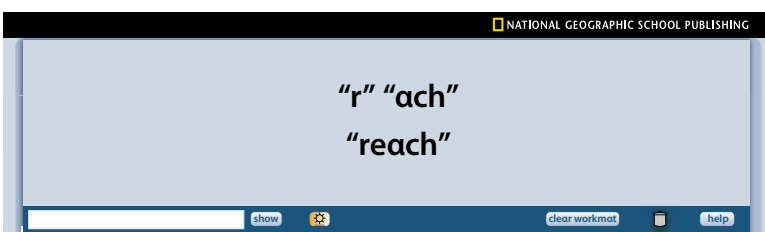


Option 2

Prepare

Have children access **Word Builder** and NGReach.com.

Play a Game



- Have one partner drag on the Word Builder all but one of the letters of a spelling word.
- Have the other partner figure out the word, say it aloud, and then spell it correctly.

Extend the activity by having children leave out two or more letters from the clue word they build.

Spell Words with Long u	CC.1.L.2.d
Spell Words with Long e	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Make a Word Collage

Day 4



Option 1

MATERIALS

magazines • newspapers • drawing paper • glue

Prepare

- Display the Spelling Words.

Use Visuals

- Have partners search magazines and newspapers to find each of the spelling words, or cut out letters to spell each word.
- As they find or make words, have partners glue the words onto their drawing paper.
- When partners have finished, have them share their collage with another pair of children, taking turns reading and pointing to each spelling word.

Spell Words with Long u	CC.1.L.2.d
Spell Words with Long e	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Illustrate a Word

Day 4



Option 2

MATERIALS

colored markers • drawing paper • picture dictionary

Use Graphic Organizers

- Have children fold a sheet of drawing paper in half and then in half again to make a Four-Corner Vocabulary Chart.
- Opening the paper, have children label the four boxes as follows from left to right on top: *Word, Picture*; and left to right on bottom: *Word in Context, Definition*.
- Have children choose a spelling word and write it in the first box.
- Using their picture dictionary and their own understanding of the word, have children complete the remaining boxes on the chart.

Extend the activity by having children make Four-Corner Vocabulary Charts for several words attaching them to form a personalized dictionary.

Spell Words with Long u	CC.1.L.2.d
Spell Words with Long e	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Week 4 Daily Grammar

OBJECTIVE

Thematic Connection: Growing and Changing

✔ Use Possessive Adjectives

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Adjectives

CC.1.L.1

CC.1.L.1.f

Day 1

PROGRAM RESOURCES

Possessive Adjectives: my, your:
eVisual 4.15

MATERIALS

chart paper for each pair • markers

Teach the Rules

Use page T263 to introduce the **possessive adjectives** *my* and *your*. Explain that possessive adjectives tell who or what owns or has something.

Possessive Adjectives: my, your

I → **my** I have a caterpillar book. It is **my** book.

you → **your** You have a book, too. It is **your** book.

NGReach.com Possessive Adjectives: eVisual 4.15

Play a Game

Have partners draw two stick figures on chart paper and label each one with his or her name. Explain:

- Tell about your pets and then repeat the statement using the possessive adjectives *my* and *your*.
- Say, "I have a fish. My fish is green and blue. You have a dog. Your dog likes to run." Write the words *my* and *your* on the board as you model.
- Have a child volunteer to talk about their pets or siblings using the words *my* and *your*.
- Take turns making statements and drawing details.
- Repeat five times. Share your drawings with others

Differentiate

AL Above Level

ISSUE Children are ready to use word knowledge in a more complex way.

STRATEGY Have children make an *I* or *you* statement and then expand to a *my* or *your* statement to include more detail. For example, "I have long hair. My hair grew four inches last year," or "You have small feet. Your feet fit inside one of Dad's shoes!"

Day 2

PROGRAM RESOURCES

Possessive Adjectives: his, her, its:
eVisual 4.16

MATERIALS

sponge or soft ball

Teach the Rules

Use page T264 to introduce *his*, *her*, and *its*. Tell children that these **possessive adjectives** tell who or what owns or has something.

Possessive Adjectives: his, her, its

he → **his** Matthew owns a caterpillar. That is **his** caterpillar.

she → **her** Lisa owns a caterpillar. This is **her** caterpillar.

it → **its** Lisa brought her caterpillar to school. The caterpillar made a chrysalis. That is **its** new home.

NGReach.com Possessive Adjectives: eVisual 4.16

Play a Game

Have children sit in a circle. As they toss around a sponge or a soft ball, have each catcher make a statement about the thrower, using a possessive adjective.

Provide an example: *The mother turtle laid her eggs.*

Then have the thrower respond with a related statement using the possessive adjective *its*.

Provide an example: *The baby turtle hatched from its shell.*

Continue play until each child has had at least three turns.

Differentiate

EL English Learners

ISSUE For Chinese, Haitian Creole, Hmong, and Vietnamese speakers, there is no gender difference for singular possessive adjectives.

STRATEGY Help children by modeling the correct possessive adjective agreement and having them repeat: *his goldfish, her puppy.*



Day 3

PROGRAM RESOURCES

Possessive Adjectives: *our, their*: eVisual 4.17

Who Owns It?: Practice Master PM4.53

MATERIALS

4 note cards for each pair

Teach the Rules

Use page T264h to introduce *our* and *their*. Point out the following rules for using these **possessive adjectives**.

Possessive Adjectives: our, their

we → **our**

We have a pet caterpillar. This is **our** caterpillar.

they → **their**

Caterpillars eat leaves. That is **their** food.

NGReach.com Possessive Adjectives: eVisual 4.17

Play a Game

Distribute **Practice Master PM4.53**. Demonstrate how to play “Who Owns It?” Take turns tossing a marker onto a space. Then choose another sentence part to make a new sentence. Have children record each new sentence. Provide an example: *We found a worm in our garden.* Have children play until all possible combinations have been made.

Name _____ Date _____

Grammar
Who Owns It?

- Toss a marker onto one of the sentence parts below.
- Put it together with another sentence part. The noun or pronoun should match the possessive word.
- Write the complete sentence on a separate piece of paper.
- Say the sentence to your partner.

We	spreads its wings.
watches her caterpillar.	I
Maria	crawl on our knees.
They	Juan and I
uses his hand lens.	take care of your chrysalis.
The butterfly	explore our backyard.
climbs the tree to find its food.	You
read my insect books.	lives in its habitat.
Maria and Juan	record their findings.
They	The caterpillar

For use with TE p. T259 **PM4.53** Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.53

Differentiate

SN Special Needs

ISSUE Children may need a visual clue to correctly match subject pronouns with the correct possessive adjectives.

STRATEGY Have children draw pictures on each sentence part with a pronoun to aid in understanding the gender and number of the subject or object pronouns.

Day 4

PROGRAM RESOURCES

Write Possessive Adjectives: Practice Master PM4.56

Grammar and Writing

Use page T264n to model possessive adjective usage in writing. Then distribute **Practice Master PM4.56**. Read each pair of sentences. Have children find the underlined word or words in the first sentence and write the correct possessive adjective in the second sentence.

Name _____ Date _____

Grammar and Writing
Write Possessive Adjectives

Subject	Possessive Adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

- I like to go exploring. I search in my backyard.
- Sara and Nate came to visit. They wore their play clothes.
- We crawled on the ground. It didn't matter if our clothes got dirty.
- Nate wanted to see the insects. He brought his hand lens.
- Sara found a caterpillar. We each looked at its striped back.
- Do you like exploring, too? Next time bring your gear and come with us.

For use with TE p. T259 **PM4.56** Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.56

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A4.54–A4.55

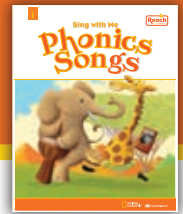
Review and Assess

Display the sentences below. Distribute note cards. Have partners work together to write the possessive adjective to correctly complete the second sentence in each group.

Alicia takes care of the mice. They are _____ mice.
The bird has a nest. That is _____ nest.
I carry pictures of pretty birds. These are _____ pictures.
We share a backpack. It is _____ backpack.

Administer the **Writing, Revising, and Editing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with Long *u*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 46
- Sound/Spelling Cards 2, 5, 7, 8, 13, 14, 36, 46, 47
- Read On Your Own Book 16
- Words with *u_e*: Practice Master PM4.45
- Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 2, Tracks 29–30
- Word Builder
- Phonics Games

MATERIALS

small chips or coins for counting sounds, 3–5 per child

MORNING WARM-UP

What happens inside a chrysalis?

Ask children to share what they think happens inside a chrysalis as a caterpillar changes into a butterfly. Have children turn and talk.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *bug*.
- **Segment sounds:** /b/ /ŭ/ /g/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ŭ/ to /ī/:* /b/ /ī/ /g/.
- **Say the new word:** *big*. *Say the new word with me:* *big*.

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with the words *mull/mule, cut/cute, ton/tune*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Say: *Listen for the sound in the middle of words. Do these sound the same? tune, moon* (Yes)

If children can't tell if the sounds are the same, help them isolate the middle sounds in *June* and *flute* (/ō/). Have half the group say the middle sound of the first word, while the other half says it for the second word. *Are the sounds the same?* (Yes) Repeat with *plum/plume*. (No)

Phonics

2 Learn Sound/Spellings /yoō/ and /ōō/ ✓

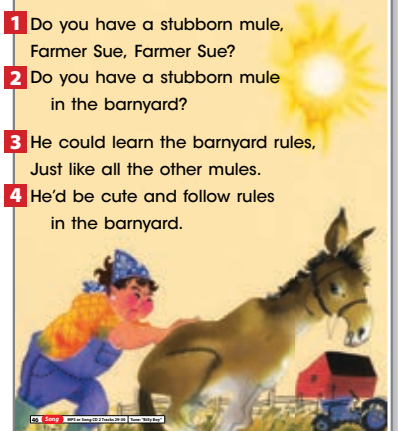
Sing with Me Phonics Song Book page 46

Scaffold language. Explain that “stubborn” means refusing to listen or follow directions. Play Tracks 29 and 30 and follow the directions. Practice until children can perform smoothly.

- 1 Point to the mule on the page.
- 2 Step back and “push” stubborn mule.
- 3 Wag finger as if scolding mules.
- 4 Pat head and look approving.

The Stubborn Mule

- 1 Do you have a stubborn mule, Farmer Sue, Farmer Sue?
- 2 Do you have a stubborn mule in the barnyard?
- 3 He could learn the barnyard rules, Just like all the other mules.
- 4 He'd be cute and follow rules in the barnyard.



Sing with Me Phonics
Songs Book page 46

COMMON CORE STANDARDS

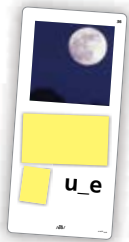





Reading

- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with Long *u* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g
- Read with Fluency CC.1.Rfou.4

Language and Vocabulary

- Spell Words with Long *u* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e

Cover up all spellings except *u_e* on **Sound Spelling Cards 36 and 47**. Then use **Decoding Routine 1** to connect sounds and spellings /ōō/ *u_e* and /yōō/ *u_e*, and to blend words.

Step 1 Develop Phonological Awareness	/ōō/ <i>u_e</i>	/yōō/ <i>u_e</i>
1. Tell children: <i>There are two sounds for long u: /ōō/ and /yōō/. These words have /ōō/ in the middle.</i>	June, rule, flute	use, fuse, mule
2. Tell children: <i>I will say a word. Listen for /ōō/. If you hear /ōō/, stand up.</i>	dune, cub, June, tune	huge, bug, fuse, cute
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 36 . Say: <i>moon</i> . Have children repeat.		
2. Say: /ōō/. Have children repeat.		
3. Turn the card over. Point to the <i>u_e</i> spelling. Explain that one way to spell /ōō/ is with a <i>u</i> followed by a consonant followed by an <i>e</i> . The <i>e</i> is silent and <i>u</i> makes the sound /ōō/.		
	Card 36 moon, /ōō/, <i>u_e</i>	Card 47 cube, /yōō/, <i>u_e</i>
4. Give examples of /ōō/ words with the <i>u_e</i> spelling by pointing to /ōō/ words in the song on page 46.	Sue, rules	mule, cute
Step 3 Blend Sound-by-Sound		
1. Write <i>r</i> . Say /r/. Have children repeat.	r	m
2. Add <i>u_e</i> . Remind children that the <i>e</i> makes the <i>u</i> have the /ōō/ sound. Say /ōō/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	ru_e → 	mu_e → 
3. Add <i>l</i> between the <i>u</i> and <i>e</i> . Model blending the whole word and then have children blend with you.	rule →	mule →
4. Write and blend words with /ōō/ <i>u_e</i> . Remind children that the final <i>e</i> is silent and makes the <i>u</i> have the /ōō/ sound. Repeat the routine for /yōō/ <i>u_e</i> .	June, rude	use, cute

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Writing

Gather students' writing throughout the week:

- ✓ Writing (T263a, T264, T264h, T264n)
- ✓ Compare Genres: **Practice Master PM4.50**

Differentiate

EL English Learners

PHONICS TRANSFER ISSUE There is no /yōō/ sound in Vietnamese, Hmong, and Haitian Creole. In Cantonese, there is a similar but different sound.

STRATEGY Practice saying /yōō/: *You, you, you! You have a cute mule. You, you, you! You use ice cubes.*











Read On Your Own Book 16

Name _____ Date _____

Phonics

Words with u_e

Circle the word that names each picture.

1.  mile mole mule	2.  June June just jab
3.  rude ride rid	4.  fit flat flute
5.  cab cube cub	6.  prune pane pine
7.  dine dune den	8.  ten tine tune

Read It Together Do you use a flute or a mule to play a tune?

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NGReach.com Practice Master PM4.45

3 Read Words with Long u

Read On Your Own Book 16 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *You*, *a*, and *play*, and ask children to read the sentences.

Have children turn to **Read On Your Own Book 16**, page 2. Review the sound/spelling /ōō/ u_e, read the example, and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Master PM4.45** for more practice.

Children can also play **Phonics Games** at NGReach.com to reinforce skills.

4 Spell Words with Long u

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *cute*.
- **Segment Sounds:** /k/ /yōō/ /t/. *How many sounds do you hear?* (three)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 14 /k/, 47 /yōō/, and 5 /t/)
- **Repeat the word:** *cute*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *dune* and *mule* using cards 13 /d/, 46 /ōō/, 7 /n/, 2 /m/, 47 /yōō/, and 8 /l/.

Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence. Dictate: *A cute mule runs on the dune.* Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Long u

Check dictation sentences for the correct spelling of *cute*, *mule*, and *dune*.

If children spell a word incorrectly, prompt self-correction. Then use **Decoding Routine 2** to reteach long u. Repeat with this sentence: *Duke will use a flute.*

For **Decoding Routine 2**, see page BP33.



Words with u_e

Look at each picture. Read the words.

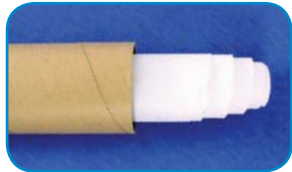
Example:



cube



flute



tube



dune



huge pack

mule



2

Key Words

Look at the pictures. Read the riddle.

Talk with a partner to find the answer.



What is it? Read on to find out!



What Is It?

1. It has **four** legs.
2. **Some may** be just black.
3. **Others may** be **only** tan.
4. The huge ears **show** what it is!



Phonics Games

NGReach.com

3

High Frequency Words

four
may
only
other
show
some

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 16
pages 2–3

Differentiate

EL English Learners

ISSUE English Learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

four *I will tap four children.* (Count four as you tap three girls and one boy.)

may *Now the four children may stand.* (Have the children stand up.) *May means "it is okay to do something."*

only *Only one boy is standing. Only means "there is one and no more."*

other *The other children are girls.* (Point to the girls.)

show *Now let's all stand up. Can you snap?* (Snap your fingers.) *Show me!*

some *Some of us can snap.* (Snap your fingers.) *Some of us can't. They may want to do other things. Let's see . . . Can you hop?* (Hop.) *Show me.*

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 16 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *four*.
- **Say a sentence with the word:** *Luke has four cats.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to read items 1–4 and answer "What is it?"

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children take turns reading a word from the list on page 3, writing a sentence with the word, and holding up the paper. Scan for misspelling. Repeat for all words.

If children misspell, organize them in groups of three. Have Child 1 read aloud a word from the page 3 list and ask who can tell a sentence using that word. Child 2 answers and then chooses another word and asks Child 3 to tell a sentence using that word. Have children continue until all six words are read in sentences.



Anthology

OBJECTIVES**Thematic Connection: Growing and Changing**

✔ Use Context Clues

Preview a Poem to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 4.12

My Vocabulary Notebook

Read with Me MP3

Power Writing

Have children write as much as they can as well as they can in one minute about the word *chrysalis*.

For *Writing Routine 1*, see page BP56.

Vocabulary Strategy**1 Use Context Clues** ✔ Anthology page 260

Project **Student eEdition** page 260. Ask children what they see in the pictures. Ask volunteers to read the captions. Say: *When you come to a word you do not understand, you can look for word clues in the words and sentences around the word.*

Point to the word changes in the sentence. Say: *If I'm not sure what the word **changes** means, I can look for word clues. I see the words turns into a **pupa**.* Have children turn and talk. Ask: *What does **change** mean?*

Display and read aloud **eVisual 4.14**. Then reread and have children echo the underlined words. Divide the class into four groups and assign one set of sentences to each group. Have each group work together to use context clues to determine the meaning of the underlined word in their sentences.

**Vocabulary Practice**

1. Butterflies flit and flutter during the day. They do not really sleep at night, but they become inactive. They hold still and rest.
2. Some butterflies migrate each year. When it gets cold, they fly to a place that is warmer.
3. Most butterflies have a brief life. They live only for about two weeks. In that short time, they lay eggs that hatch into caterpillars.

NGReach.com

Vocabulary Practice: eVisual 4.14

**INTERACTIVE WHITEBOARD TIP:**

Have children circle context clues.

Have each group share results with the class. Volunteers from each group can:

- read aloud their sentences
- tell the meaning of their underlined word
- explain how they used context clues to figure out the meaning of the underlined word.

Encourage children to add *inactive*, *migrate*, and *brief* to **My Vocabulary Notebook**.


NGReach.com

My Vocabulary Notebook

COMMON CORE STANDARDS**Reading**

Read Poetry CC.1.Rlit.10

Writing

Write About Topics CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1



Language and Vocabulary

Use Adjectives CC.1.L.1.f

Use Context Clues CC.1.L.4.a



Use Context Clues

word clues	meaning
 The caterpillar changes . It turns into a pupa.	 When something changes , it turns into something different.

Look at the words and sentences around a new word. You might find **word clues** to figure out the meaning.

Try It Together

Look back at "A Butterfly Is Born." Find a sentence with the word **chrysalis**. Use word clues. Talk about the meaning of **chrysalis**.

260

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Read with Me

NGReach.com

Anthology page 260

2 Try It Together Anthology page 260

Read aloud the directions. Help children find the word *chrysalis* in the text. Have them tell which word clues and picture clues they can use to figure out its meaning.

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Context Clues ✓

Display and read aloud these sentences: *The caterpillar uses silk to attach itself to a twig. The caterpillar hangs from the twig.* Ask: *Which word clues help you understand the meaning of attach?* (silk, to a twig, hangs)

If children cannot identify the word clues, circle them. Then ask: *What does the word attach mean?*

Differentiate

SN Special Needs

ISSUE Children with some learning differences struggle with focus.

STRATEGY Make learning more kinesthetic. Help children locate the word *chrysalis*. Have them touch the word in the sentence on page 251. Guide them to match the word to the label on the same page. Then ask them to tell the meaning of the word *chrysalis* and how they can use the picture and word clues to know the meaning.

Academic Talk

3 Preview and Predict Anthology page 261

Read aloud the title of the poem. Have partners look at pages 261–263. Tell children: *Look at the images. Are they real photos? Look at the words. What do you think this poem may be about?* Have partners discuss predictions about the poem. Then ask them to share their predictions with the rest of the class.

Check & Reteach

OBJECTIVE: Preview a Poem to Make Predictions

Circulate as partners make and discuss their predictions. If a child responds off topic, point out features, such as the art of the girl reaching for the caterpillar and the style of the word *caterpillar* in the second line. Ask: *What is the girl doing? What do you think the poem will be about?*

Shared Reading

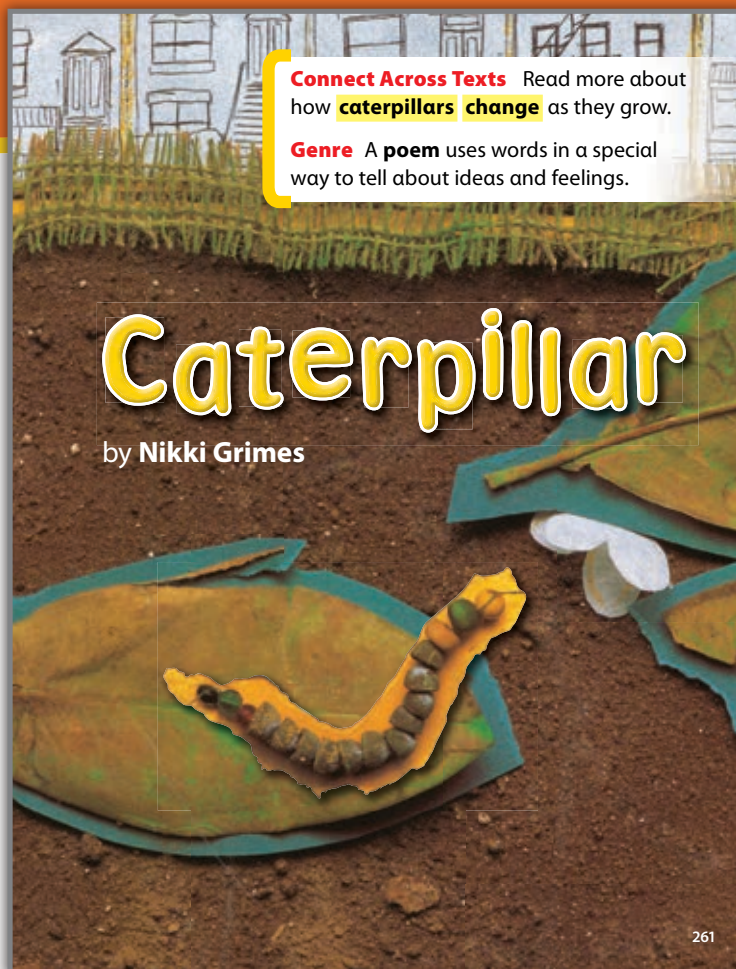
4 Read a Poem Anthology page 261–263

CONNECT ACROSS TEXTS As children look at page 261, ask them to think about how the caterpillar changed in “A Butterfly Is Born.” Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the genre description. Elaborate: *Poems share ideas and feelings about many different topics. Poems can be cheerful or sad. Some poems have words that rhyme. The words in this poem do not rhyme.* Invite children to tell about other poems they have read.

SCIENCE BACKGROUND Share facts about caterpillars:

- A **caterpillar** looks very different from the **insect** it becomes, an adult **butterfly**.
- **Caterpillars** hatch from eggs.
- **Caterpillars** do not have wings. Butterflies do.




Connect Across Texts Read more about how **caterpillars change** as they grow.


Genre A **poem** uses words in a special way to tell about ideas and feelings.


Anthology page 261

REVIEW Remind children how to determine importance:

How to Determine Importance

 1. Look for clues in text and pictures.

 2. Name the details.

 3. Decide what is important.

I read _____. I see _____.

The details are _____,
_____, and _____.

_____ is important because
_____.

Read pages 262–263 to the class. Use the questions on T262 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Read and Comprehend

- Active Reading

Day 2 Reread and Analyze

- Identify Poetry Features: Rhythm
- Determine Importance



Anthology
pages 262–263

Fluency ✓

Phrasing Ask children: *Is reading a poem aloud different from reading a story aloud?* (Accept all reasonable answers.) Model reading the first stanza of the poem with proper phrasing. Then have children read it with you as you read it again. Have them try to match your phrasing.

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- Active Reading** ✓ Have children act out wriggling as you read the first two lines of the poem. Then have them hold up their hand near the end of the poem when it says “Wait for me.”

SECOND READ

Day 2 Reread and Analyze

- Determine Importance** ✓ *What is important in the poem?* (Possible response: The **caterpillar** hasn’t turned into a **butterfly** yet.)
- Identify Rhythm** ✓ *Tap the rhythm as I read the first two lines of the poem.* Point to the word *caterpillar*. *Why do you think this word moves up and down?* (Possible response: It wriggles like a **caterpillar**.) Point out that the rhythm in the first two lines is like a caterpillar moving.

Writing

5 Write About the Poem

Ask children: *What word did you learn in the poem?* (Possible responses: wriggles, worms) *How did the context help you learn about the word?* (Possible response: *The word crawling helps me know what wriggles/worms means.*) Allow time for several volunteers to answer the questions aloud.

Display the sentence frame. Read it aloud and discuss how to complete it. Have children share their sentences with a partner.

I learned the word _____ means _____.



Daily Language Arts

Daily Grammar

Have children look for the possessive adjective *my* in the first line of the poem on page 263 of their Anthologies. Then use the Daily Grammar lesson on page T259k to teach possessive adjectives.



WRAP-UP

Ask: *What do you like most about caterpillars?* Have children tell their favorite fact about caterpillars with the class and explain why they like it.

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with Long *u*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Cards 2, 5, 7, 8, 9, 18, 20, 36, and 47

Words with Long *u*: Practice Master PM4.46

Handwriting: High Frequency Words Practice Master PM4.47

High Frequency Word Cards: Practice Master PM4.48

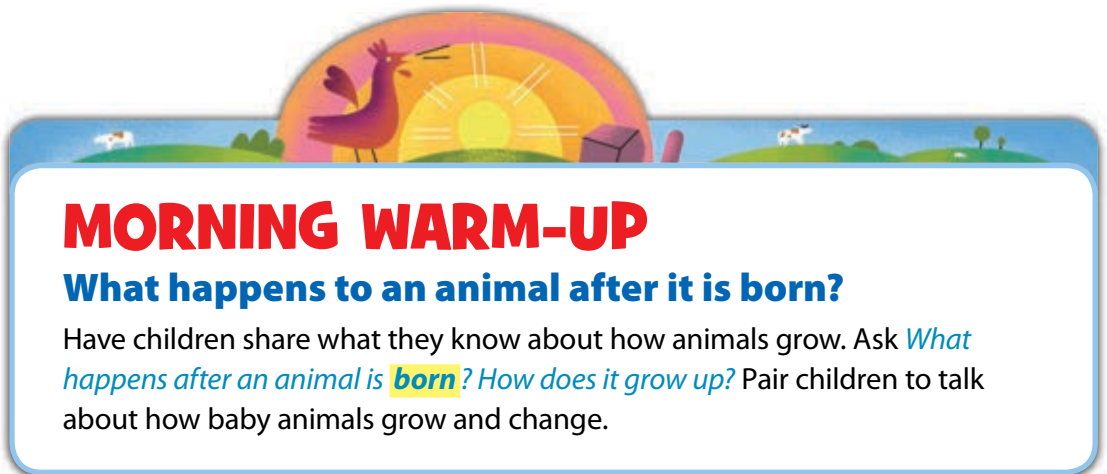
Read On Your Own Book 16

TECHNOLOGY ONLY

Letter Cards

MATERIALS

small coins or chips for counting sounds,
3–5 per child



MORNING WARM-UP

What happens to an animal after it is born?

Have children share what they know about how animals grow. Ask *What happens after an animal is born?* How does it grow up? Pair children to talk about how baby animals grow and change.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *born*.
- **Segment sounds:** /b/ /ôr/ /n/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ôr/ to /ōō/: /b/ /ōō/ /n/.*
- **Say the new word:** *What is the word?* (boon) *Say the word with me:* boon.

For **Phonological Routine 6**, see page BP30.

Have children repeat the routine with the words *tub/tube*, *mull/mule*, *tap/tape*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Say: *Change the /yōō/ in cute to /i/. (kite)*

If children cannot answer, have them make rhyming words. Say: *man. How can you change man to rhyme with fine?* (*mine*) Repeat with *cat/boat (coat)* and *Jan/tune (June)*.

Phonics

2 Read Words with Short *u* and Long *u* ✓

Display **Sound/Spelling Cards 36 and 47** and review spelling *u_e*. Remind children that /ōō/ and /yōō/ are sometimes spelled *u_e*.



Use **Letter Cards** to display *us* and *cut*. Have children blend and read the words and identify the vowel sound in *us* and *cut* as short *u*. Add *e* to the end of each word. Model blending and reading the new words (*use*, *cute*). Have children blend and read the words again and identify the vowel sound as long *u*. Say these words one at a time: *mutt*, *mute*, *fuss*, *fuse*. Have children stand if the vowel sound is long or sit if it is short. Assign **Practice Master PM4.46** for more practice.

Name _____ Date _____

Phonics

Words with *u_e*

Complete each word so it names the picture.

1. cube	2. fuse
3. mute	4. tape
5. mule	6. plume

Read It Together Does a block look like a fuse or a cube?

PM4.46 Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.46

COMMON CORE STANDARDS

Reading

- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with Long *u* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g
- Read with Fluency CC.1.Rfou.4

Language and Vocabulary

- Spell Words with Long *u* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e

3 Spell Words with Long u ✓

Use **Dictation Routine 1** to have children practice spelling *tune*, *cute*, and *plume*.

- **Say a word:** *tune*.
- **Segment Sounds:** /t/ /ōō/ /n/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 5 /t/, 36 /ōō/, and 7 /n/)
- **Repeat the word:** *tune*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *cube* and *plume* using cards 20 /k/, 47 /yōō/, 18 /b/, 9 /p/, 8 /l/, and 2 /m/.

For **Dictation Routine 1**, see page BP35.

Check & Reteach

OBJECTIVE: Read and Spell Words with Long u ✓

Dictate: *Mule. I never rode on a mule before. Mule.* Have children write and then chorally spell the word *mule*.

If children misspell *mule*, review **Sound/Spelling Cards** 2/m/, 47/ōō/, and 8/l/. Repeat the word; have children sound out the word with you: *mule. /m/ /yōō/ /l/*. Then have them rewrite the word correctly. Repeat with *dune* and this sentence: *I rode past a dune yesterday.*

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word or words:

show	some	I can <u>show</u> you <u>some</u> mules.
	four	We have <u>four</u> mules.
other	only	We <u>only</u> ride two of them.
	may	The <u>other</u> mules <u>may</u> carry things for us.

Reread each sentence with children. Have them clap when they hear the High Frequency Word. Distribute **High Frequency Word Cards**. Reread each sentence, pausing for children hold up the matching card. Assign **Practice Master PM4.47**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Dictate a sentence from step 4 on this page. Have children write the sentence.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

four four four

may may may

only only only

other other other

show show show

some some some

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[NGReach.com](https://www.ngrach.com) Practice Master PM4.47



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T259i



Read On Your Own Book 16

Mules
by Toan Nguyen

What animal ^{*}is this?

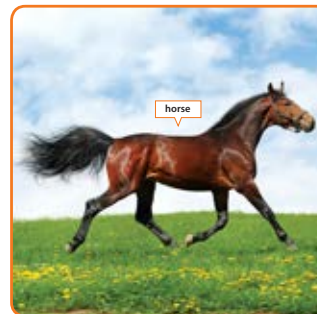
Legend

- words with *u_e*
- high frequency words
- * story words



It can be huge. It has four legs. It has big ears.

1



Is it a horse? ^{*}Are you sure?
It looks a bit like a horse, but not just like a horse. Its mother is a horse.

6



Is it a donkey? ^{*}Are you sure?
It looks a bit like a donkey, but not just like a donkey. Its dad is a donkey.

7

Read On Your Own Book 16
pages 4–7

Decodable Reading

5 Read “Mules” ✓ Read On Your Own Book 16 pages 4–10

Use the photos to preteach the story words *ears* (page 5), *horse* (page 6), and *donkey* (page 7). Use **Decoding Routine 4** to conduct two readings of “Mules.” First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- 1 **Make Inferences** *Why does a mule look a bit like a horse and a bit like a donkey?* (Its mother is a horse and its father is a donkey.)
- 2 **Make Comparisons** *Look at the mules. How are they alike?* (They have four legs. They have two ears.) *How are they different?* (They may be different colors.)
- 3 **Identify Details** *In what two ways can a mule help some people?* (Possible responses: It can carry packs. It can give you a ride.)
- 4 **Make Connections** *Would you like to ride on a mule? Where would you go?* (Possible response: I would like to ride a mule up a big hill.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 16	Teacher’s Edition
words with <i>wh</i> digraphs	what (page 4) where (page 10)	<i>wh-</i> (page T189m)
final consonant blends	just (pages 6, 7) think (page 8) jump (page 10)	<i>-st</i> (page T161m) <i>-nk</i> (page 159b) <i>-mp</i> (page 161m)
words with long <i>i</i>	like (pages 6, 7, 8, 9) ride (page 10)	<i>i_e</i> (page T239a)

SN Special Needs

ISSUE Children need additional practice with long *u* words.

STRATEGY Use the Legend to identify words with *u_e* in “Mules.” Have children write each word on a sticky note. Read aloud each word as children echo. Then have children find the long *u* words in “Mules.” Have them place the matching sticky note on each word as they find it.




It is the **only** animal like it. Do you think it is cute?



It's a bit like a horse. It's a bit like a donkey.
It's a **mule!**

8 9



A **mule** can carry a big pack. You **may** take a mule on a ride. You can **show** it where to go. Jump on! ❖

10 3 4

Practice Phonics

Words with u_e

Read these words.

cute mole mule huge
gum cube jump pack


Find the words with **u_e**.
Use letters to build them.

m u l e

Talk Together

Choose words from the box above to tell a partner about each picture.

A mule can be cute.



11

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Read On Your Own Book 16
pages 8–11

Practice Phonics

6 Words with Long u ✓

Read On Your Own Book 16 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Point out that the *g* in *huge* stands for /j/. Have partners build the long *u* words.

c	u	t	e
m	u	l	e
h	u	g	e
c	u	b	e

7 Talk Together

Read On Your Own Book 16 page 11

Have partners turn and talk about what they see in the pictures. Encourage pairs to use the words and the language frame: A _____ can be _____. Have three pairs share **Talk Together** answers. (Possible answers: A mule can be cute/huge. A mole can be cute. A cube can be huge.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “Mules.” Note reading speed and miscues.

For children with low reading speeds and many miscues, conduct partner readings or use

Comprehension Coach to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Growing and Changing

- ✔ Use Context Clues
- Use Multiple Meaning Words
- ✔ Identify Poetry Features: Rhythm
- Compare Genres

PROGRAM RESOURCES

PRINT & TECHNOLOGY

T-chart: Practice Master PM4.50

TECHNOLOGY ONLY

Read with Me MP3

MATERIALS

large pieces of paper • different colored markers • bell

Power Writing

Have children write as much as they can as well as they can in one minute about the word *born*.

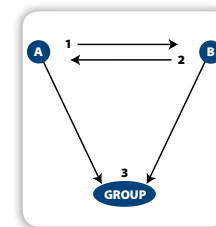
For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Use Context

Use **Three-Step Interview** to have children discuss with a partner the word they learned and wrote about on Day 1, such as *wiggles* or *worms*. Have them explain how the context of the poem helped them learn the word. Allow time for partners to share their information with the class.

For **Three-Step Interview**, see page BP61.



Three-Step Interview

Academic Talk

2 Multiple Meaning Words

REVIEW Remind children that one word can have two different meanings. These are called multiple meaning words.

- Read the following sentence of the poem: *I reach for it, but it worms away crawling as fast as it can.*
- Ask: *What does worms away mean?* (crawls away) Point out that the word *crawling* in the sentence is a clue to what *worms away* means.
- Say: *A worm is a small animal that crawls or creeps on the ground. The word worm is the name of something, or a noun. Worms is an action word, or verb. Worm has two meanings: It can name something or show action.*
- Have children demonstrate how someone might “worm their way” through a crowd by creeping back and forth between people.

Check & Reteach

OBJECTIVE: Use Context Clues ✔
Use Multiple Meaning Words

Display and read aloud: *I found a caterpillar on the bark of a tree.* Ask: *What is the meaning of bark in the sentence? Does bark have more than one meaning?*

For children who do not understand that *bark* has more than one meaning, explain that the word *bark* can mean something a dog does or something that covers a tree. Ask children which meaning is an action word and which is a naming word. Ask how context helps them learn which kind of word *bark* is in the sentence.

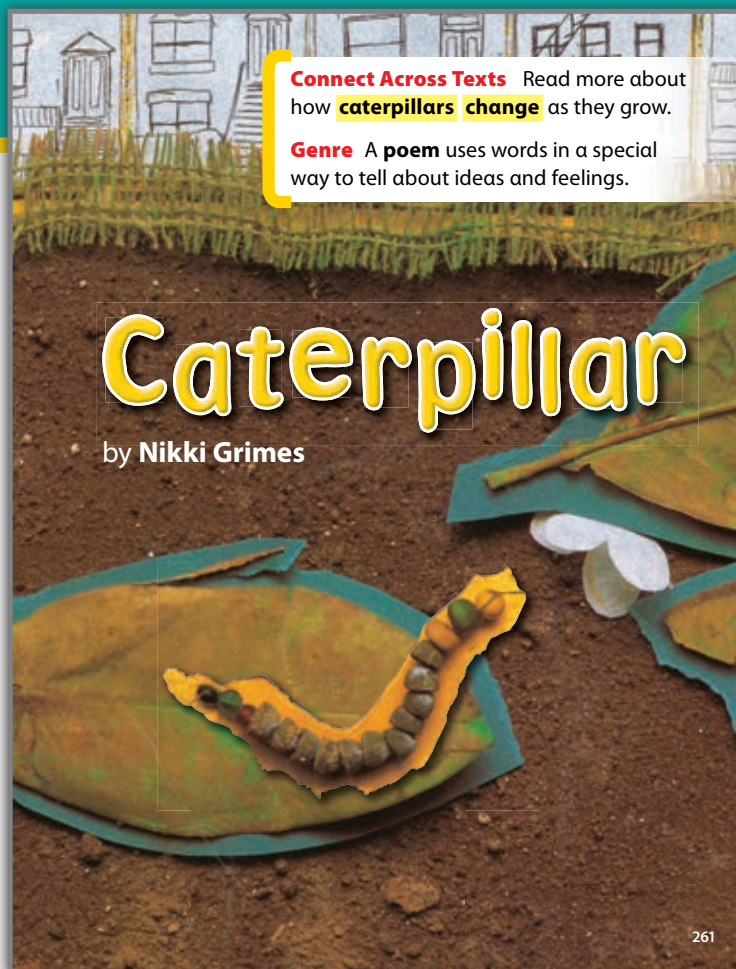
Comprehension

3 Identify Poetry Features: Rhythm ✔ Anthology page 263

Explain to children that in poetry, rhythm is the sound of beats in each line of the poem. Read aloud the first three lines of the poem while tapping your hand on the table to emphasize the rhythm. Point out the pattern made by the tapping. Then have children tap out the rhythm as you read the remainder of the poem. Ask: *Why do we sometimes tap harder on some beats than on others?* (We say those beats a little louder and longer than others.)

COMMON CORE STANDARDS

Reading	
Read Poetry	CC.1.Rlit.10
Compare Fiction and Nonfiction	CC.1.Rlit.5
Writing	
Focus on a Topic	CC.1.W.5
Language and Vocabulary	
Use Adjectives	CC.1.L.1.f
Determine Meaning of Multiple Meaning Words	CC.1.L.4
Use Context Clues	CC.1.L.4.a



Anthology page 261

Say: *As we reread: "Caterpillar," listen for the rhythm of the words.*

Check & Reteach

OBJECTIVE: Identify Poetry Features: Rhythm ✓

Ask: *What is the rhythm of a poem?*

If a child cannot answer the question, have him or her say a familiar nursery rhyme, such as "Humpty Dumpty." Ask the child to repeat it. This time tap the rhythm. Call attention to the pattern made by the sound of the words. Point out that this is rhythm. Have the child repeat the nursery rhyme and tap the rhythm.

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T262–T263 as you reread "Caterpillar."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children listen to the poem using **Read with Me** MP3 before conducting the whole class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Read page by page. Have children chime in to read the words they know.



Anthology

Respond and Extend

5 Compare Genres **Anthology** page 264

Read aloud page 264. Remind children that “A Butterfly Is Born” is nonfiction. It is a science article that gives information about a real caterpillar. “Caterpillar” is a poem. It is made up.

To help children compare genres, discuss features that would be found in each. Say: *Would you find photos with captions in a science article or in a poem?* (science article) *Would you listen for rhythm in a science article or in a poem?* (poem) Have each child think about other differences between the genres. Children should record their answers on **Practice Master PM4.50**.

Check & Reteach

OBJECTIVE: Compare Genres ✓

Ask: *What is one difference between a science article and a poem?*

For children who cannot name a difference between the two genres, draw a T chart on the board with headings “Science Article” and “Poem.” Review each selection and ask questions to prompt discussion as you fill in the chart with details about each genre.

For example, ask: *What do you notice about the way the words look in the poem? Which selection has a photograph of a real butterfly?*

6 Talk Together **Anthology** page 264

Read aloud the **Talk Together**. Ask: *What did you learn about caterpillars in both selections?* Invite children to discuss how caterpillars change as they grow. Invite children to discuss common aspects from their Unit reading texts.

Name _____ Date _____

T-chart

Compare Genres

Compare a science article and a poem.

Science Article	Poem
has real information has many pages written to teach others	has information that is not real has stanzas written for entertainment

Tell a partner how a science article and a poem are different.

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PM4.50 Unit 4 | Growing and Changing

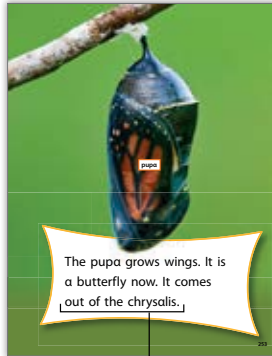
[NGReach.com](https://www.ngreach.com) Practice Master PM4.50



Compare Genres

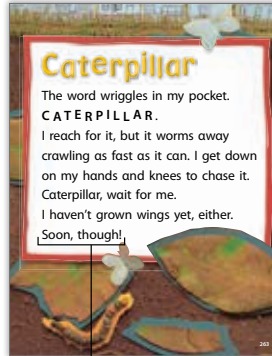
How is the information in "A Butterfly Is Born" and "Caterpillar" different?

Science Article



real information

Poem



information that is not real

Talk Together

Think about what you read and learned. How do things change as they grow?

264

Anthology page 264



Daily Language Arts

Daily Grammar ✓

Point out the possessive adjective *its* in the writing example sentence: *The pupa comes out of its chrysalis.* Then use the Daily Grammar lesson on page T259k to review possessive adjectives.

Writing

7 Write About Caterpillars

Ask children to suggest one sentence that tells about how a caterpillar changes. Post an example: *The pupa comes out of its chrysalis.*

Form small groups. Have each group work together to write one sentence describing how a caterpillar changes as it grows. Have groups share their sentences with the class.

WRAP-UP

Have children act out how a caterpillar inches along a leaf. Then have them act out how it sleeps while in the pupa phase. Finally, have them flap their arms like a butterfly flaps its wings. Ask: *How does the caterpillar change?*

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Final Sounds
- ✓ Read and Spell Words with Long e
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 47
- Sound/Spelling Cards 28 and 33
- Words with Long e: Practice Master PM4.51
- High Frequency Words: Practice Master PM4.52
- Read On Your Own Book 16
- Write-On/Wipe-Off Board

TECHNOLOGY ONLY

- Letter Cards
- Sing with Me Phonics Songs MP3 or CD 2, Tracks 31–32
- Word Builder

MATERIALS

crayons • small coins or chips for counting sounds, 3 per child • beanbag

MORNING WARM-UP

What animals learn to fly when they grow up?

Have children work with a partner to draw one picture of an animal that flies and another of the animal as a baby. Have partners turn and talk to each other about how the mother animal takes care of the baby animal until it can fly.

Phonological Awareness

1 Substitute Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *fly*.
- **Segment the sounds:** /f/ /l/ /i/.
- **Substitute a sound:** *Let's change /i/ to /ō/: /f/ /l/ /ō/.*
- **Say the new word:** *What is the word? (flow) Say the word with me: flow.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with the words *show/she, throw/three, guy/go*.

Check & Reteach

OBJECTIVE: Substitute Final Sounds ✓

Say: *Listen to boat. Change the /t/ to /l/. What is the word? (bowl)*

If children cannot answer, have them use sound boxes. Say *way /w/ /ā/* slowly, having children put chips in the boxes. Then say: *Change /ā/ in way to /è/. What is the new word? (we)* Repeat with *hi/he* and *wet/web*.

Phonics

2 Learn Sound/Spelling /è/ ✓

Sing with Me Phonics Songs Book page 47

Group children in threes. Play Tracks 31 and 32 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 4 Point to each person in your group of three.
- 2 Point to a girl; point to yourself.
- 3 Slowly raise arms and flap them to “fly.”

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Decode Words with Long e | CC.1.Rfou.3 |
| Read Irregularly Spelled Words with Fluency | CC.1.Rfou.3.g |
| Read with Fluency | CC.1.Rfou.4 |

Language and Vocabulary

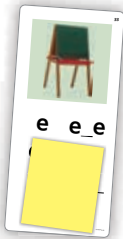



- | | |
|----------------------------|------------|
| Spell Words with Long e | CC.1.L.2.d |
| Spell High Frequency Words | CC.1.L.2.d |

We Are Ladybugs

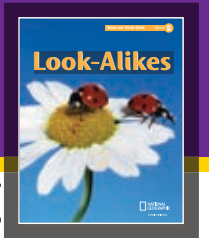
- 1 We are ladybugs, 1-2-3!
- 2 I like her and she likes me.
- 3 Here we go! Ready . . . set Fly to the sun!
- 4 We are ladybugs, 3-2-1!

Sing with Me Phonics
Songs Book page 47

Cover up all spellings except *e* and *e_e* on **Sound Spelling Card 33**. Then use **Decoding Routine 1** to connect sound and spellings /ē/ *e*, *e_e* and to blend words.

Step 1 Associate Sounds and Spellings	/ē/ <i>e</i> , <i>e_e</i>
<ol style="list-style-type: none"> 1. Tell children: <i>These words have /ē/ at the beginning.</i> 2. Continue: <i>These words have /ē/ in the middle.</i> 3. Continue: <i>These words have /ē/ at the end.</i> 4. Tell children: <i>Listen for /ē/. If you hear /ē/, touch your knees.</i> 	<p>eat, each, east</p> <p>feet, leaf, sheep</p> <p>me, we, she</p> <p>men, meet, he, set, theme, sweet, then</p>
Step 2 Spell Words with <i>e</i> and <i>e_e</i>	
<ol style="list-style-type: none"> 1. Display the picture side of Sound/Spelling Card 33. Say: <i>easel</i>. Have children repeat. 2. Say: /ē/ and have children repeat. 3. Turn the card over and point to the <i>e</i> and <i>e_e</i> spellings Explain: <i>These are two ways to spell the long e sound, /ē/.</i> 	 <p>Card 33 easel, /ē/ <i>e</i>, <i>e_e</i></p>
<ol style="list-style-type: none"> 4. Give examples of long <i>e</i> words with <i>e</i> and <i>e_e</i>. 	<p>me, be, these</p>
Step 3 Blend Sounds to Read Words	
<ol style="list-style-type: none"> 1. Write <i>S</i> and say: /s/. Have children repeat. Then add <i>t</i> and say /t/. Have children repeat. 2. Add <i>e_e</i>. Remind children: <i>The last e makes the first e say its own name.</i> Say: /ē/. Then blend /s/ /t/ /ē/ and sweep your hand below it. Have children blend the sounds with you. 3. Add <i>v</i> between the <i>e</i> and <i>e</i>. Blend the whole word and have children blend it with you. 4. Write and blend <i>me</i> and point out the pattern. 	<p>St.</p> <p>Ste_e → </p> <p>Steve → </p> <p>me → </p>
<ol style="list-style-type: none"> 5. Write and blend other words with /ē/ <i>e</i>, <i>e_e</i>. 	<p>be, she, these</p>

For **Decoding Routine 1**, see page BP32.









Read On Your Own Book 16

Name _____ Date _____

Phonics

Words with Long e

Complete each word so it names the picture.

1.  he	2.  no
3.  she	4.  we
5.  Steve	6.  pro

Read It Together He is Steve, and she is Eve.

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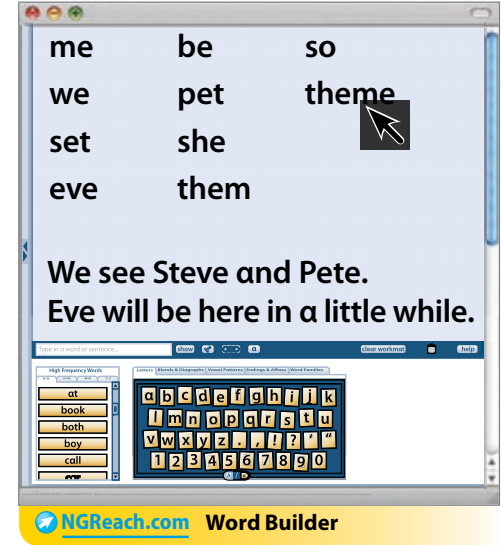
NGReach.com Practice Master PM4.51

3 Read Words with Long e ✓

Read On Your Own Book 16 page 12

Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in Step 3 on page T264b. Then point out High Frequency Words *a* and *little*.

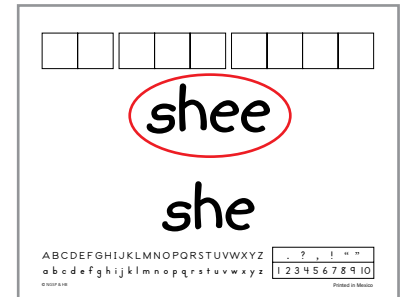
Review the sound/spelling /ē/ e, e_e on page 12 together. Assign **Practice Master PM4.51** for more practice.



4 Spell Words with Long e ✓

Use **Dictation Routine 1** to have children practice spelling words with long e.

- **Say a word:** *she*.
- **Segment Sounds:** /sh/ /ē/. *What is the first sound you hear in she?* (/sh/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 28 /sh/ and 33 /ē/)
- **Repeat the word:** *she*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

Dictate a sentence for children to say and write: *She gets a pet for Steve and me.*

Check & Reteach

OBJECTIVE: Read and Spell Words with Long e ✓

Check dictation sentences for the correct spelling of *She*, *Steve*, and *me*. Prompt self-correction. If children still spell a word incorrectly, use **Decoding Routine 2** to reteach long e. Repeat with this sentence: *Pete likes to be in class with Eve.* For **Decoding Routine 2**, see page BP33.



Words with Long e

Look at each picture. Read the words.



This is me.



We play a game.



Pete is my pal.



She is my mom.

12

Key Words

Read the sentences. Match each sentence to one of the pictures.

High Frequency Words

four
may
only
other
show
some



Ladybugs

1. **Some** ladybugs **may** have **only four** dots.
2. **Other** ladybugs have more than four dots.
3. A ladybug **shows** its six legs.

All ladybugs have six legs.



Phonics Games
NGReach.com

13

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 16
pages 12–13

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 16 page 13

Read aloud page 13. Then reread the sentences. Have children tap their heads when they hear a High Frequency Word. Then assign **Practice Master PM4.52** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners take turns reading and spelling the High Frequency Words on page 13 of **Read On Your Own Book 16**. Listen for errors.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

REVIEW Check children's retention of Unit 3 High Frequency Words. Have children play **Toss and Spell** with *be, here, where, need, around, together, come, found, full, next, their, and walk*.

- Children sit in a circle.
- One child says a word and its first letter and then tosses a beanbag to the next child.
- That child repeats the word and its first letter. Then the child adds the next letter and tosses the beanbag to the next child.
- Children continue until the word is completed. The last child says the word and uses it in a sentence.
- Children continue until all the words have been used.

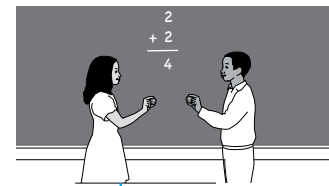
For **Toss and Spell Game**, see page BP38.

Name _____ Date _____

High Frequency Words

Math Time

Write a word from the box to complete each sentence.



High Frequency Words
four
may
only
other
show
some

1. I will show you some math.
2. Look! Two plus two is four.
3. Here is some other math.
4. You have two plums. May I have one?
5. Now you have only one plum, but I have one, too!

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NGReach.com Practice Master PM4.52

Daily Language Arts

Daily Spelling and Word Work

Practice options on pages T259j

OBJECTIVES**Thematic Connection: Growing and Changing**

Use Multiple Meaning Words

Preview a Poem to Make Predictions

PROGRAM RESOURCES**PRINT & TECHNOLOGY**Interactive Read-Aloud 8 or Interactive Read-Aloud 8
PDF R9-R11**TECHNOLOGY ONLY**

Digital Library Images

Power WritingHave children write as much as they can as well as they can in one minute about the word *attach*.For *Writing Routine 1*, see page BP56.**Vocabulary Practice****1 More Multiple Meaning Words**

Remind children that some multiple meaning words can be used as nouns and as action words. Read the sentences with the word *nest* in the chart. Point out that in the first sentence, *nest* is used as a noun meaning “a bird’s home.” In the second sentence, *nest* is an action word meaning “to use or build a nest.” Explain that knowing whether a word is a noun or an action word can be a clue to the word’s meaning.

Noun	Action Word
The birds made a nest in the tree.	Some owls nest in hollow trees.
Please write your name on the form .	The birds form a nest with twigs and grass.
The caterpillar’s shape is long and thin.	Liz will shape the clay into a pot.

Read the remaining sentences in the chart. Guide children to determine whether the words in boldface are nouns or action words and then explain what they mean.

Academic Talk**2 Preview and Predict** Interactive Read-Aloud 8 **SCREEN 1**

Have children look at the screen as you read aloud the poem’s title. Have children predict: *What do you think this poem will be about?* (Possible response: baby animals) *Why do you think that?* (Possible response: I see pictures of baby animals.) Set a purpose: *Let’s read to find out more about the baby animals.*

Check & Reteach**OBJECTIVE:** Preview a Poem to Make Predictions

If children respond off topic have them look at screen 1 again. Ask: *What is the title of the poem? Are the animals in the photos babies or adults?* Have children continue looking through the screens until you are sure they understand that this poem is about baby animals in a meadow.

COMMON CORE STANDARDS**Reading**

Read Poetry CC.1.Rlit.10

Ask and Answer Questions CC.1.SL.2

About Information Presented
Through Media**Writing**

Write About Topics CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Adjectives CC.1.L.1.f

Determine Meaning of Multiple
Meaning Words CC.1.L.4**Interactive Read-Aloud****3 Share a Poem** Interactive Read-Aloud 8 **SCREEN 1**

GENRE Say: *“Over in the Meadow” is a poem. This poem is fiction. It tells a story about make-believe animal characters.*

CONNECT ACROSS TEXTS Remind children that “Caterpillar” is also a poem. Have children think about the caterpillar in the poem. Ask: *What does it do?* (It crawls away from the girl.) Point out the pictures of baby animals in “Over in the Meadow” on screen 1. Ask: *Do you think the animals in this poem will crawl?* Set a purpose: *Let’s read to find out what the animals do.*



SCREEN 1

Over in the Meadow
by Olive A. Wadsworth

Over in the meadow,
In the sand, in the sun,
Lived an old mother-toad
And her little toadie one.
"Wink!" said the mother;
"I wink," said the one:
So she winked and she blinked
In the sand, in the sun.

Words That Rhyme
sun one one sun

Words that rhyme end with the same sound.
Cat, bat, and sat rhyme. More →

← **More** Rhythm is a pattern of beats.

← **Rhythm**

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SCIENCE BACKGROUND Share information about a meadow and some of its inhabitants:

- *A meadow is a grassy field.*
- *Many kinds of animals live in meadows, like groundhogs, bunnies, snakes, and muskrats.*
- *Muskrats are furry brown animals that live near water. They look a little bit like beavers.*

Read screens 1–4 to the class. Use the questions on page T264 to build comprehension during the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend


- Make Predictions
- Active Reading

Day 4 Listen and Analyze

- ✓ Identify Poetry Features: Rhythm
- ✓ Identify Poetry Features: Rhyme
 - Critical Thinking

SCREEN 2

Over in the meadow,
Where the stream runs blue,
Lived an old mother-fish
And her little fishes two.
"Swim!" said the mother;
"We swim," said the two:
So they swam and they leaped
Where the stream runs blue.




Words That Rhyme
blue two two blue

Rhythm

SCREEN 3

Over in the meadow,
In a hole in a tree,
Lived a mother blue-bird
And her little birdies three.
"Sing!" said the mother;
"We sing," said the three:
So they sang and were glad
In the hole in the tree.



Words That Rhyme
tree three three tree

Rhythm

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 **Make Predictions** *What do you think will happen when the mother says "Wink!"?* (Possible response: The little toad will wink.)
- 2 **Active Reading** Remind children: *When you see an exclamation point as in screens 1 and 2, you should read with expression or strong feeling.* Model reading with expression the two exclamations *Wink!* and *Swim!* Discuss with children why the mother may say these words with expression.

SECOND READ

Day 4 Listen and Analyze

- 3 **Identify Poetry Features: Rhythm** ☒ Read the first four lines on screen 1, clapping with the rhythm that is indicated by the highlighted words. *Why do you think I'm clapping?* (Possible response: to show the rhythm) Have children clap with you as you read the whole stanza.
- 4 **Identify Poetry Features: Rhyme** ☑ Read the first four lines on screen 2. After a volunteer reveals the rhyming words, ask: *Why are these words highlighted?* (because *blue* and *two* rhyme) For screens 1, 3, and 4, have children identify the rhyming words before revealing the highlighting.
- 5 **Compare and Contrast** *How are the mother animals different and alike?* (Possible response: They are different kinds of babies; they live in different places. They are all telling their babies what to do.)



SCREEN 4

NATIONAL GEOGRAPHIC Reach for Reading

Over in the meadow,
In the reeds on the shore,
Lived a mother-muskrat
And her little ratties four.
"Dive!" said the mother;
"We dive," said the four:
So they dived and they burrowed
In the reeds on the shore.

Words That Rhyme
shore four four shore

Rhythm



Daily Language Arts

Daily Grammar

Point out the possessive adjective *her* on screens 1, 2, 3, and 4. Then use the Daily Grammar lesson on page T259I to teach possessive adjectives.

Writing

4 Write About Rhyme

Display screens 1 and 2. Remind children that when words have the same ending sound, they rhyme. Review these rhyming words from the poem: sun/one, blue/two. Have children work in pairs. Have each pair pick two short *u* words or two long *u* words and write two sentences that rhyme. Remind children they can use possessive adjectives to show that someone has or owns something.

Have children share their sentences with the class.

WRAP-UP Hold up a picture of a caterpillar. Ask children to tell what the caterpillar's mother might tell it to do. (fly) Repeat with pictures of a puppy and a duckling.

For images use the **Digital Library**.

Day 4 Read and Comprehend

Decodable Narrative Text

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Substitute Final Sounds
- ✓ Read and Spell Words with Long e
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Words with Long e: Practice Master PM4.54

Blend Words: Practice Master PM4.55

High Frequency Word Cards: Practice Master PM4.49

Read On Your Own Book 16

TECHNOLOGY ONLY

Letter Cards

MATERIALS

small chips or coins for counting sounds—
3 per child

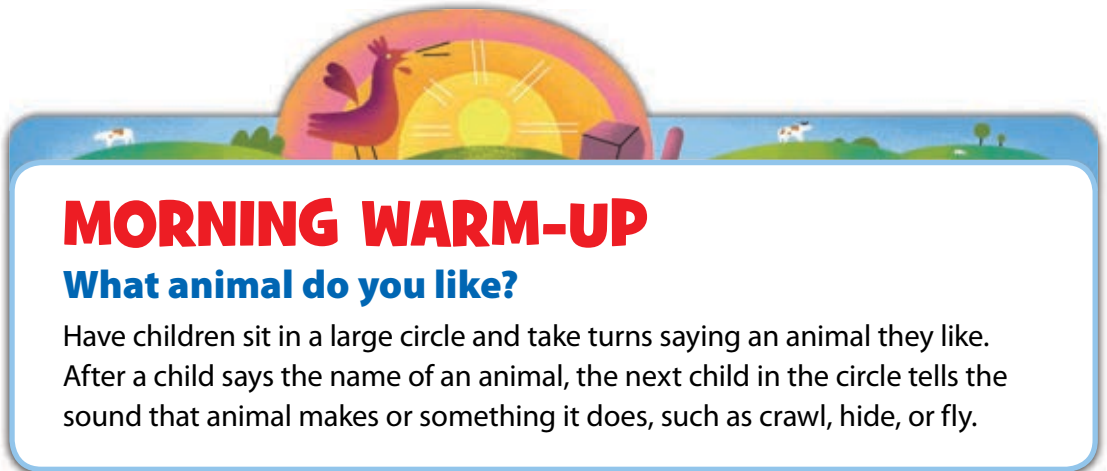
COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Long e	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

Language and Vocabulary

Spell Words with Long e	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d



MORNING WARM-UP

What animal do you like?

Have children sit in a large circle and take turns saying an animal they like. After a child says the name of an animal, the next child in the circle tells the sound that animal makes or something it does, such as crawl, hide, or fly.

Phonological Awareness

1 Substitute Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *like*.
- **Segment the sounds:** /l/ /i/ /k/.
- **Substitute a sound:** *Let's change /k/ to /t/: /l/ /i/ /t/. What is the word? (light)*
- **Say the new word:** *light. Say the new word with me: light.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *eve/eat*, *goal/goat*, *by/be*, *my/me*, *try/tree*, and *bug/bud*.

Check & Reteach

OBJECTIVE: Substitute Final Sounds ✓

Ask: *What is the last sound in mine? What is the word if we change /n/ to /t/? (might)*

If children cannot answer, tell one child or group to chant /t/, another to chant /ō/, and a third to chant /i/ at your signal. Point to the /t/s then the /ō/s and ask *What word is that? (toe)*. Then point to the /t/s then the /i/s and ask *What word is it now? (tie)*. *What sounds are changing? (/ō/ and /i/)* Repeat with *nine/night* and *show/she*.

Phonics

2 Read and Spell Words with Short and Long e ✓

Display an e **Letter Card** and ask: *What's this letter? (e)* Remind children that the short e sound is /ĕ/ and ask: *What's the long e sound? /ē/ What are the long e spellings? (e, e_e)* Use **Letter Cards** to display *pet*, *we*, and *eve*.

Have children blend and read the words with you. Then add an e to the end of *pet* and ask: *What is the new word? (Pete)*

3 Review Words with Short and Long o, e, u

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *She will go to a pet shop.*
- **Repeat the sentence.** Tell children to write the sentence as you repeat it slowly. Ask children to read and check their sentence as you repeat it. *She will go to a pet shop.*
- **Write the sentence.** Have children use it to correct their spelling. Repeat the routine with this sentence: *Luke went up a hill.*

For **Dictation Routine 2**, see page BP35.

Assign **Practice Masters PM4.54** and **PM4.55** for more practice.

High Frequency Words

4 Read and Spell Key Words

Have children play **Clues and Choose** with the **Key Words**.

- Lay **High Frequency Word Cards** for *four, may, only, other, show, and some* face up on the floor. Children sit in a circle around the cards.
- One child mentally chooses a word and gives a clue about it: *This word begins with an f.* The child continues to give clues until another child guesses the word and touches the card.
- The child who guesses gets to choose another word and give a new set of clues. Play continues until all words are guessed.

For **Clues and Choose Game**, see page BP39.

REVIEW Display the following High Frequency Words from Unit 3: *be, here, where, need, around, together, come, found, full, next, their, walk*. Have volunteers use each word in a sentence.

Check & Reteach

OBJECTIVES: Read and Spell Words with Long e ✓
Read and Spell High Frequency Words ✓

Repeat **Dictation Routine 2** with the sentence: *May Eve see Pete?*

If children have trouble spelling, display a model and have them circle any misspelled words and build them correctly with letter tiles. Repeat with this sentence: *Pete sees some bees.*


For **Dictation Routine 2**, see page BP35

Name _____ Date _____

Phonics

Words with Long e

Circle the word that completes each sentence and write it.



1. My best pal is Pete.

2. We play tunes together.

3. I play these drums.

4. He plays that flute.

5. Will you be in a band with us?

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

NGReach.com Practice Master PM4.54

Name _____ Date _____

Phonics

Blend Words

Circle the word that names each picture.

1.  not <u>note</u>	2.  <u>hop</u> hope	3.  <u>pet</u> Pete
4.  tub <u>tube</u>	5.  wet <u>we</u>	6.  rob <u>robe</u>
7.  <u>cub</u> cube	8.  got <u>go</u>	9.  no <u>nose</u>

Read It Together A cute cub is not a good pet for Pete!

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Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on pages T259j



Read On Your Own Book 16

Ladybugs
by Anne Kate Mead
illustrated by Julia Woolf

Steve and Pete are twins. Pete wants to go on a bug hunt.

We'll look for **some** bugs, **Steve!**

Steve saw a bug. It was red with black spots.

Look at this cute ladybug!

Let me see, Steve.

Dad's home, Pete. Let's ask him if he can **show** us his bug book.

Look at this page. A ladybug has eggs in the spring. Next, the eggs hatch.

- Legend**
- words with /ē/e, e_e
 - high frequency words
 - * story words

Read On Your Own Book 16
pages 14–17

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 14	Teacher's Edition
words with short <i>u</i>	bug (page 14) hunt (page 14) ladybug (page 15)	/ū/u (page T71c)
words with <i>th</i> digraphs	with (page 15) this (page 15) other (page 18) then (page 19) they (20)	/th/ (page T164e)
final consonant blends	hunt (page 14) rest (page 19)	-nt (page T159b) -st (page T161m)
contractions	let's (page 16)	contraction 's (page T205c)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Challenge children to read aloud, taking turns playing the roles of Steve and Pete.

Decodable Reading

5 Read "Ladybugs" Read On Your Own Book 16 pages 14–20

Use the illustrations to preteach the story words *ladybug* (page 15) and *book* (page 16). Use **Decoding Routine 4** to conduct two readings of "Ladybugs." Whisper read to monitor decoding, then choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

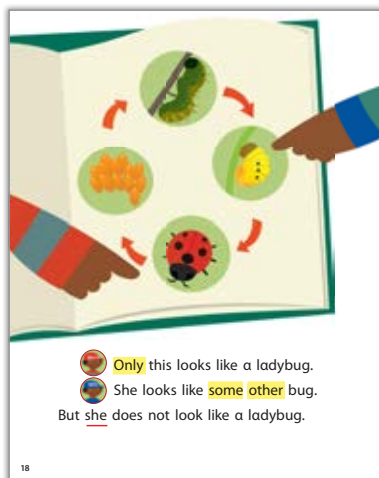
SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on errors. Use the following questions to build comprehension.

- Identify Details** *What kind of hunt does Pete want to go on?* (He wants to go on a bug hunt.)
- Determine Sequence** *When does a ladybug have eggs?* (A ladybug has eggs in the spring.) *What happens after the ladybug has eggs?* (The eggs hatch.)
- Make Inferences** *Why don't all the bugs look like ladybugs?* (Possible responses: Some of the bugs are baby ladybugs.)
- Make Connections** *What bug would you like to find on a bug hunt? Why?* (Possible response: I would like to find a dragonfly. I like them the best.)

For **Decoding Routine 4**, see page BP34.



Only this looks like a ladybug.
She looks like some other bug.
But she does not look like a ladybug.

18



Not yet. She may rest for a while. Then she will look like a ladybug.

3



Here they are.
Two ladybugs, Pete!
Twins!

20

Practice Phonics

Words with Long e
Read these words.

Steve	it	she	red
me	Jen	he	hen

Find words with long e.
Use letters to build them.

s h e

Talk Together
Choose words from the box above to talk about what you see.

I can see Steve, but he can't see me!

STUDENT TECHNOLOGY

Student eEdition

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Read On Your Own Book 16
pages 18–21

Practice Phonics

6 Words with Long e

Read On Your Own Book 16 page 21

Distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and do the word-building activity.

S	t	e	v	e
m	e			
s	h	e		
h	e			

7 Talk Together

Read On Your Own Book 16 page 21

Display the **Talk Together** sentence frames. Have children tell about the photos by filling in the blanks with words from the box. Encourage them to think about what the children and the hen might do. (Possible answers: I can see Jen/Steve/a hen, but he/she can't see me.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Ladybugs." Note reading speed and miscues.

Have children who have low reading speeds conduct partner readings or use the

Comprehension Coach to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

OBJECTIVES**Thematic Connection: Growing and Changing**

- ✔ Use Context Clues
- ✔ Identify Poetry Features: Rhythm and Rhyme

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 8 or Interactive Read-Aloud 8 PDF R9-R11

Power Writing

Have children write as much as they can as well as they can in one minute about the word *insect*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice**1 More Context Clues** ✔ Interactive Read-Aloud 8 **SCREEN 3**

Display screen 3 and model how to use context clues to determine that a hole in a tree can be a home for birds: *After “hole in the wall,” I see lived. This gives me a clue that a “hole in a tree” must be a home for birds.* Have children use the clues “reeds on the shore” and *burrowed* on screen 4 to determine where the muskrat lives.

Check & Reteach**OBJECTIVE: Use Context Clues** ✔

Display and read : *The mother bird lives in a hole in a tree. What is home? How do you know?*

If children cannot answer, have them underline the words *lived* and *in a hole in a tree*. Have them tell where they live. Explain: *The bird lives in a hole in a tree, so that is its home.*

Comprehension**2 Identify Poetry Features: Rhythm and Rhyme** Interactive Read-Aloud 8 **SCREEN 1**

Have a volunteer pull the More tab on the right of screen 1 and read the definition of rhythm. Read aloud screen 1 emphasizing the highlighted words that create the rhythm. Have the class do a choral read, emphasizing the rhythm words.

Then remind children that rhyming words sound the same at the end. Have children guess which words rhyme on screen 1. Post their list of words. Then have a volunteer pull the More tab on the left of screen 1 and read the highlighted rhyming words. Compare the words to the class list and discuss any differences.

Check & Reteach**OBJECTIVE: Identify Poetry Features: Rhythm and Rhyme** ✔

Have children name words that rhyme with *sun* and *one*.

If children cannot answer, read the words slowly, emphasizing the ending sound. Then ask them if the word *bun* rhymes with *sun* and *one*. Repeat with *ton* and *won*, if necessary.

Listen Again and Analyze**3 Build Comprehension** Interactive Read-Aloud 8 **SCREENS 1–5**

Use the **Listen and Analyze** questions on page T264g as you reread “Over in the Meadow” and practice identifying rhythm and rhyme.

COMMON CORE STANDARDS

Reading	
Read Poetry	CC.1.Rlit.10
Writing	
Write About Topics	CC.1.W.2
Speaking and Listening	
Participate in Conversations	CC.1.SL.1
Language and Vocabulary	
Use Adjectives	CC.1.L.1.f
Use Context Clues	CC.1.L.4.a



SCREEN 1

Over in the Meadow
by Olive A. Wadsworth

Over in the meadow,
In the sand, in the sun,
Lived an old mother-toad
And her little toadie one.
"Wink!" said the mother;
"I wink," said the one:
So she winked and she blinked
In the sand, in the sun.

Words That Rhyme
sun one one sun

Words that rhyme end with the same sound.
Cat, bat, and sat rhyme.

Rhythm is a pattern of beats.

Rhythm

Interactive Read-Aloud

Academic Talk

4 Discuss Animals

Have pairs of children discuss the four animals in the poem, describing what each one does (wink, swim, sing, dive). Then have children think of an animal they know and tell their partners what that animal does.

Writing

5 Write About Animals

Have children write about the animal they thought of in **Academic Talk**. Have them write a sentence telling what the animal does. Encourage them to share their sentences.

WRAP-UP Ask children how different insects move. For example, grasshoppers leap, dragonflies zoom through the air, and mosquitoes seem to float as they buzz. Have them demonstrate in a controlled manner. Invite children to copy the sounds insects make, particularly cicadas or bees.



Daily Language Arts

Daily Grammar

Point out the possessive adjective *her* in "Over in the Meadow." Write the word *their* on the board and explain that *their* is used when talking about more than one owner. Then use the Daily Grammar lesson on page T259I to teach possessive adjectives.



Read On Your Own Book 16

OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Read and Spell Words with Long *u*
- ✓ Read and Spell Words with Long *e*
- ✓ Read and Spell High Frequency Words
- ✓ Use Possessive Adjectives
- ✓ Compare Poetry Features

PROGRAM RESOURCES

PRINT & TECHNOLOGY

His or Her?: Practice Master PM4.57

Read On Your Own Book 16

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

chart paper • markers, one set for each group

MORNING WARM-UP

Which animal did you most enjoy reading about this week?

Help children recall the animals they read about this week and tell which one they most liked learning about. Ask: *Why did you choose this animal? Have you seen this animal in real life?* Have children turn and talk.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *hard*.

For **Writing Routine 1**, see page BP56.

Review Phonics and High Frequency Words

In the Garden

Look at the picture with a partner. Take turns reading the clues. Find the answers in the picture.

Legend

- words with long *e*, long *u*
- high frequency words

1. Find the only one with **four** legs.
2. Find some bugs that **may** sting.
3. Find a **huge** flower.
4. Find the rake.
5. Find a **cute** stone pot.
6. Find a place we can sit with **Pete** the cat.
7. Find the **other** place we can sit.

Read On Your Own Book 16
pages 22–23

Phonics Review

1 In the Garden ✓ Read On Your Own Book 16 pages 22–23

Read aloud the directions on page 22. Have partners take turns reading the sentences and playing the game. Read these clues and questions, and have children practice spelling words with long *u* and long *e* by writing the answers.

- *What size is the yellow flower?* (huge)
- *What is the cat's name?* (Pete)
- *Find the bugs that may sting. What do you call one?* (bee)

COMMON CORE STANDARDS

Reading

Decode Words with Long <i>u</i>	CC.1.Rfou.3
Decode Words with Long <i>e</i>	CC.2.Rfou.3
Spell Words with Long <i>u</i>	CC.1.L.2.d
Spell Words with Long <i>e</i>	CC.1.L.2.d
Read Irregularly Spelled Words	CC.1.Rfou.3.g

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Adjectives CC.1.L.1.f

Check & Reteach

- OBJECTIVES:** Read and Spell Words with Long *u* ✓
 Read and Spell Words with Long *e* ✓
 Read and Spell High Frequency Words ✓

Have children follow along as you read aloud the clues on page 23 several times.

On the first read, have children raise their hands when they hear long *u* words with spelling pattern *u_e*, and then say the word and spell it. Repeat for words with long *e* and for High Frequency Words.

Grammar


Skills Trace: ▶ Singular Possessive Adjectives
▶ Plural Possessive Adjectives
Ⓢ Possessive Adjective Agreement

Possessive Words



A **possessive word** tells who owns or has something.

This is **Marshall's** caterpillar.

This is **his** caterpillar.




Grammar Rules Possessive Words

Use her for one girl or one woman.		Butterflies land on her flowers.
Use his for one boy or one man.		Dad will use his garden tools.

Read a Sentence

Does the sentence use the correct possessive word? How do you know?

Nikki looked for her caterpillar.


Write a Sentence 


Write a sentence using a possessive word to tell what a friend brings to school.


265


Anthology page 265

STUDENT TECHNOLOGY


 Student eEdition

 Vocabulary Games


 Resources



Daily Language Arts

Spelling and Word Work 

Practice options on pages T259i–T259j

 **VOCABULARY GAME**

Introduce **Picture It**. Arrange children in small groups, each with chart paper and markers. Display the **Key Words**. Have each group choose a word and decide how they can best represent the word in a drawing. They should work together to create the drawing. Groups then display their drawings while the other children guess what word each drawing represents.

For **Picture It**, see BP53.

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play a game. Display the **Key Words**.

Grammar Review

3 Possessive Adjectives Anthology page 265

Read aloud the Grammar Rules box. Remind children that *his* and *her* tell that someone has or owns something; *her* is used for one girl or woman; *his* is used for one boy or man.

Complete the Read a Sentence activity with children. Ask: *Why does the sentence use her?* (Because Nikki is a girl.) *What would happen if we change Nikki to Ben?* (We would change *her* to *his*.) Have children complete the Write a Sentence activity.

Use pages T259k–259l to review possessive adjectives *my*, *your*, *his*, *her*, *its*, *our*, and *their*. Have groups work together to choose the correct possessive pronouns that take the place of the underlined word or words in each sentence below.

- Jen has a caterpillar. It is Jen's caterpillar. (*her*)
- Greg is holding a cat. It is Greg's cat. (*his*)
- The birds feed the chicks. These are the birds' chicks. (*their*)
- The frog has legs. The frog's legs are long. (*Its*)

Assign **Practice Master PM4.57**.

 **ONLINE VOCABULARY GAME**



 Online Games



Comprehension

4 Compare Poetry Features

Remind children that they have read two poems about animals this week.

Ask: *How are "Caterpillar" and "Over in the Meadow" similar?* (They are both poems. They are both about animals.) *What is rhyme?* (words that have the same ending sound) Read aloud the first stanza of "Over in the Meadow" and have children identify the rhyming words. (sun/one) *Can you think of some words that rhyme with sun and one?* (fun, bun, ton) *How can we show the rhythm of a poem?* (by clapping along) Read aloud the second stanza of "Over in the Meadow" and have children clap the rhythm with you.

Read "Caterpillar" aloud. *Do you hear rhyming words in this poem?* (No) Guide children to understand that some poems have rhyme and others do not. Read "Caterpillar" aloud again while children try to clap the rhythm. *Does this poem have a regular rhythm you can feel easily?* (No) Guide children to understand that in some poems, rhythm is regular, in others it isn't.

Check & Reteach

OBJECTIVE: Compare Poetry Features ✓

Have children offer a quick summary of how the two poems are alike and different. If children can't answer, read aloud the second stanza of "Over in the Meadow," emphasizing the words *blue* and *two*. Have children raise their hands when they hear a rhyming word. Repeat with remaining stanzas as necessary. Then read aloud "Caterpillar." Lead children to understand that "Caterpillar" is a poem that does not have rhyming words.

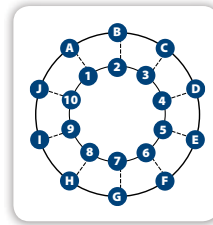
Academic Talk

5 Discuss Animals

Use **Inside-Outside Circle**.

- Children stand in concentric circles facing each other to ask and answer questions about the animals in “Over in the Meadow” (toad, fish, bluebird, muskrat) and the butterflies in “A Butterfly Is Born.”
- Have children think about how the animals are alike and how they are different.
- Have children in the outside circle ask questions; those inside answer. Guide children to compare the animals’ size, appearance, and behavior. Also have children discuss the **Big Question: How do animals change as they grow?**
- Have children rotate to form new partnerships on your signal.
- Signal again to have children trade inside/outside roles.

For **Inside-Outside Circle**, see page BP60.



Inside-Outside Circle



Daily Language Arts

Daily Grammar

Review and Assess on page T259I

Writing

6 Write About an Animal

Organize the class into small groups. Distribute chart paper and markers to each group. Have groups create a poster showing some of the animals they learned about this week. Have them write a sentence about each animal on the poster.

Display an example sentence:

The mother muskrat teaches her babies.

Remind children that they can use possessive adjectives such as *his*, *her*, or *its* when they write about something the animals have or own. After the posters are completed, display them in the classroom. Give children a chance to read these posters and offer comments or ask questions about them.

WRAP-UP

Have each child review the contents of their Weekly Folders. Form heterogeneous groups. Have groups decide which animal they would like to see in real life. Ask: *Where could you see this animal?* Display children’s ideas. Help children discuss where they might see these animals.



OBJECTIVES

Thematic Connection: Growing and Changing

- ✓ Organize and Write a Story with a Beginning, Middle, and End

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Story Map: Practice Master PM4.58

Writing Rubric: Assessment Master A4.60

TECHNOLOGY ONLY

Practice Revising: eVisual 4.16

SUGGESTED PACING

- DAY 1 Study a Model
- DAY 2 Prewrite
- DAY 3 Draft
- DAY 4 Revise and Edit
- DAY 5 Publish and Present

Study a Model

Read and Analyze Anthology page 266

Read aloud the prompt and clarify the role, audience, form, and topic: *“Write Like a Storyteller” tells me that my role as a writer will be someone telling a story. Who are we writing for? (a friend) What are we writing? (a story) What are we writing about? (growing up)*

Review the trait, organization. Explain: *Good writers put story events in order. They use words like first, next, and last to help readers know what happens in the beginning, middle, and end.*

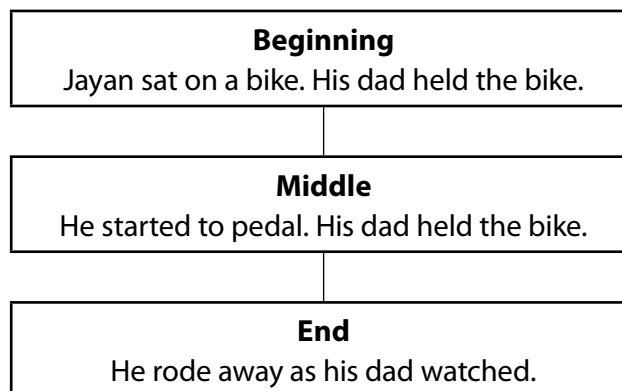
Read aloud the first two lines of the story model “Big Bike Time.” Point to the first sentence and say: *This is the beginning of the story.* Then point to *First* and say: *This is the first event of the story. First is a word that signals beginning.* Read aloud the remaining sentences and tell children that *Next* signals the middle, and *Last* signals the end. Read aloud the entire story model from beginning to end.

Prewrite

Plan Anthology pages 266–267

Reread the prompt on page 266. Explain: *You will write a true story about something that happened when you were growing up.* Remind children that a story, like *Ruby in Her Own Time*, has a beginning, middle, and end. Have children share what they recall about completing the Story Map for *Ruby in Her Own Time*. Allow pairs time to tell each other several stories and then to choose one they will write about. Have them retell the story using *first, next, and last*.

Model how to complete a Story Map using “Big Bike Time.”



Distribute **Practice Master PM4.58** and have children plan their own stories, using the Language Frames on page 267 and the Organization Checklist on the practice master as guidance.

Name _____ Date _____

Prewrite Graphic Organizer: Story Map

Story Map

Beginning:
Middle:
End:

Organization Checklist

- ✓ Does the story have a beginning?
- ✓ Does the story have a middle?
- ✓ Does the story have an end?
- ✓ Are there words that signal the beginning, middle, and end?

PM4.58 Unit 4 | Growing and Changing

NGReach.com Practice Master PM4.58

COMMON CORE STANDARDS

Writing

- Write Narratives CC.1.W.3
- Focus on a Topic; Respond to Questions and Suggestions from Peers CC.1.W.5

Speaking and Listening

- Ask and Answer Questions CC.1.SL.3

Language and Vocabulary

- Produce Complete Sentences CC.1.L.1.j

Writing Project

Write Like a Storyteller

Write a Story

Have you heard stories about when you were younger? Tell one of your stories about growing up. Write the story for a friend.



Big Bike Time
by Jayan Ramahan

It was time for me to ride a big bike.

beginning First, I sat on the seat. Dad held the bike.

middle Next, I started to pedal. Dad held the bike.

end Last, I rode away. Dad watched me go!

Stories have a title and an author.

266

Language Frames

- First, I _____.
- Next, I _____.
- Last, I _____.

1 Plan and Write

Talk with a partner about stories you heard from your family. Pick one story. Tell your partner what happened first, next, and last.

Write your ideas. Then write the beginning, middle, and end of the story.

2 Check Your Work

Revise and edit your writing. Use this checklist.

Checklist

- Can you repeat a word to make your story more fun to read?
- Check your sentences. Did you use a capital letter for the pronoun I?
- Read your story aloud. Check for words that sound alike. Correct spelling errors.

3 Finish and Share

Finish your story. Write each sentence neatly. Leave spaces between words.

Read your story. Be a good listener.

I learned how to play soccer from my dad.



267

Anthology
pages 266–267

Draft

Write Anthology page 267

Use the Story Map that you created for “Big Bike Time” and model how the author used it to draft the story.

Think Aloud	Write
Jayan’s story is about riding a big bike for the first time. Jayan introduced his topic before telling us his story.	It was time for me to ride a big bike.
The first event is that Jayan sat on the bike. He used the word first to let us know this is the beginning. Then he added a detail about his dad.	First, I sat on the seat. Dad held the bike.

Continue the Think Aloud to cover the middle and end of the story.

Have children draft their stories. Remind them to use their Story Maps to organize their writing.

See Differentiate

Differentiate

EL English Learners

ISSUE Children need language support to add details to their stories.

STRATEGY Help children create a word bank on their topics using picture books and the Internet. For example, if they are writing about the first time they swam, they may point to pictures such as swimming pools, floating devices, and lifeguards as you provide the words and spelling.



Revise

Check Your Work

Post the revising marks. Then read aloud **eVisual 4.16** to model how to make changes to drafts.



Practice Revising

My grandpa Pete taught me how to make his special pie. First, we made the crust. I helped roll it and put it in the pan. We baked it. Then, we made the filling. I used huge apples. I cut them and added the sugar. It was yummy!

Revising Marks

- Add.
- Take out.
- Move to here.
- Check spelling.
- Capitalize.

NGReach.com Practice Revising: eVisual 4.16



INTERACTIVE WHITEBOARD TIP: Use the whiteboard pen to mark revisions.

Think aloud as you mark the revision to fix the story's organization: *The fourth sentence is out of place. You bake the pie last. I will move it to come at the end.* You can also model how to add the word *Last* and lowercase *We*.

Have partners read aloud their drafts to each other. Have the listener retell his or her partner's story. Then have the listener ask the writer each of the Organization Checklist questions on **Practice Master PM4.58**. Both writers and listeners discuss the responses and make suggestions for revisions.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Children have more than three events and need more sequence words.

STRATEGY Have pairs or small groups brainstorm or check a thesaurus for temporal words. Have them use the editorial "add" mark to add the words to their drafts.

BL Below Level

ISSUE Children write events out of order.

STRATEGY Have children number three pieces of paper as 1, 2, and 3. Then have them cut out each sentence of their drafts and read or retell them to you. Help children place each sentence on the correct numbered paper. Once the order is correct, children can rewrite the draft in that order.

Edit

Check Your Work **Anthology** page 267

Have children work in pairs to review drafts using the Checklist on page 267. Circle any words they think may be misspelled or any grammatical errors. Circulate and provide feedback on their findings. Use Daily Language Arts lessons to reinforce spelling and grammar skills.

Checklist

- Can you repeat a word to make your story more fun to read?
- Check your sentences. Did you use a capital letter for the pronoun I?
- Read your story aloud. Check for words that sound alike. Correct spelling errors.

Publish and Present

Finish **Anthology** page 267

Have children make final drafts on clean paper, incorporating their revisions and edits. Have them illustrate their stories. Bind the pages together using a hole punch and yarn to make a class storybook.



Use the **Writing Rubric** to assess each child's story.

Share **Anthology** page 267

Model how to enliven storytelling with gestures. Reread the student model, holding your arms up high to show "the big bike" and miming trying to balance sitting on a bike for the first time. Ask: *What do these gestures add to the story?* (They add details and give a more complete picture of the writing.) Have children read aloud their stories, using gestures.



After each child reads his or her story to the class, allow time for questions and answers. Remind children to use complete sentences when replying to questions. Model by role-playing a listener asking: *Were you scared when you first got on the bike?* Answer: *Yes, I was a little scared at first.*



Daily Language Arts

Daily Spelling and Word Work

Point out the spelling of long *u* words *used* and *huge* in **eVisual 4.16** on T267a. Then use pages T259g–T259h to practice spelling.

Daily Grammar

Point out the possessive adjective *his* in **eVisual 4.6** on page T267a. Use pages T259i–T259j to practice possessive adjectives.

Writing Rubric

Score	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The message is clear and focused. Details are excellent, showing a deep understanding of the topic. 	<ul style="list-style-type: none"> The structure is clear and fits the purpose. All content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is appropriate for the audience. The writing is lively and engaging. 	<ul style="list-style-type: none"> Appropriate words are used to convey the message. The language is consistent and clear. 	<ul style="list-style-type: none"> All sentences are well formed and easy to read. When read aloud, the writing has a natural and rhythmic flow. 	<ul style="list-style-type: none"> Conventions are used correctly and consistently. Only a few minor errors in punctuation, capitalization, and spelling are present. 	<ul style="list-style-type: none"> The text is presented in a clear and organized way. Visuals are appropriate and enhance the meaning of the text.
3	<ul style="list-style-type: none"> The message is clear and focused. Most details are accurate and show a good understanding of the topic. 	<ul style="list-style-type: none"> The structure is clear and fits the purpose. Most of the content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is appropriate for the audience. The writing is mostly clear and engaging. 	<ul style="list-style-type: none"> Some appropriate words are used to convey the message. Most of the language is clear and consistent. 	<ul style="list-style-type: none"> Most sentences are well formed and easy to read. When read aloud, the writing has a mostly natural and rhythmic flow. 	<ul style="list-style-type: none"> Conventions are used mostly correctly. Some minor errors in punctuation, capitalization, and spelling are present. 	<ul style="list-style-type: none"> The text is presented in a clear and organized way. Visuals are mostly appropriate and enhance the meaning of the text.
2	<ul style="list-style-type: none"> The message is mostly clear but contains some inaccuracies or lacks a clear focus. Some details are accurate but show a limited understanding of the topic. 	<ul style="list-style-type: none"> The structure is somewhat clear but contains some inaccuracies or lacks a clear focus. Some content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is mostly appropriate for the audience. The writing is mostly clear but lacks engagement. 	<ul style="list-style-type: none"> Some appropriate words are used to convey the message. Some of the language is unclear or inconsistent. 	<ul style="list-style-type: none"> Some sentences are well formed and easy to read. When read aloud, the writing has a somewhat natural and rhythmic flow. 	<ul style="list-style-type: none"> Conventions are used with some accuracy. Several errors in punctuation, capitalization, and spelling are present. 	<ul style="list-style-type: none"> The text is presented in a clear and organized way. Visuals are mostly appropriate and enhance the meaning of the text.
1	<ul style="list-style-type: none"> The message is mostly unclear and lacks focus. The content is mostly inaccurate or shows a limited understanding of the topic. 	<ul style="list-style-type: none"> The structure is mostly unclear and lacks focus. The content does not flow in a logical sequence. 	<ul style="list-style-type: none"> The tone is mostly inappropriate for the audience. The writing is mostly unclear and lacks engagement. 	<ul style="list-style-type: none"> Few appropriate words are used to convey the message. Little or no use of the language is clear and consistent. 	<ul style="list-style-type: none"> Few sentences are well formed and easy to read. When read aloud, the writing has a mostly unnatural and rhythmic flow. 	<ul style="list-style-type: none"> Conventions are used with little or no accuracy. Many errors in punctuation, capitalization, and spelling are present. 	<ul style="list-style-type: none"> The text is not presented in a clear and organized way. Visuals are not appropriate and do not enhance the meaning of the text.

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Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Medial Sounds
- Substitute Final Sounds

Phonics

- Decode Words with Long *u*
- Distinguish Long *u* from Short *u*
- Decode Words with Long *e*
- Distinguish Long *e* from Short *e*

High Frequency Words

- Read High Frequency Words

ASSESSMENTS

Foundational Skills Test Unit 4, Week 4

Phonological Awareness **X**

Assess the part of the test individually with each child. Record responses on a copy of the Student Profile on page A4.1.

Subskill	Assessment Question	Items
Substitute Medial Sound	They heard a word. Listen to the word. Now hear another word.	<input type="radio"/> tub (tub) <input type="radio"/> eat (eat) <input type="radio"/> mule (mule) <input type="radio"/> duck (duck) <input type="radio"/> mole (mole) <input type="radio"/> hear (hear)
Substitute Final Sound	They heard a word. Listen to the word. Now hear another word.	<input type="radio"/> show (show) <input type="radio"/> like (like) <input type="radio"/> some (some) <input type="radio"/> other (other)

Decoding **XXX**

Long *u*

The Decoding Test on page A4.38 is multiple choice and they are administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A4.1.

High Frequency Words **X**

Make a copy of this page so you can cut out the list of high frequency words. Have the child read the words aloud. Record the child's responses on a copy of the Student Profile on page A4.1.

Week 4

show
four
some
may
other
only

A4.37 Unit 4, Week 4

Foundational Skills Test Unit 4, Week 4

1. mull hi

2. mule he

3. mole hen

4. plus theme

5. plum them

6. plume the

7. flute hog

8. fleet hug

9. flake huge

A4.38 Unit 4, Week 4

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Long *u* words

- use I use a hand lens to see the caterpillar.
- tube It was the shape of a tube.

Long *e* words

- tree Did you find it in the tree?
- these No, I found it in these bushes.

High Frequency Words

- four I found four caterpillars in my yard.
- may You may find more in your tree.
- only I only looked for a short time.
- other Did you find any other things?
- show Would you like me to show you?
- some I will come visit some day this week.

More Words

Use these words and sentences for additional Pretest and Test items.

- huge Let's meet at the huge oak tree in my yard.
- cute I hope we find lots of cute caterpillars!
- here I bet we can find some here on the tree.
- rule Remember to follow my parents' backyard rule.
- me Please tell me what it is.
- feet No bare feet because of all the rocks.

Spelling

- Spell Words with Long *u*
- Spell Words with Long *e*
- Spell High Frequency Words

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 4

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

A4.1 Unit 4, Week 4

Oral Reading Assessment Unit 4

Mother skunk and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

"We can't sleep here. This isn't a safe place," said mother skunk. "It's getting late. We must find a spot to sleep."

"Don't go yet," father skunk said. "I think the snake is tame. Let's talk to him and find out."

The snake left the cave. He grinned and said, "Hi, my name is Jake. I am very tame. That's my cave. You can see it's very safe. Let me take you there."

Together, they went in. Mother skunk felt good. "This is a safe place. We can sleep here."

A4.2 Unit 4, Week 4

Oral Reading Assessment Unit 4

Assessment	Phrasing		Accuracy		Rate	
	4	3	4	3	4	3
Phrasing						
Accuracy						
Rate						

A4.3 Unit 4, Week 4

Reading

- Identify Poetry Features: Rhythm
- Identify Poetry Features: Rhyme
- Determine Importance

Reading Comprehension Test Unit 4

Directions: Read the story. Then answer the questions about the story.

Cara Grows Vegetables

First, Cara finds a place with good soil. She plants the seeds in a sunny spot. She gives the seeds water. Cara pulls weeds that grow in her garden.

Soon the seeds sprout. Up come many small plants. Cara visits her plants every day. She watches how they change. They grow leaves. Next come little flowers.

The flowers slowly become vegetables. They fill the garden with color. At last the vegetables are ready to eat!

A4.39 Unit 4, Week 4

Reading Strategy Assessment Unit 4

Check the reading strategy the child used and ask the questions that follow about how the child used the strategy. Use the strategy list to help you. Directions: How well did the child use the strategy? Circle the child's score.

Ask: "What did you do when you used this strategy?"

Ask: "How did you use this strategy?"

Ask: "What did you do when you used this strategy?"

Strategy	How well did the child use the strategy?	How did you use this strategy?
1. Read silently	4 3 2 1	Did you use the strategy to read the story?
2. Read aloud	4 3 2 1	Did you use the strategy to read the story?
3. Read with a partner	4 3 2 1	Did you use the strategy to read the story?
4. Read with a teacher	4 3 2 1	Did you use the strategy to read the story?

LR4.5 Unit 4, Week 4

Reading Strategy Assessment Unit 4

Strategy	Make Connections		Make Inferences		Visualize	
	4	3	4	3	4	3
1. Read silently						
2. Read aloud						
3. Read with a partner						
4. Read with a teacher						

LR4.6 Unit 4, Week 4

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Possessive Adjectives
- Write a Narrative Sentence

Vocabulary Test Unit 4

Directions: Read the question. Choose the best answer.

1. What does the word **enjoy** mean in this sentence?

We enjoy the fun show.

bring
 know
 like

2. What does the word **damp** mean in this sentence?

Mom watered the flowers, and the ground is still damp.

wet
 big
 tall

A4.48 Unit 4, Week 4

Grammar and Writing Test Unit 4

Directions: Choose the answer that completes the sentence correctly.

1. I see monkeys at the zoo. _____ are fun to watch.

It
 He
 They

2. The _____ name is Polly.

bird
 birds
 bird's

3. "Please speak louder. I can't hear _____."

you
 her
 them

A4.52 Unit 4, Week 4

Writing Rubric

Assessment	4	3	2	1
1. Write a narrative sentence				
2. Write a narrative sentence				
3. Write a narrative sentence				
4. Write a narrative sentence				

A4.60 Unit 4, Week 4

Foundational Skills Test

A4.37–A4.38

Spelling Pretest/Spelling Test

See page T259g

Oral Reading Assessment

A4.1–A4.4

Use these passages throughout Unit 4. Work with below level readers this week.

Reading Comprehension Unit Test

A4.39–A4.47

Reading Strategy Assessment

LR4.5–LR4.6

Vocabulary Unit Test

A4.48–A4.51

Grammar and Writing Unit Test

A4.52–4.55

Writing Rubric

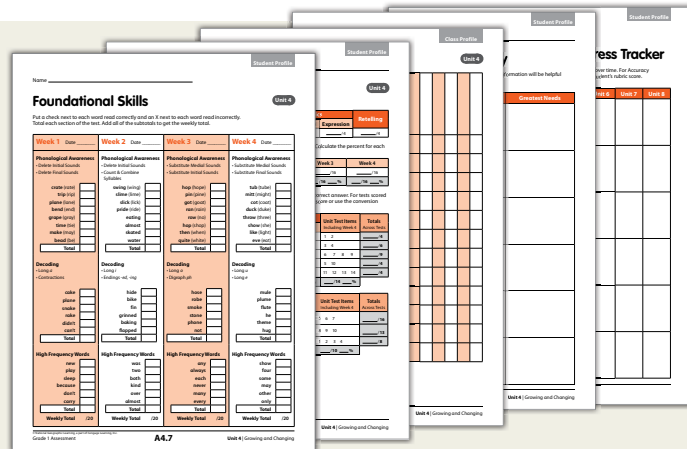
A4.60



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills A4.7
- Student Profile: Weekly and Unit Tests A4.56
- Class Profile: Weekly and Unit Tests A5.58
- Student Profile: Strengths and Needs Summary A4.59
- Student Profile: Oral Reading Assessment Progress Tracker ONLINE ONLY

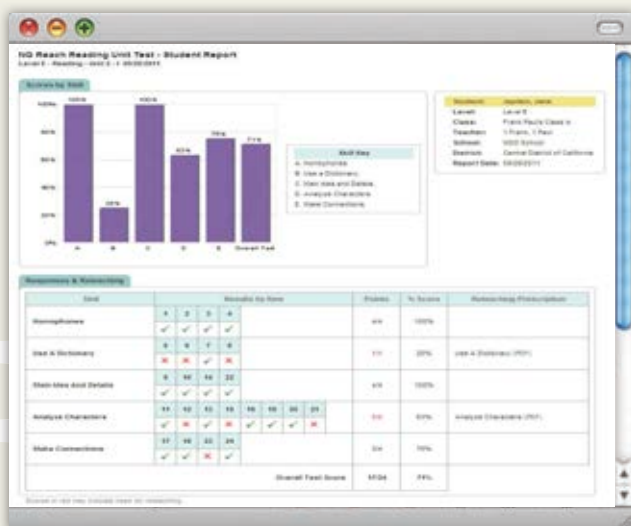
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, page BP38



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessments
- Class Profile: Weekly and Unit Assessments
- Standards Summary Report

Reading

RETEACH

- Rhythm & Rhyme: Reteaching Master RT4.13
- Determine Importance: Reteaching Master RT4.14

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

Vocabulary, Grammar and Writing

RETEACH

- Possessive Adjectives: Reteaching Master RT4.15
- Interactive Writing Routine page BP58

ADDITIONAL PRACTICE

- More Grammar Practice RT4.16

WRITING TRAIT

- Organization: Reteaching Master RT4.17

Unit 4 Wrap-Up

Unit 4 Wrap-Up



?
BIG
Question
How do animals change as they grow?

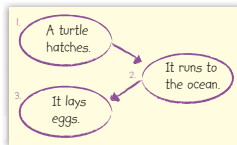
Share Your Ideas

Think about how animals change as they grow. Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Draw a Sequence Chain

Draw a sequence chain that shows how an animal grows. Show three steps in the sequence. Number each step in order.



268

Anthology
pages 268–269

OBJECTIVES

Thematic Connection: Growing and Changing
Review Content

MATERIALS

unit concept map

COMMON CORE STANDARDS

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Describe Events CC.1.SL.4

Add Visuals to Clarify CC.1.SL.5

Produce Complete Sentences CC.1.SL.6

Language and Vocabulary

Use Words and Phrases CC.1.L.6

Talk About It!

Question and Answer Game

Point to diagrams and photos in the unit. Ask **before and after** questions about sequence. Have your partner answer **before** or **after**.

Does Ruby fly **before** or **after** she is born?

After!



Do It!

Show the Order

Draw images of a caterpillar, a butterfly, and a pupa inside of a chrysalis. Give three students the drawings. Take turns putting the students in order to show how a caterpillar changes into a butterfly.



269

Academic Talk

1 Big Question Anthology page 268

Display the Big Question. Read aloud **Share Your Ideas** on page 268. Have children revisit their unit concept maps to remind them of their answers to the Big Question. Encourage them to add any additional ideas. Guide them in thinking about their class discussions by looking at the selections in the unit and their leveled reading books.

Have children share their favorite answers to the Big Question. Encourage elaboration: *Can you give an example? Can you tell more? Why do you think so?*

Unit Projects

2 Share Your Ideas Anthology page 268

Read aloud the project options. Allow children a few minutes to turn and talk in order to choose their project. Have children who have chosen the **Talk About It!** option form pairs and gather in designated areas. Have the other children work independently at their desks.

Write It!



MATERIALS

unlined paper • pencils

Plan

Read aloud the sample sequence chain on page 268. Explain that sequence chains tell the order of events. *Use the numbers 1, 2, and 3 to show what happens first, what happens next, and what happens last.* Encourage children to choose an animal that they learned about in the unit.

Focus on a Topic
Produce Complete Sentences

CC.1.W.5
CC.1.SL.6

Draw a Sequence Chain

In their sequence chains, encourage children to:

- use **Key Words**
- use complete sentences

Have each child read the sentences aloud to classmates. Encourage them to use the words *first*, *next*, and *last* to talk about their chains.



Talk About It!



Plan

Have each child choose a selection from the reading in this unit. Have children review the events of the plot and write at least two before and after questions to use as they play the game.

Question and Answer Game

Arrange children in pairs. Have one child ask the before and after questions. The other child can answer them. Then have pairs change roles.

Use Words and Phrases

CC.1.L.6

When children are done playing, ask each pair to summarize the game for the class by sharing the before and after questions they asked.



Do It!



MATERIALS

drawing paper • colored pencils or crayons

Plan

Have children review the images from “A Butterfly Is Born.”

Draw

Allow children time to create their images. Encourage children to add details such as branches and leaves to their drawings.

Describe Events
Add Visuals to Clarify

CC.1.SL.4
CC.1.SL.5

Show the Order

Have children who chose one of the other options volunteer to hold the drawings. When children are standing in order holding the pictures, have the presenter use *first*, *next*, and *last* to talk about each of the pictures in sequence.



Unit 4 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Click links in the Teacher eEdition

Access all resources using the Lesson Planner

Browse the Resource Directory

Display Practice Masters using the Presentation Tool



More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



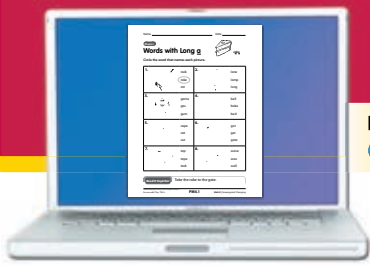
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 4: English and Spanish			
Week 1	Day 1: Words with Long <i>a</i>	PM4.1	Day 3: Contractions	PM4.8
	Beginning-Middle-End Chart	PM4.2	High Frequency Words	PM4.9
	Day 2: Blend Words	PM4.3	Grammar: Subject Pronouns	PM4.10
	Words with Long <i>a</i>	PM4.4	Day 4: Contractions	PM4.11
	Handwriting	PM4.5	Grammar and Writing	PM4.12
	Word Sort: Long <i>a</i>	PM4.6	Day 5: Vocabulary	PM4.13
	High Frequency Word Cards	PM4.7	Beginning-Middle-End Chart	PM4.14
Week 2	Day 1: Words with Long <i>i</i>	PM4.15	Day 3: Grammar: Personal Pronouns	PM4.23
	Grammar: Personal Pronouns	PM4.16	Phonics: Ending <i>-ed</i>	PM4.24
	Day 2: Blend Words	PM4.17	Phonics: Ending <i>-ing</i>	PM4.25
	Words with Long <i>i</i>	PM4.18	High Frequency Words	PM4.26
	Handwriting	PM4.19	Day 4: Grammar and Writing	PM4.27
	Long <i>i</i> Word Cards	PM4.20	Phonics: Ending <i>-ed</i>	PM4.28
	High Frequency Word Cards	PM4.21	Phonics: Ending <i>-ing</i>	PM4.29
Venn Diagram	PM4.22	Day 5: Grammar: Subject Pronouns	PM4.30	
Week 3	Day 1: Words with Long <i>o</i>	PM4.31	Day 3: More Words with Long <i>o</i>	PM4.38
	Main Idea and Details Chart	PM4.32	High Frequency Words	PM4.39
	Day 2: Words with Long <i>o</i>	PM4.33	Grammar: Possessive Nouns	PM4.40
	Words with <i>ph</i>	PM4.34	Day 4: More Words with Long <i>o</i>	PM4.41
	Handwriting	PM4.35	Grammar and Writing	PM4.42
	Word Sort: Long <i>o</i>	PM4.36	Day 5: Vocabulary	PM4.43
High Frequency Word Cards	PM4.37	Main Idea and Details Chart	PM4.44	
Week 4	Day 1: Words with <i>u_e</i>	PM4.45	Grammar: Possessive Adjectives	PM4.53
	Words with <i>u_e</i>	PM4.46	Day 4: Words with Long <i>e</i>	PM4.54
	Handwriting	PM4.47	Blend Words	PM4.55
	Word Sort: Long <i>u</i> and Long <i>e</i>	PM4.48	Grammar and Writing	PM4.56
	High Frequency Word Cards	PM4.49	Day 5: Grammar: Possessive Adjectives	PM4.57
	Day 3: T Chart	PM4.50	Prewrite: Beginning-Middle-End Chart	PM4.58
	Words with Long <i>e</i>	PM4.51		
	High Frequency Words	PM4.52		

Dear Family Member,

“How do animals change as they grow?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about growth and change. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about how your student has changed as he or she has grown. Try to use some of the New Words in your discussion.
2. Using the space below, work together to write about, or draw a picture of, something important that has happened to your student while growing up.
3. Remind your student to bring the completed description or drawing to class.

What We're Reading

“Guess What I’ll Be?”

In this question book, readers see what different young animals grow up to be.

“Ruby in Her Own Time”

by Jonathan Emmett

A duckling grows slowly, but when it’s time to fly, she surprises everyone.

“Turtles: From Eggs to Ocean”

by Mariana Fuentes

Explorer Mariana Fuentes describes how baby sea turtles are born.

“A Butterfly Is Born”

by Fran Downey

The author describes the life cycle of a butterfly.

“Caterpillar”

by Nikki Grimes

In this poem, the speaker compares herself to a caterpillar.

And more!

COPY READY



New Words

Weeks 1 and 2

adult

form

nest

baby

grow

shape

before

hatch

size

egg

inside

time

Weeks 3 and 4

attach

change

insect

born

chrysalis

pupa


butterfly

color

sequence

caterpillar

hard

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel B | Unidad 4

Estimado miembro de la familia,

“¿Cómo cambian los animales a medida que crecen?” Esta es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca del crecimiento y el cambio. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Hablen acerca de la manera en que su estudiante está cambiado a medida que va creciendo. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Usen el siguiente espacio para dibujar o para escribir acerca de algo importante que haya ocurrido a su estudiante durante su crecimiento.
3. Recuerde a su estudiante traer la descripción o dibujo completos a clase.

Qué estamos leyendo

“Guess What I’ll Be?”

En este libro de preguntas los lectores ven en qué se convierten diferentes animales jóvenes cuando crecen.

“Ruby in Her Own Time”

por Jonathan Emmett

Un patito crece lentamente, pero cuando llega el momento de volar, deja a todos sorprendidos.

“Turtles: From Eggs to Ocean”

por Mariana Fuentes

La exploradora Mariana Fuentes describe cómo nacen las tortugas marinas.

“A Butterfly Is Born”

por Fran Downey

La autora describe el ciclo de vida de una mariposa.

“Caterpillar”

por Nikki Grimes

En este poema, la narradora se compara con una oruga.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

adult

adulto

baby

bebé

before

antes

egg

huevo

form

forma

grow

crecer

hatch

empollar

inside

interior

nest

nido

shape

forma

size

tamaño

time

tiempo

COPY READY

Semanas 1 y 2

attach

sujetar

born

nacer

butterfly

mariposa

caterpillar

oruga

change

cambiar

chrysalis

crisálida

color

color

hard

duro

insect

insecto

pupa

pupa

sequence

secuencia

Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

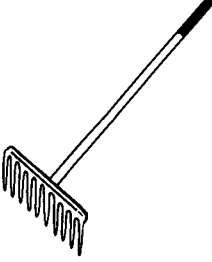
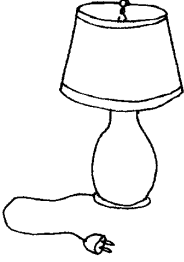
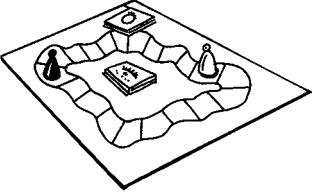
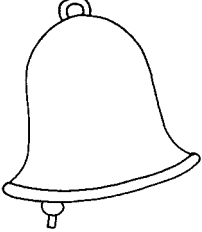
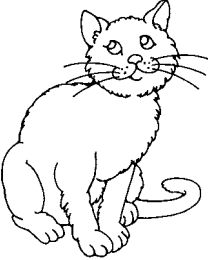
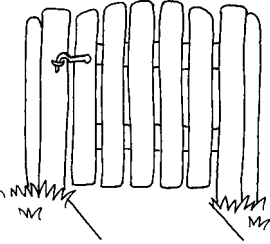
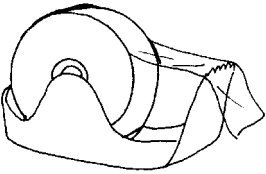

Phonics

Words with Long a



cake

Circle the word that names each picture.

<p>1.</p>  <p>rack <input checked="" type="radio"/> rake rat</p>	<p>2.</p>  <p>lane lamp long</p>
<p>3.</p>  <p>game gas gum</p>	<p>4.</p>  <p>bell bake bed</p>
<p>5.</p>  <p>cape cat cut</p>	<p>6.</p>  <p>got get gate</p>
<p>7.</p>  <p>tap tape tack</p>	<p>8.</p>  <p>wave wax well</p>

Read It Together

Take the rake to the gate.

Name _____ Date _____

Beginning-Middle-End Chart

Identify Plot

Think of a story you know. Write or draw the plot in the chart.


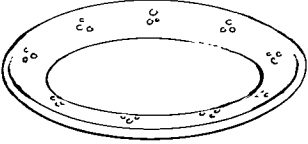
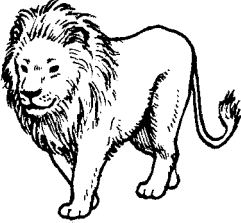

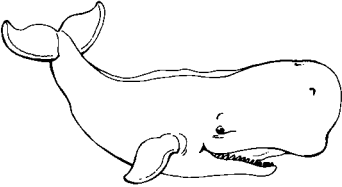


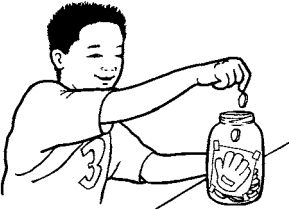
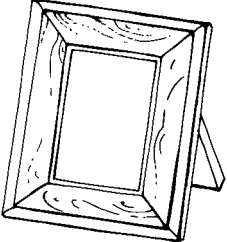
Beginning:
Middle:
End:

COPY READY

Phonics

Blend Words

Circle the word that names each picture.

<p>1.</p>  <p>cape cake</p>	<p>2.</p>  <p>brake plate</p>	<p>3.</p>  <p>grape mane</p>
<p>4.</p>  <p>cane wave</p>	<p>5.</p>  <p>scale whale</p>	<p>6.</p>  <p>skate same</p>
<p>7.</p>  <p>date snake</p>	<p>8.</p>  <p>save flake</p>	<p>9.</p>  <p>frame plane</p>

Read It Together

Would a whale or a snake be in a lake?

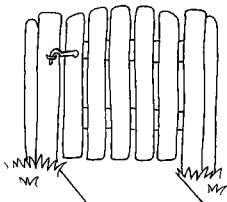
Phonics

Words with Long a

Complete each word so it names the picture.

COPY READY

1.



gate

2.



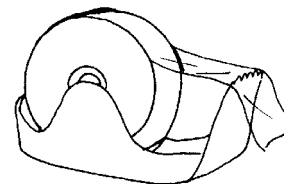
w v

3.



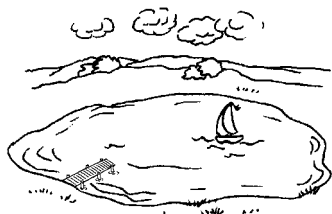
c k

4.



t p

5.



l k

6.



v s

Read It Together

Look at the waves in the lake.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

because because

because

carry carry carry

don't don't don't

new new new

play play play

sleep sleep sleep

COPY READY

Long a Word Cards

COPY READY

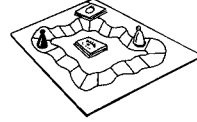
snake



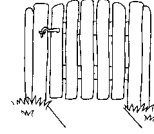
cane



game



gate



crate

bake

came

same

flame

cake

date

late

tame

wake

rake

mate

lane

lake

fame

rate

mane

flake

frame

plate

pane

take

plane

make

High Frequency Word Cards

go

because

great

carry

one

don't

saw

new

want

play

would

sleep

COPY READY

Phonics

Contractions

what + is = what's

is + not = isn't

Read the sentences. Write the contraction for the underlined words.



COPY READY

1. Can you see what is in the pond?

Can you see _____ in the pond?

2. I can not see a cat in the pond.

I _____ see a cat in the pond.

3. It is not a cat.

It _____ a cat.

4. I think it is a fish!

I think _____ a fish!

High Frequency Words

What's in the Box?

Write a word from the box to complete each sentence.

High Frequency Words
because
carry
don't
new
play
sleep





- _____
1. Jack and Beth _____ have a dog.
- _____
2. They _____ with Gramps's dog.
- _____
3. They help Gramps _____ a box because it is big.
- _____
4. What's in the box? A _____ pup is in it!
- _____
5. They will play. Then the pup will _____ .

COPY READY

Word Cards: Subject Pronouns

COPY READY

I	you 	he	she
it	we	you (<i>more than one</i>) 	they
duck	Dad	you and your sister	Dave
eggs	Ali and I	Mom	pond
my cousins and I	duckling	desk	myself
pencils	you and your brothers	Ana	yourself

Phonics

Contractions

she + is = she's
did + not = didn't

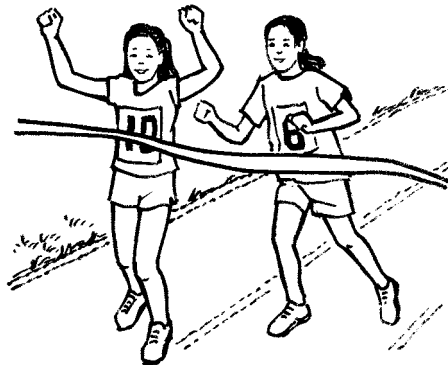
Read the sentences. Write the contraction for the underlined words.

1. I did not see Jane. Did you?

I _____ see Jane. Did you?

2. She is on the track.

_____ on the track.

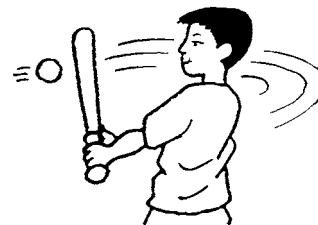


3. Jake was not on the track.

Jake _____ on the track.

4. I think he is at bat.

I think _____ at bat.



Grammar and Writing

Write Subject Pronouns

One	More Than One
I	we
you	you
he (for a male)	they
she (for a female)	they
it (for a thing or place)	they

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

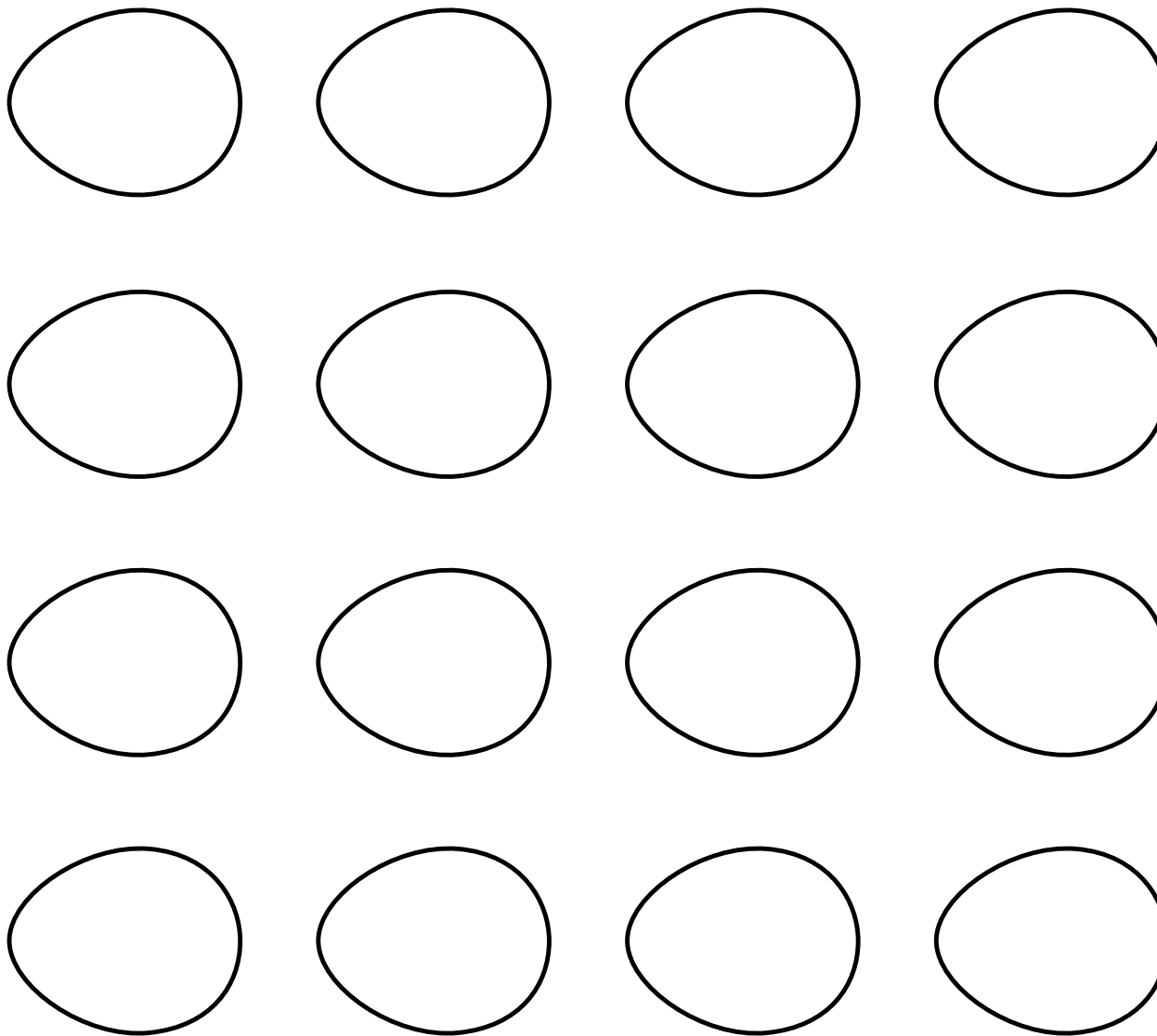
- Maya and Janet look at the ducklings. _____ look at them every day.
- Maya feeds the ducklings. _____ feeds them bread.
- Richard walks around the pond. _____ walks quickly.
- The pond is big. _____ is the ducks' home. [anno:] It
- My friend and I watch the ducklings, too. _____ are happy to see them grow.
- You and your sister must be quiet! _____ might scare the ducklings away.

Name _____ Date _____

Vocabulary

Vocabulary Bingo

1. Write a Key Word in each egg.
2. Listen to the clues. Place a marker on the Key Word.
3. Say "Bingo" when you have four markers in a row.



COPY READY

Name _____

Date _____

Beginning-Middle-End Chart

Ruby in Her Own Time

Complete the chart. Write the important parts of the plot from the story.

COPY READY

<p>Beginning:</p> <p><i>First, Ruby hatches from an egg.</i></p>

<p>Middle:</p>

<p>End:</p>

 Use your chart to retell the story. Act out the events in order to a partner.

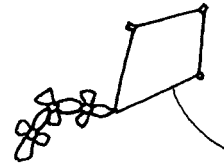
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Unit 4 | Growing and Changing


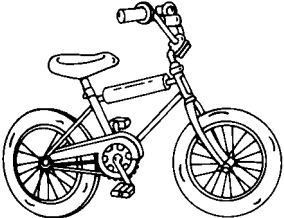
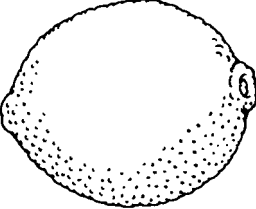
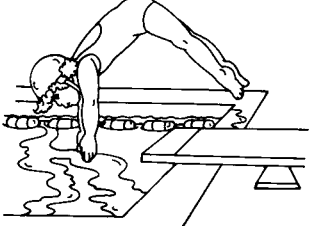

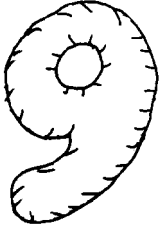

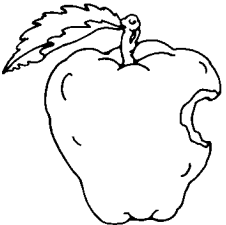
Phonics

Words with Long i



kite

Circle the word that names each picture.

<p>1.</p>  <p>fin fan five</p>	<p>2.</p>  <p>back bake bike</p>
<p>3.</p>  <p>lime lip lamp</p>	<p>4.</p>  <p>dive date desk</p>
<p>5.</p>  <p>date dime dim</p>	<p>6.</p>  <p>name nine nest</p>
<p>7.</p>  <p>him hale hive</p>	<p>8.</p>  <p>bite bib brake</p>

COPY READY

Read It Together

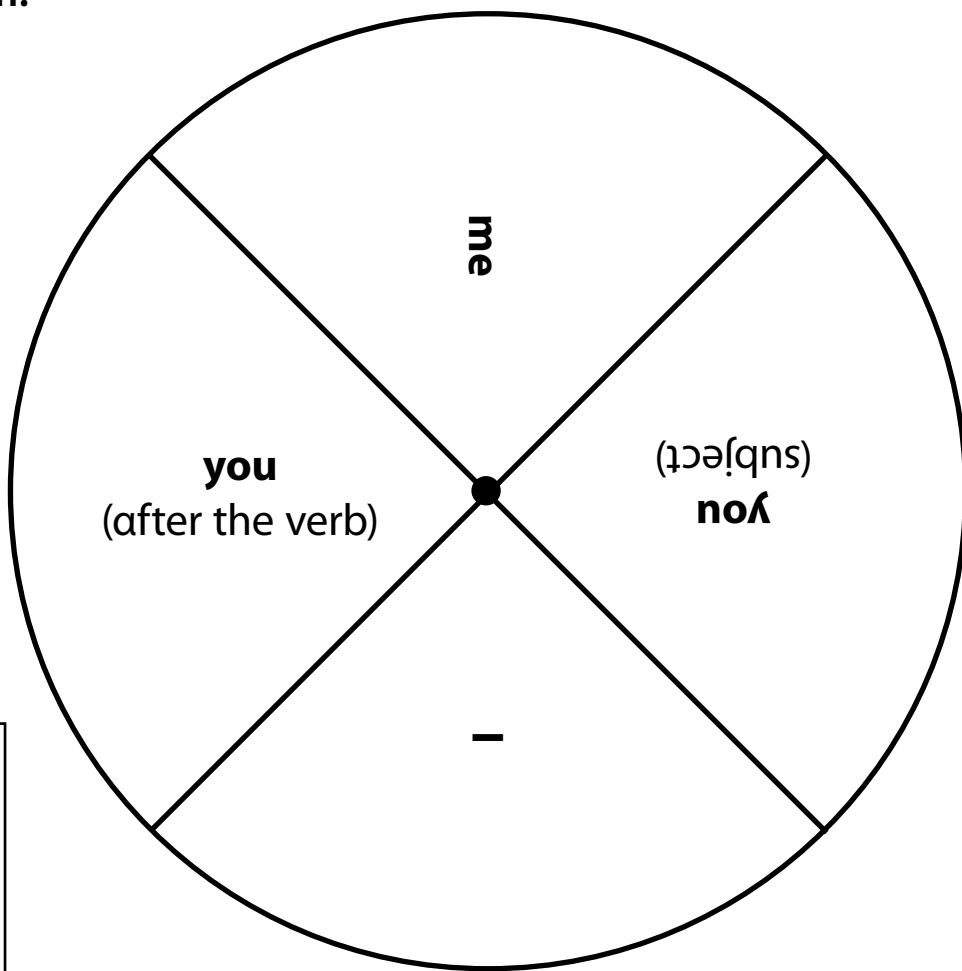
Would you like five dimes or five limes?

Grammar


The Pronoun Game

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Say a sentence with the pronoun.

COPY READY



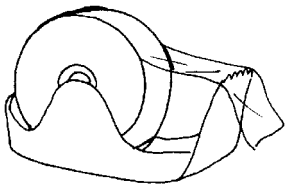


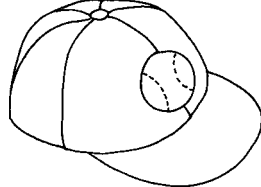

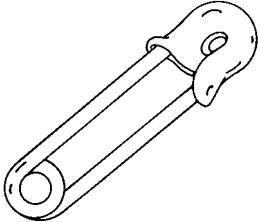
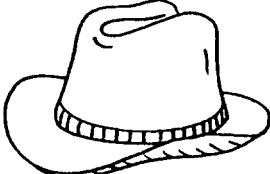
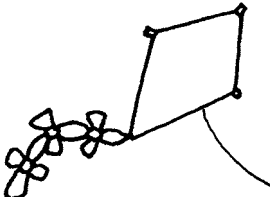
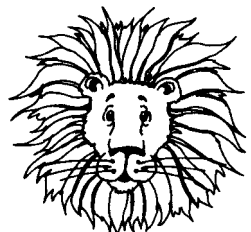
Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.

Phonics

Blend Words

Circle the word that names the picture.

<p>1.</p>  <p>tap <u>tape</u></p>	<p>2.</p>  <p>rid ride</p>	<p>3.</p>  <p>can cane</p>
<p>4.</p>  <p>cap cape</p>	<p>5.</p>  <p>dim dime</p>	<p>6.</p>  <p>pin pine</p>
<p>7.</p>  <p>hat hate</p>	<p>8.</p>  <p>kit kite</p>	<p>9.</p>  <p>man mane</p>

Read It Together




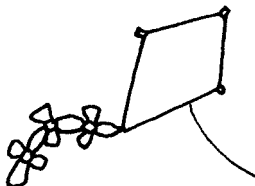
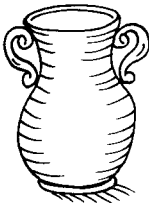

Can a man ride a kite or a bike?

Phonics

Words with Long i

Complete each word so it names the picture.

COPY READY

<p>1.</p>  <p>_____</p> <p>dime</p>	<p>2.</p>  <p>_____</p> <p>d t</p>
<p>3.</p>  <p>_____</p> <p>f v</p>	<p>4.</p>  <p>_____</p> <p>k t</p>
<p>5.</p>  <p>_____</p> <p>v s</p>	<p>6.</p>  <p>_____</p> <p>h v</p>

Read It Together

Give me the kite and five dimes.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

almost almost almost

both both both

kind kind kind

over over over

two two two

was was was

COPY READY

Long i Word Cards

COPY READY

bride



pile



time



five



smile

slide

dive

slide

mime

stride

hive

slime

hide

glide

hide

dime

file

tile

tide

thrive

wide

side

ride

strive

while

lime

drive

mile

High Frequency Word Cards

give

almost

he

both

know

kind

said

over

watch

two

who

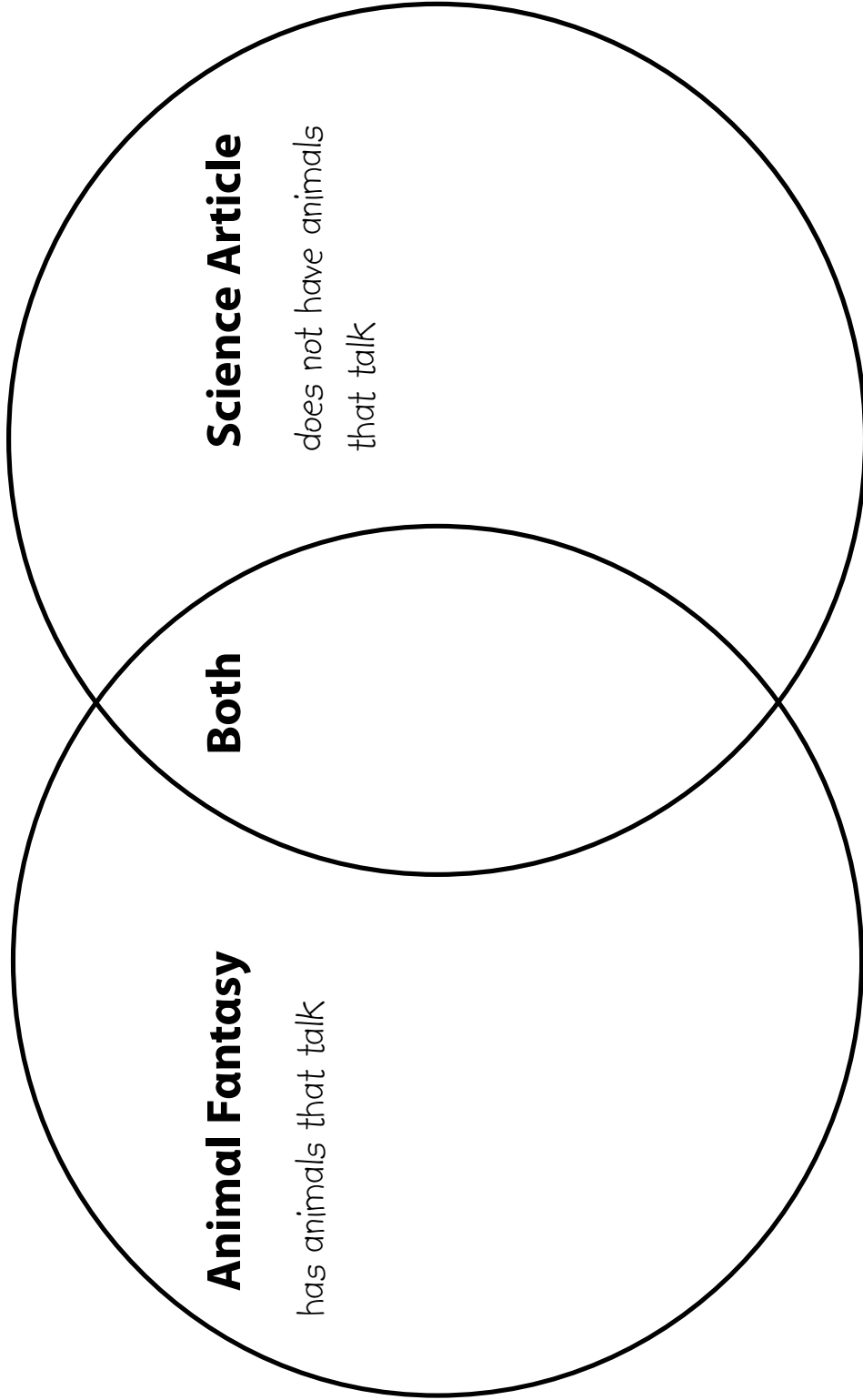
was

COPY READY

Venn Diagram

Compare Genres

Compare a story and a science article.



 Tell a partner how a story and a science article are different. Then tell how they are the same.

Word Cards

me

you

him

her

it

them

turtle

Dad

Paul

eggs

ocean

Mom

egg

nests

yourself

turtles

myself

Mara

COPY READY

Phonics

Ending -ed

grin + n + ed = grinned

bake - e + ed = baked

Add the ending *-ed* to each word and write the new word.

grin

1. He _____ .



bake

2. He _____ .



clap

3. She _____ .



smile

4. He _____ .



Phonics

Ending -ing

run + n + ing = running
bake - e + ing = baking

Add the ending *-ing* to each word and write the new word.

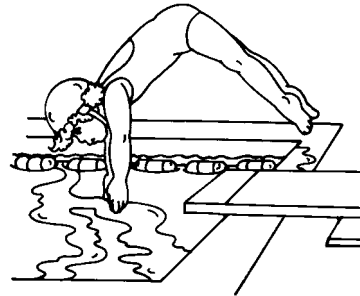
jog

1. He is _____ .



dive

2. She is _____ .



swim

3. She is _____ .



wave

4. He is _____ .

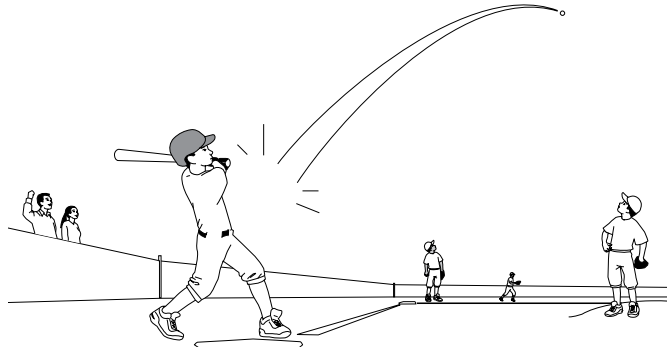


COPY READY

High Frequency Words

At Bat

Write a word from the box to complete each sentence.



High Frequency
Words

almost

both

kind

over

two

was

1. Stan _____ at bat.

2. He had _____ strikes.

3. The pitch came. It was the _____ Stan liked.

4. He hit it up _____ all the kids and almost out!

5. _____ Mom and Dad clapped.

Grammar and Writing

Write Pronouns

Subject	After the Verb
I	me
you	you
he	him
she	her
it	it
they	them

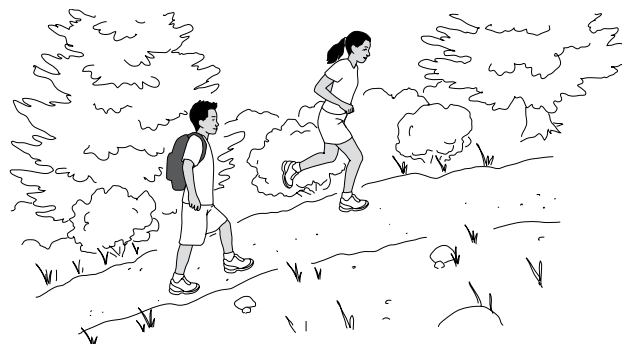
Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

1. Dave, Joe, and Ana watch the turtles. They watch them every day.
2. Dave, Joe, and Ana want to help them. _____ decide to feed them.
3. Dave feeds one turtle. He feeds _____ too much.
4. Joe meets Dave on the beach. _____ meets _____ at 4 p.m.
5. Joe sees Ana on the beach. He sees _____ on the sand.
6. I can't use all the turtle food. Please don't give _____ any more.

Phonics

Ending -ed

Circle the word that completes each sentence and write it.



hugged **hiked**

1. Zane _____ up the path.

lugged **liked**

2. He _____ to sing.

hummed **hated**

3. He _____ a song as he walked.

jogged **jabbed**

4. Jen _____ by Zane.

chopped **chimed**

5. She _____ in and sang with him.

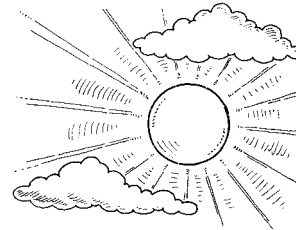
Phonics

Ending -ing

Circle the word that completes each sentence and write it.

shopping shining

1. The sun is _____ .



robbing riding

2. Shane is _____ his bike on the path.

running raking

3. Meg is _____ next to him.

chopping chasing

4. Matt is _____ them on his skates.

stopping sliding

5. Are the pals _____ to have a snack?

Grammar: Subject Pronouns

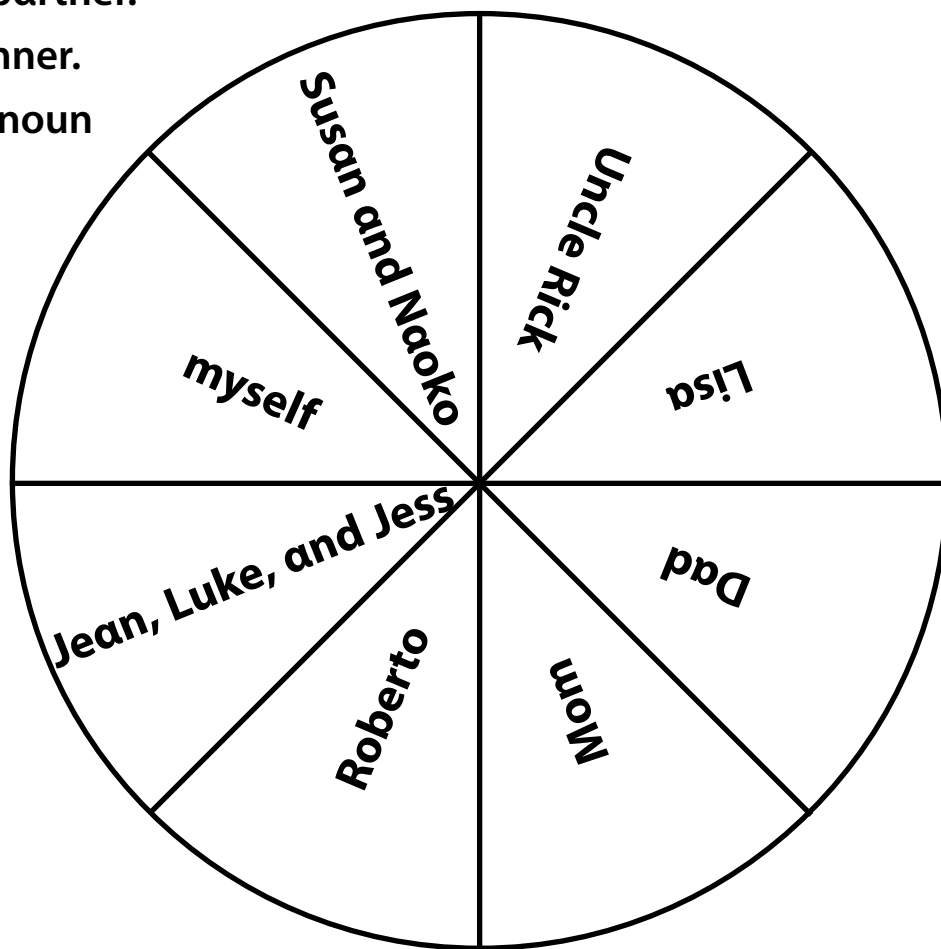
The Make-It-a-Pronoun Game

Grammar Rules Subject Pronouns


Use <i>I</i> for yourself.	<u>I</u> draw a turtle.
Use <i>he</i> for a male.	<u>Jun</u> draws a turtle. <u>He</u> draws a turtle
Use <i>she</i> for a female.	<u>Aida</u> draws a turtle. <u>She</u> draws a turtle.
Use <i>they</i> for more than one person.	<u>Jun and Aida</u> draw turtles. <u>They</u> draw turtles.

COPY READY

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a subject pronoun.

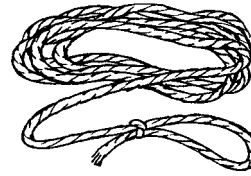


Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.


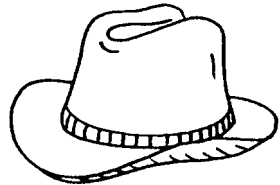

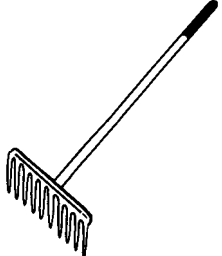

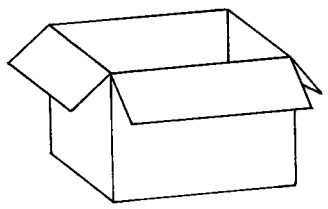


Phonics

Words with Long o



rope

Circle the word that names each picture.

<p>1.</p>  <p>not nose name</p>	<p>2.</p>  <p>hate hat hose</p>
<p>3.</p>  <p>cone cane can</p>	<p>4.</p>  <p>rake rack robe</p>
<p>5.</p>  <p>name nap not</p>	<p>6.</p>  <p>box bone band</p>
<p>7.</p>  <p>run rock rose</p>	<p>8.</p>  <p>hot home hand</p>

Read It Together

The hose is by the roses at home.

Name _____ Date _____

Main Idea and Details Chart

Identify Main Idea and Details

Choose an animal. Write details about how the animal changes as it grows.

Main Idea: _____ change as they grow.

Detail:

Detail:

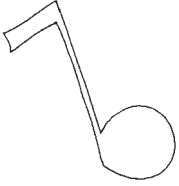

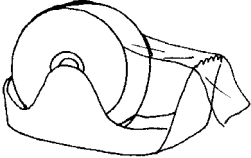


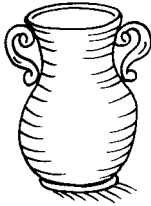
Detail:

COPY READY

Phonics

Words with Long o

Complete each word so it names the picture.

<p>1. </p> <p>_____</p> <p>note</p>	<p>2. </p> <p>_____</p> <p>c n</p>
<p>3. </p> <p>_____</p> <p>t p</p>	<p>4. </p> <p>_____</p> <p>r s</p>
<p>5. </p> <p>_____</p> <p>n s</p>	<p>6. </p> <p>_____</p> <p>v s</p>

COPY READY

Read It Together

Smell the rose with your nose.

Phonics

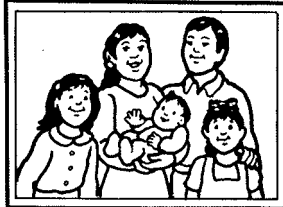
Words with ph



phone

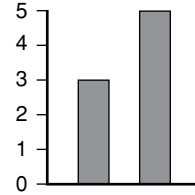
Complete each word so it names the picture.

1.



photo

2.



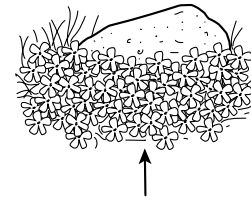
graph

3.



ink

4.



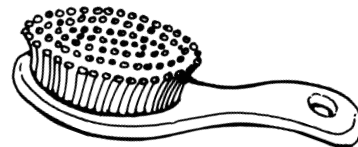
phlox

5.



phone

6.



brush

Read It Together

Would you see a graph or phlox by the rocks?

Name _____ Date _____

Handwriting

High Frequency Words

Trace each High Frequency Word two times and then write it.

always always always

any any any

each each each

every every every

many many many

never never never

COPY READY

Long o Word Cards

COPY READY

cold



hole



bone



hose



nose

cone

gold

hold

close

pole

stone

phone

sold

rose

mold

bold

stole

pose

zone

mole

fold

role

shone

those

told

whole

lone

zone

High Frequency Word Cards

around

always

be

any

here

each

need

every

together

many

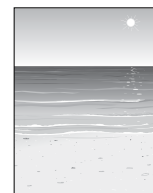
where

never




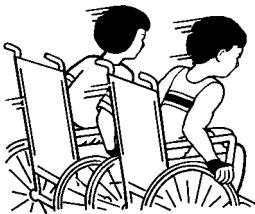

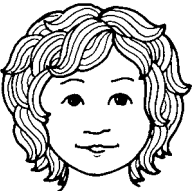
COPY READY

Phonics

More Words with Long o



Complete each word so it names the picture.

<p>1. </p> <p>_____</p> <p>no</p>	<p>2. </p> <p>_____</p> <p>ph n</p>
<p>3. </p> <p>_____</p> <p>c k</p>	<p>4. </p> <p>_____</p> <p>g</p>
<p>5. </p> <p>_____</p> <p>pr</p>	<p>6. </p> <p>_____</p> <p>J</p>

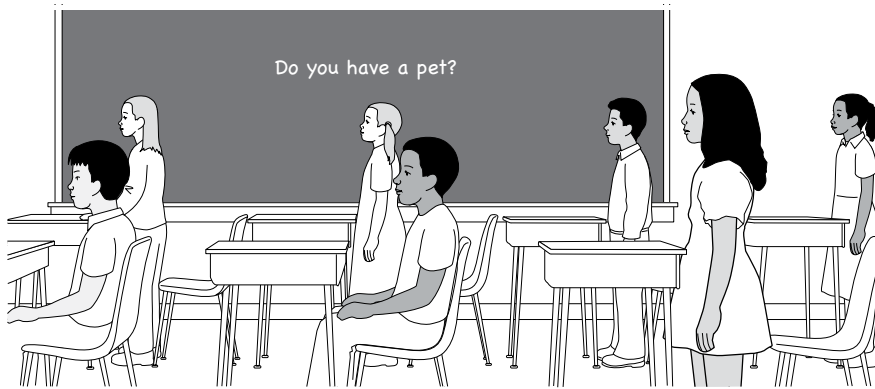
Read It Together

Jo wants to go see the pro play.

High Frequency Words

Do You Have a Pet?

Write a word from the box to complete each sentence.



High Frequency Words
always
any
each
every
many
never

COPY READY

- _____
-
1. How _____ kids in each class have pets?
- _____
-
2. We went to _____ class and asked.
- _____
-
3. We _____ asked kids with pets to stand.
- _____
-
4. Did _____ class not have pets?
- _____
-
5. No. We _____ found a class with no
pets!

Grammar

Word Sort: Possessive Nouns

1. Read each word in the top boxes.
2. Decide whether the word names one owner or more than one owner.
3. Write the word in the correct column of the chart.
4. Once all the words have been sorted, take turns using each one in a sentence.

girls'	spider's	butterfly's	chicks'
eggs'	Mario's	baby's	cocoons'

One Owner	More Than One Owner

COPY READY

Grammar and Writing

Write Possessive Nouns

One Owner	More Than One Owner
boy's	boys'
cat's	cats'
egg's	eggs'
caterpillar's	caterpillars'

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

1. The house of John has a big backyard. _____ house has a big backyard.
2. We see the nests of the birds in the tree. We see _____ nests in the tree.
3. The branches of the tree protect the nests. The _____ branches protect the nests.
4. The shells of the eggs are thin but strong. The _____ shells are thin but strong.
5. Are the eggs of the bird ready to hatch? Are the _____ eggs ready to hatch?
6. The beak of the baby pokes through the egg. The _____ beak pokes through the egg.

Vocabulary

Yes or No?



1. Listen to the questions. Write the Key Word where it belongs in each sentence.
2. Listen to the questions again.
3. Check *yes* or *no* for each question.

	yes	no
_____	<input type="checkbox"/>	<input type="checkbox"/>
1. Can a _____ hang from a leaf?	<input type="checkbox"/>	<input type="checkbox"/>

2. Does a _____ stay the same as it grows?	<input type="checkbox"/>	<input type="checkbox"/>

3. Can a _____ fly?	<input type="checkbox"/>	<input type="checkbox"/>

4. Does a _____ lay eggs?	<input type="checkbox"/>	<input type="checkbox"/>

5. Does every _____ have wings?	<input type="checkbox"/>	<input type="checkbox"/>

6. Will you _____ as you grow?	<input type="checkbox"/>	<input type="checkbox"/>

COPY READY

Main Idea and Details Chart

A Butterfly is Born

Write details in the chart that tell how a caterpillar changes into a butterfly.

Main Idea:

A caterpillar changes into a butterfly.

Detail:

hatches from an egg

Detail:

Detail:

Detail:

Detail:

Detail:

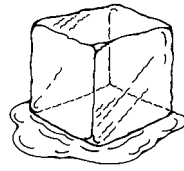
COPY READY

 Summarize what you learned about a butterfly's life to a partner. Use your Main Idea and Details Chart.

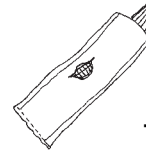
Phonics

Words with u e

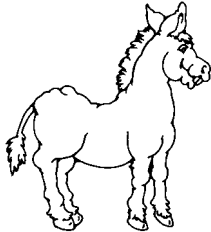

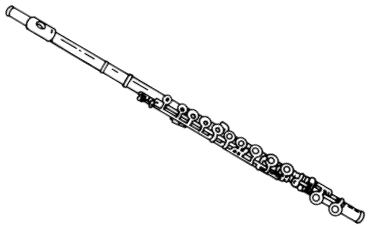

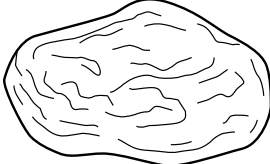
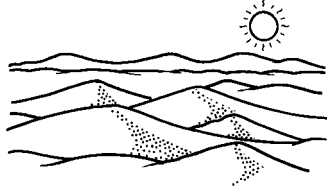

Circle the word that names each picture.



cube



tube

<p>1.</p>  <p>mile mole <u>mule</u></p>	<p>2.</p> <table border="1" data-bbox="946 576 1174 859"> <tr><td colspan="7">June</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> <p>June just jab</p>	June								1	2	3	4	5		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
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20	21	22	23	24	25	26																																					
27	28	29	30																																								
<p>3.</p>  <p>rude ride rid</p>	<p>4.</p>  <p>fit flat flute</p>																																										
<p>5.</p>  <p>cab cube cub</p>	<p>6.</p>  <p>prune pane pine</p>																																										
<p>7.</p>  <p>dine dune den</p>	<p>8.</p>  <p>ten tine tune</p>																																										

COPY READY

Read It Together

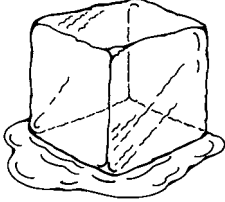
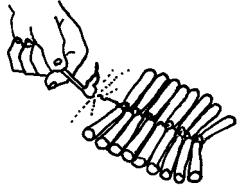
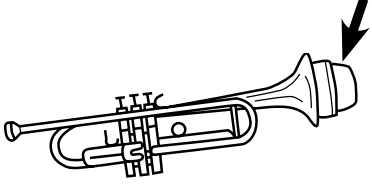
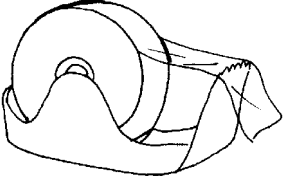
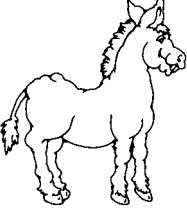
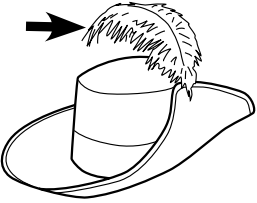
Do you use a flute or a mule to play a tune?

Phonics

Words with u e

Complete each word so it names the picture.

COPY READY

<p>1.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>cube</p>	<p>2.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>f s</p>
<p>3.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>m t</p>	<p>4.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>t p</p>
<p>5.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>m l</p>	<p>6.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>pl m</p>

Read It Together

Does a block look like a fuse or a cube?

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

four four four

may may may

only only only

other other other

show show show

some some some

COPY READY

Long u and Long e Word Cards

COPY READY

glue



meat



three



fruit



feel

suit

rescue

street

please

cute

these

tube

use

leaves

bean

huge

clue

peek

sneeze

teach

mule

due

flea

yeast

true

plume

beam

flute

High Frequency Word Cards

come

four

found

may

full

only

next

other

their

show

walk

some

COPY READY

Name _____ Date _____

T-chart

Compare Genres

Compare a science article and a poem.

Science Article	Poem
has real information	has information that is not real

COPY READY

 Tell a partner how a science article and a poem are different.

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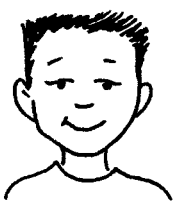

PM4.50

Unit 4 | Growing and Changing

Phonics

Words with Long e

Complete each word so it names the picture.

<p>1.</p>  _____ <u>he</u> _____	<p>2.</p>  _____ <u>n</u> _____
<p>3.</p>  _____ <u>sh</u> _____	<p>4.</p>  _____ <u>w</u> _____
<p>5.</p>  _____ <u>St</u> <u>v</u> _____	<p>6.</p>  _____ <u>pr</u> _____

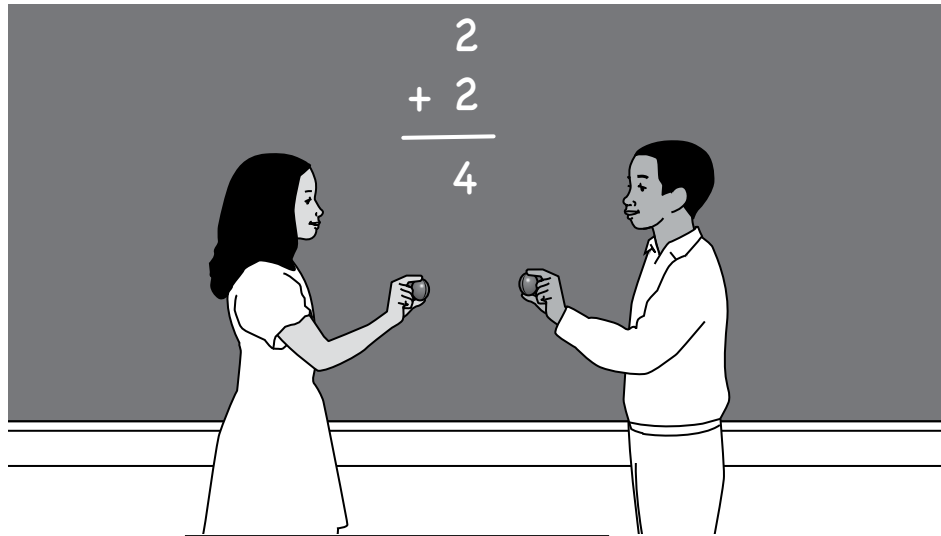
Read It Together

He is Steve, and she is Eve.

High Frequency Words

Math Time

Write a word from the box to complete each sentence.



High Frequency Words
four
may
only
other
show
some

COPY READY

1. I will _____ you some math.

2. Look! Two plus two is _____.

3. Here is some _____ math.

4. You have two plums. _____ I have one?

5. Now you have _____ one plum, but I have one, too!

Grammar

Who Owns It?

1. Toss a marker onto one of the sentence parts below.
2. Put it together with another sentence part. The noun or pronoun should match the possessive word.
3. Write the complete sentence on a separate piece of paper.
4. Say the sentence to your partner.

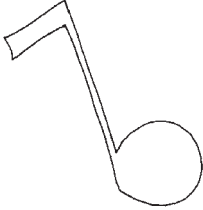
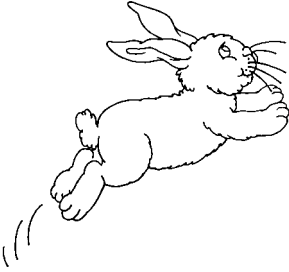

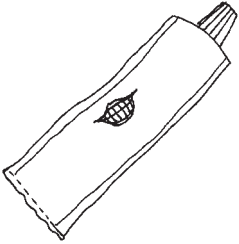

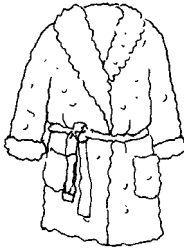

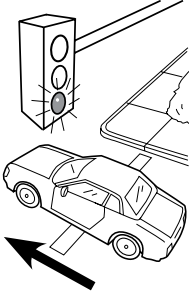

We	spreads its wings.
watches her caterpillar.	I
Maria	crawl on our knees.
They	Juan and I
uses his hand lens.	take care of your chrysalis.
The butterfly	explore our backyard.
climbs the tree to find its food.	You
read my insect books.	lives in its habitat.
Maria and Juan	record their findings.
They	The caterpillar

COPY READY

Phonics

Blend Words

Circle the word that names each picture.

<p>1. </p> <p>not <u>note</u></p>	<p>2. </p> <p>hop hope</p>	<p>3. </p> <p>pet Pete</p>
<p>4. </p> <p>tub tube</p>	<p>5. </p> <p>wet we</p>	<p>6. </p> <p>rob robe</p>
<p>7. </p> <p>cub cube</p>	<p>8. </p> <p>got go</p>	<p>9. </p> <p>no nose</p>

COPY READY

Read It Together

A cute cub is not a good pet for Pete!

Grammar and Writing

Write Possessive Adjectives

Subject	Possessive Adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

- I like to go exploring. I search in _____ backyard.
- Sara and Nate came to visit. They wore _____ play clothes.
- We crawled on the ground. It didn't matter if _____ clothes got dirty.
- Nate wanted to see the insects. He brought _____ hand lens.
- Sara found a caterpillar. We each looked at _____ striped back.
- Do you like exploring, too? Next time bring _____ gear and come with us.

Grammar

His or Her?

Grammar Rules Possessive Words

Use <i>her</i> for one girl or one woman.	Mom grows flowers in <u>her</u> garden.
Use <i>his</i> for one boy or one man.	Dad uses <u>his</u> garden tools.

COPY READY

Circle the correct possessive word. Write the sentence.

1. Kate writes about (his/her) pet.

Kate writes about her pet.



2. Mark tells about (his/her) frog.



3. Dad has (his/her) pen to draw.



4. Grandma is in (his/her) garden.



5. Anita reads (his/her) book.



Write a new sentence with *his* or *her*. Read it to a partner.

Prewrite Graphic Organizer: Story Map

Story Map

Beginning:	
Middle:	
End:	

COPY READY


Organization Checklist

- ✓ Does the story have a beginning?
- ✓ Does the story have a middle?
- ✓ Does the story have an end?
- ✓ Are there words that signal the beginning, middle, and end?

Name _____ Date _____


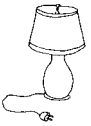



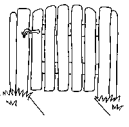


Phonics

Words with Long a



cake

Circle the word that names each picture.

1.  rack rake rat	2.  lane lamp long
3.  game gas gum	4.  bell bake bed
5.  cape cat cut	6.  got get gate
7.  tap tape tack	8.  wave wax well

Take the rake to the gate.

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Name _____ Date _____

Beginning-Middle-End Chart

Identify Plot

Think of a story you know. Write or draw the plot in the chart.

Beginning: Answers will vary.
Middle:
End:









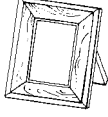
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Name _____ Date _____

Phonics

Blend Words

Circle the word that names each picture.

1.  cape cake	2.  brake plate	3.  grape mane
4.  cane wave	5.  scale whale	6.  skate same
7.  date snake	8.  save flake	9.  frame plane

Read It Together Would a whale or a snake be in a lake?

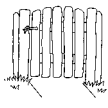

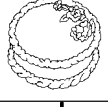
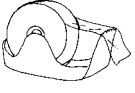


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Name _____ Date _____

Phonics

Words with Long a

Complete each word so it names the picture.

1.  gate	2.  wave
3.  cake	4.  tape
5.  lake	6.  vase

Read It Together Look at the waves in the lake.

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Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

because because

because

carry carry carry

carry

don't don't don't

don't

new new new

new

play play play

play

sleep sleep sleep

sleep





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PM4.5 Unit 4 | Growing and Changing

Page PM4.5

Spelling & Word Work

Long a Word Cards

snake 	cane 	game 	gate 
crate	bake	came	same
flame	cake	date	late
tame	wake	rake	mate
lane	lake	fame	rate
mane	flake	frame	plate
pane	take	plane	make

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PM4.6

Page PM4.6

Spelling & Word Work

High Frequency Word Cards

go	because
great	carry
one	don't
saw	new
want	play
would	sleep

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PM4.7 Unit 4 | Growing and Changing

Page PM4.7


Name _____ Date _____

Phonics

Contractions

what + is = what's
is + not = isn't

Read the sentences. Write the contraction for the underlined words.



- Can you see what is in the pond?
Can you see what's in the pond?
- I can not see a cat in the pond.
I can't see a cat in the pond.
- It is not a cat.
It isn't a cat.
- I think it is a fish!
I think it's a fish!

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PM4.8 Unit 4 | Growing and Changing

Page PM4.8

Name _____ Date _____

High Frequency Words

What's in the Box?

Write a word from the box to complete each sentence.



High Frequency Words

- because
- carry
- don't
- new
- play
- sleep

- Jack and Beth don't have a dog.
- They play with Gramps's dog.
- They help Gramps carry a box because it is big.
- What's in the box? A new pup is in it!
- They will play. Then the pup will sleep.

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PM4.9

Unit 4 | Growing and Changing

Page PM4.9

Grammar: Subject Pronouns

Word Cards: Subject Pronouns

I	you	he	she
it	we	you (more than one)	they
duck	Dad	you and your sister	Dave
eggs	Ali and I	Mom	pond
my cousins and I	duckling	desk	myself
pencils	you and your brothers	Ana	yourself

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PM4.10

Unit 4 | Growing and Changing

Page PM4.10

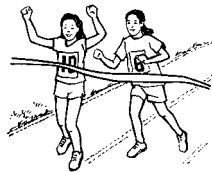
Phonics

Contractions

she + is = she's
did + not = didn't

Read the sentences. Write the contraction for the underlined words.

- I did not see Jane. Did you?
I didn't see Jane. Did you?
- She is on the track.
She's on the track.
- Jake was not on the track.
Jake wasn't on the track.
- I think he is at bat.
I think he's at bat.



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PM4.11

Unit 4 | Growing and Changing

Page PM4.11

Grammar and Writing

Write Subject Pronouns

One	More Than One
I	we
you	you
he (for a male)	they
she (for a female)	they
it (for a thing or place)	they

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

- Maya and Janet look at the ducklings. They look at them every day.
- Maya feeds the ducklings. She feeds them bread.
- Richard walks around the pond. He walks quickly.
- The pond is big. It is the ducks' home. [anno:] It
- My friend and I watch the ducklings, too. We are happy to see them grow.
- You and your sister must be quiet! You might scare the ducklings away.

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PM4.12

Unit 4 | Growing and Changing

Page PM4.12

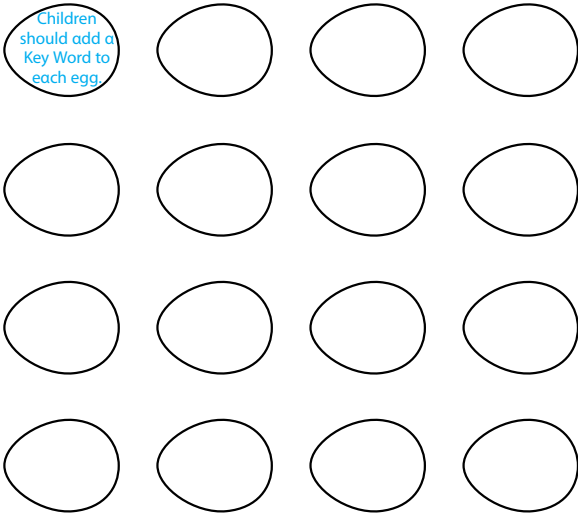
Name _____ Date _____

Vocabulary

Vocabulary Bingo

- Write a Key Word in each egg.
- Listen to the clues. Place a marker on the Key Word.
- Say "Bingo" when you have four markers in a row.

Children should add a Key Word to each egg.



Name _____ Date _____

Beginning-Middle-End Chart

Ruby in Her Own Time

Complete the chart. Write the important parts of the plot from the story.

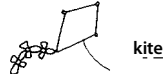
<p>Beginning:</p> <p>First, Ruby hatches from an egg.</p>
<p>Middle:</p> <p>Ruby eats and swims later than the other ducks in her family.</p>
<p>End:</p> <p>Ruby learns to fly at the same time as the other ducks. She flies away from home. She returns.</p>

Use your chart to retell the story. Act out the events in order to a partner.



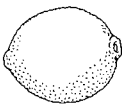
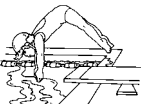




Name _____ Date _____

Phonics

Words with Long i



Circle the word that names each picture.

<p>1.  fin fan <u>five</u></p>	<p>2.  back bake <u>bike</u></p>
<p>3.  <u>lime</u> lip lamp</p>	<p>4.  <u>dive</u> date desk</p>
<p>5.  date <u>dime</u> dim</p>	<p>6.  name <u>nine</u> nest</p>
<p>7.  him hale <u>hive</u></p>	<p>8.  <u>bite</u> bib brake</p>

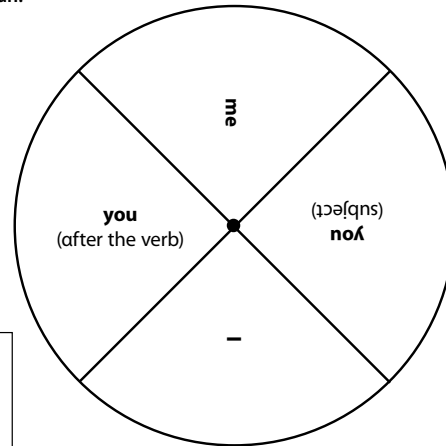
Read It Together Would you like five dimes or five limes?

Name _____ Date _____

Grammar

The Pronoun Game

- Make a spinner.
- Play with a partner.
- Take turns spinning the spinner.
- Say a sentence with the pronoun.



Make a Spinner




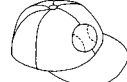

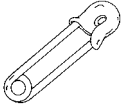

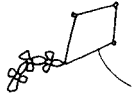

- Put a paper clip in the center of the circle.
- Hold one end of the paper clip with a pencil.
- Spin the paper clip around the pencil.

Name _____ Date _____

Phonics

Blend Words

Circle the word that names the picture.

1.  tap <u>tape</u> rid <u>ride</u> <u>can</u> cane	2.  rid <u>ride</u> can cane	3.  tap <u>tape</u> rid <u>ride</u> <u>can</u> cane
4.  <u>cap</u> cape dim <u>dime</u> <u>pin</u> pine	5.  cap cape dim <u>dime</u> <u>pin</u> pine	6.  <u>cap</u> cape dim <u>dime</u> <u>pin</u> pine
7.  <u>hat</u> hate kit <u>kite</u> man <u>mane</u>	8.  hat hate kit <u>kite</u> man <u>mane</u>	9.  <u>hat</u> hate kit <u>kite</u> man <u>mane</u>

Read It Together Can a man ride a kite or a bike?

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PM4.17




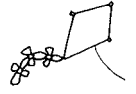


Unit 4 | Growing and Changing

Name _____ Date _____

Phonics

Words with Long i

Complete each word so it names the picture.

1.  _____ <u>dime</u> _____	2.  _____ <u>date</u> _____
3.  _____ <u>five</u> _____	4.  _____ <u>kite</u> _____
5.  _____ <u>vase</u> _____	6.  _____ <u>hive</u> _____

Read It Together Give me the kite and five dimes.

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PM4.18

Unit 4 | Growing and Changing

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

almost almost almost

both both both

kind kind kind

over over over

two two two

was was was





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PM4.19

Unit 4 | Growing and Changing

Spelling & Word Work

Long i Word Cards

 bride	 pile	 time	 five
smile	slide	dive	slide
mime	stride	hive	slime
hide	glide	hide	dime
file	tile	tide	thrive
wide	side	ride	strive
while	lime	drive	mile

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PM4.20

Unit 4 | Growing and Changing

Spelling & Word Work

High Frequency Word Cards

give	almost
he	both
know	kind
said	over
watch	two
who	was

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Page PM4.21

Grammar

Word Cards

me	you	him
her	it	them
turtle	Dad	Paul
eggs	ocean	Mom
egg	nests	yourself
turtles	myself	Mara

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Page PM4.23

Name _____ Date _____

Venn Diagram

Compare Genres
Compare a story and a science article.

Tell a partner how a story and a science article are different. Then tell how they are the same.

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Page PM4.22

Name _____ Date _____

Phonics

Ending -ed

grin + n + ed = grinned
bake - e + ed = baked

Add the ending *-ed* to each word and write the new word.

1. He grin → grinned
2. He bake → baked
3. She clap → clapped
4. He smile → smiled

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Page PM4.24

Name _____ Date _____

Phonics

Ending -ing

run + n + ing = running

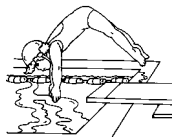
bake - e + ing = baking

Add the ending *-ing* to each word and write the new word.

1. He is jogging.



2. She is diving.



3. She is swimming.



4. He is waving.



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PM4.25

Unit 4 | Growing and Changing

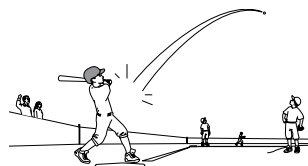
Page PM4.25

Name _____ Date _____

High Frequency Words

At Bat

Write a word from the box to complete each sentence.



High Frequency Words

almost

both

kind

over

two

was

1. Stan was at bat.

2. He had two strikes.

3. The pitch came. It was the kind Stan liked.

4. He hit it up over all the kids and almost out!

5. both Mom and Dad clapped.

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PM4.26

Unit 4 | Growing and Changing

Page PM4.26

Name _____ Date _____

Grammar and Writing

Write Pronouns

Subject	After the Verb
I	me
you	you
he	him
she	her
it	it
they	them

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

1. Dave, Joe, and Ana watch the turtles. They watch them every day.

2. Dave, Joe, and Ana want to help them. They decide to feed them.

3. Dave feeds one turtle. He feeds it too much.

4. Joe meets Dave on the beach. He meets him at 4 p.m.

5. Joe sees Ana on the beach. He sees her on the sand.

6. I can't use all the turtle food. Please don't give me any more.

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PM4.27

Unit 4 | Growing and Changing

Page PM4.27

Name _____ Date _____

Phonics

Ending -ed

Circle the word that completes each sentence and write it.



1. Zane hiked up the path.

2. He liked to sing.

3. He hummed a song as he walked.

4. Jen jogged by Zane.

5. She chimed in and sang with him.

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PM4.28

Unit 4 | Growing and Changing

Page PM4.28

Name _____ Date _____

Phonics

Ending -ing

Circle the word that completes each sentence and write it.

1. The sun is shining. 

2. Shane is riding his bike on the path.

3. Meg is running next to him.

4. Matt is chasing them on his skates.

5. Are the pals stopping to have a snack?

Name _____ Date _____

Grammar


The Make-It-a-Pronoun Game

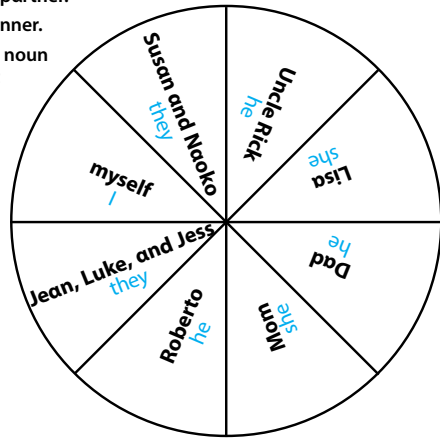
Grammar Rules Subject Pronouns

Use <i>I</i> for yourself.	<u>I</u> draw a turtle.
Use <i>he</i> for a male.	<u>Jun</u> draws a turtle. <u>He</u> draws a turtle.
Use <i>she</i> for a female.	<u>Aida</u> draws a turtle. <u>She</u> draws a turtle.
Use <i>they</i> for more than one person.	<u>Jun and Aida</u> draw turtles. <u>They</u> draw turtles.

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a subject pronoun.

Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.








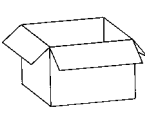


Name _____ Date _____

Phonics

Words with Long o



Circle the word that names each picture.

1.  not <u>nose</u> name	2.  hate <u>hat</u> hose
3.  <u>cone</u> cane can	4.  <u>rake</u> rack robe
5.  <u>name</u> nap not	6.  <u>box</u> bone band
7.  run rock <u>rose</u>	8.  hot <u>home</u> hand

Read It Together The hose is by the roses at home.

Name _____ Date _____

Main Idea and Details Chart

Identify Main Idea and Details

Choose an animal. Write details about how the animal changes as it grows.

Main Idea: _____ change as they grow.

Detail:
Possible response: get bigger



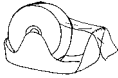



Detail:
Possible response: start moving

Detail:
Possible response: change color

Phonics

Words with Long o

Complete each word so it names the picture.

1.  _____ <u>note</u> _____	2.  _____ <u>cone</u> _____
3.  _____ <u>tape</u> _____	4.  _____ <u>rose</u> _____
5.  _____ <u>nose</u> _____	6.  _____ <u>vase</u> _____

Smell the rose with your nose.

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PM4.33

Unit 4 | Growing and Changing




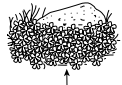

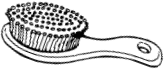
Name _____ Date _____

Phonics

Words with ph



Complete each word so it names the picture.

1.  _____ <u>photo</u> _____	2.  _____ <u>graph</u> _____
3.  _____ <u>think</u> _____	4.  _____ <u>phlox</u> _____
5.  _____ <u>phone</u> _____	6.  _____ <u>brush</u> _____

Read It Together

Would you see a graph or phlox by the rocks?

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PM4.34

Unit 4 | Growing and Changing

Name _____ Date _____

Handwriting

High Frequency Words

Trace each High Frequency Word two times and then write it.

always always always

any any any

each each each

every every every

many many many

never never never





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PM4.35

Unit 4 | Growing and Changing

Spelling & Word Work

Long o Word Cards

<u>cold</u> 	<u>hole</u> 	<u>bone</u> 	<u>hose</u> 
<u>nose</u>	<u>cone</u>	<u>gold</u>	<u>hold</u>
<u>close</u>	<u>pole</u>	<u>stone</u>	<u>phone</u>
<u>sold</u>	<u>rose</u>	<u>mold</u>	<u>bold</u>
<u>stole</u>	<u>pose</u>	<u>zone</u>	<u>mole</u>
<u>fold</u>	<u>role</u>	<u>shone</u>	<u>those</u>
<u>told</u>	<u>whole</u>	<u>lone</u>	<u>zone</u>

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PM4.36

Unit 4 | Growing and Changing

Spelling & Word Work

High Frequency Word Cards

around	always
be	any
here	each
need	every
together	many
where	never

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PM4.37 Unit 4 | Growing and Changing

Name _____ Date _____

Phonics

More Words with Long o

Complete each word so it names the picture.

1.  no	2.  phone
3.  cake	4.  go
5.  pro	6.  Jo

Jo wants to go see the pro play.

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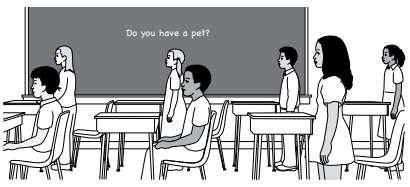
PM4.38 Unit 4 | Growing and Changing

Name _____ Date _____

High Frequency Words

Do You Have a Pet?

Write a word from the box to complete each sentence.



High Frequency Words

always

any

each

every

many

never

- How many kids in each class have pets?
- We went to every class and asked.
- We always asked kids with pets to stand.
- Did any class not have pets?
- No. We never found a class with no pets!

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PM4.39 Unit 4 | Growing and Changing

Name _____ Date _____

Grammar

Word Sort: Possessive Nouns

- Read each word in the top boxes.
- Decide whether the word names one owner or more than one owner.
- Write the word in the correct column of the chart.
- Once all the words have been sorted, take turns using each one in a sentence.

girls'	spider's	butterfly's	chicks'
eggs'	Mario's	baby's	cocoons'

One Owner	More Than One Owner
spider's	girls'
butterfly's	chicks'
Mario's	eggs'
baby's	cocoons'

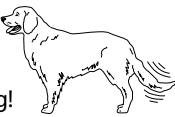
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PM4.40 Unit 4 | Growing and Changing

Phonics

More Words with Long o

Circle the word that completes each sentence and write it.

1. My dog is so big! 
2. He's white with a black nose.
3. He can go very fast.
4. But he stops when I say, "No."
5. I am a pro with my big dog!

Grammar and Writing

Write Possessive Nouns

One Owner	More Than One Owner
boy's	boys'
cat's	cats'
egg's	eggs'
caterpillar's	caterpillars'

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

- The house of John has a big backyard. John's house has a big backyard.
- We see the nests of the birds in the tree. We see birds' nests in the tree.
- The branches of the tree protect the nests. The tree's branches protect the nests.
- The shells of the eggs are thin but strong. The eggs' shells are thin but strong.
- Are the eggs of the bird ready to hatch? Are the bird's eggs ready to hatch?
- The beak of the baby pokes through the egg. The baby's beak pokes through the egg.

Vocabulary

Yes or No?

- Listen to the questions. Write the Key Word where it belongs in each sentence.
- Listen to the questions again.
- Check *yes* or *no* for each question.



1. Can a chrysalis hang from a leaf? yes no
2. Does a caterpillar stay the same as it grows? yes no
3. Can a pupa fly? yes no
4. Does a butterfly lay eggs? yes no
5. Does every insect have wings? yes no
6. Will you change as you grow? yes no

Main Idea and Details Chart

A Butterfly is Born

Write details in the chart that tell how a caterpillar changes into a butterfly.

Main Idea:

A caterpillar changes into a butterfly.

Detail:

hatches from an egg

Detail:

hangs from a plant

Detail:

makes a chrysalis

Detail:

turns into a pupa

Detail:

pupa turns into a butterfly

Detail:



butterfly flies away







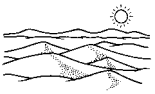

Summarize what you learned about a butterfly's life to a partner. Use your Main Idea and Details Chart.

Phonics

Words with u_e

Circle the word that names each picture.

<p>1.  mile mole mule</p>	<p>2.  June just jab</p>
<p>3.  rude ride rid</p>	<p>4.  fit flat flute</p>
<p>5.  cab cube cub</p>	<p>6.  prune pane pine</p>
<p>7.  dine dune den</p>	<p>8.  ten tine tune</p>

Read It Together Do you use a flute or a mule to play a tune?

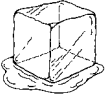
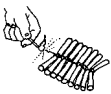
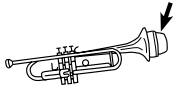



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Name _____ Date _____

Phonics

Words with u_e

Complete each word so it names the picture.

<p>1.  _____ cube _____</p>	<p>2.  _____ fuse _____</p>
<p>3.  _____ mute _____</p>	<p>4.  _____ tape _____</p>
<p>5.  _____ mule _____</p>	<p>6.  _____ plume _____</p>

Read It Together Does a block look like a fuse or a cube?

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Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

four four four

may may may

only only only

other other other




show show show

some some some

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Spelling & Word Work

Long u and Long e Word Cards

glue 	meat 	three 3	fruit 
feel	suit	rescue	street
please	cute	these	tube
use	leaves	bean	huge
clue	peek	sneeze	teach
mule	due	flea	yeast
true	plume	beam	flute

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High Frequency Word Cards

come

four

found

may

full

only

next

other

their

show

walk

some

Compare Genres







Compare a science article and a poem.

Science Article	Poem
has real information has many pages written to teach others	has information that is not real has stanzas written for entertainment

Tell a partner how a science article and a poem are different.

Words with Long e

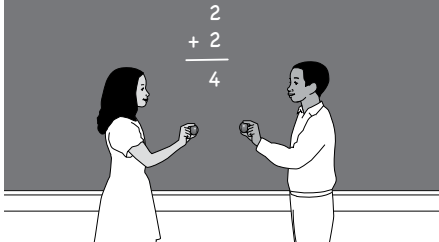
Complete each word so it names the picture.

1.  he	2.  no
3.  she	4.  we
5.  Steve	6.  pro

Read It Together He is Steve, and she is Eve.

Math Time

Write a word from the box to complete each sentence.



High Frequency Words

four

may

only

other

show

some

- I will show you some math.
- Look! Two plus two is four.
- Here is some other math.
- You have two plums. May I have one?
- Now you have only one plum, but I have one, too!

Name _____ Date _____

Grammar

Who Owns It?

1. Toss a marker onto one of the sentence parts below.
2. Put it together with another sentence part. The noun or pronoun should match the possessive word.
3. Write the complete sentence on a separate piece of paper.
4. Say the sentence to your partner.

We	spreads its wings.
watches her caterpillar.	I
Maria	crawl on our knees.
They	Juan and I
uses his hand lens.	take care of your chrysalis.
The butterfly	explore our backyard.
climbs the tree to find its food.	You
read my insect books.	lives in its habitat.
Maria and Juan	record their findings.
They	The caterpillar

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PM4.53

Unit 4 | Growing and Changing

Name _____ Date _____

Phonics

Words with Long e

Circle the word that completes each sentence and write it.



1. My best pal is be **Pete**.

2. We **Theme** play tunes together.

3. I play she **these** drums.

4. He **Here** plays that flute.

5. Will you be **Steve** in a band with us?

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PM4.54

Unit 4 | Growing and Changing

Name _____ Date _____

Phonics

Blend Words

Circle the word that names each picture.

1. not <u>note</u> <u>hop</u> hope <u>pet</u> Pete	2. <u>hop</u> hope <u>pet</u> Pete	3. not <u>note</u> <u>hop</u> hope <u>pet</u> Pete
4. tub <u>tube</u> wet <u>we</u> rob <u>robe</u>	5. tub <u>tube</u> wet <u>we</u> rob <u>robe</u>	6. tub <u>tube</u> wet <u>we</u> rob <u>robe</u>
7. <u>cub</u> cube got <u>go</u> no <u>nose</u>	8. <u>cub</u> cube got <u>go</u> no <u>nose</u>	9. <u>cub</u> cube got <u>go</u> no <u>nose</u>

Read It Together A cute cub is not a good pet for Pete!

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PM4.55

Unit 4 | Growing and Changing

Name _____ Date _____

Grammar and Writing

Write Possessive Adjectives

Subject	Possessive Adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Look at each pair of sentences. Look at the underlined words in the first sentence. Write the correct pronoun in the second sentence.

1. I like to go exploring. I search in my backyard.
2. Sara and Nate came to visit. They wore their play clothes.
3. We crawled on the ground. It didn't matter if our clothes got dirty.
4. Nate wanted to see the insects. He brought his hand lens.
5. Sara found a caterpillar. We each looked at its striped back.
6. Do you like exploring, too? Next time bring your gear and come with us.

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PM4.56

Unit 4 | Growing and Changing






Grammar

His or Her?

Grammar Rules Possessive Words

Use <i>her</i> for one girl or one woman.	Mom grows flowers in <u>her</u> garden.
Use <i>his</i> for one boy or one man.	Dad uses <u>his</u> garden tools.

Circle the correct possessive word. Write the sentence.

- Kate writes about (his/her) pet. 
Kate writes about her pet.
- Mark tells about (his/her) frog. 
Mark tells about his frog.
- Dad has (his/her) pen to draw. 
Dad has his pen to draw.
- Grandma is in (his/her) garden. 
Grandma is in her garden.
- Anita reads (his/her) book. 
Anita reads her book.

 Write a new sentence with *his* or *her*. Read it to a partner.

Prewrite Graphic Organizer: Story Map

Story Map

Beginning:

Middle:

End:

Organization Checklist

- ✓ Does the story have a beginning?
- ✓ Does the story have a middle?
- ✓ Does the story have an end?
- ✓ Are there words that signal the beginning, middle, and end?



Leveled Reading Time

TEACHER

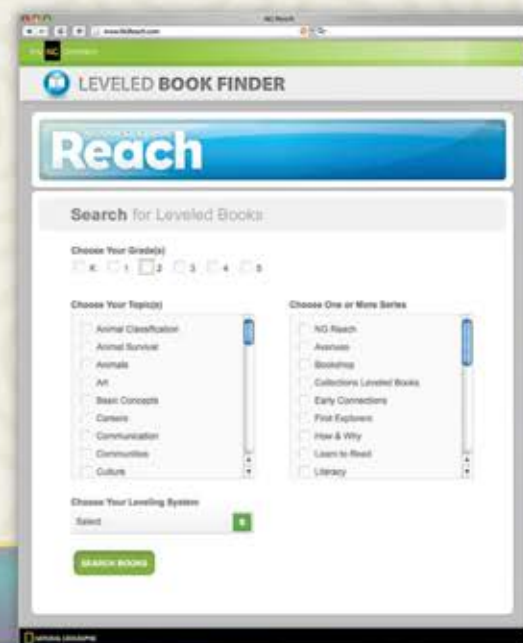
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Contents

	Page
Books at a Glance	LR1
Reading Routines	LR2
Teaching Resources	LR4
Independent Reading	LR12
Leveled Reading Practice Masters	LR13
Assessment Masters	LR16



Go to NGReach.com for the Leveled Book Finder.

Suggested Pacing by Week 20 minutes per day



Books at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
A	<i>Baby Animals</i>	Margie Sigman	Animals and Their Young	Fiction	8 pp.	LR4
B	<i>Who Looks After Me?</i>	Dimi Stanos	Animals and Their Young	Nonfiction	12 pp.	LR4
C	<i>Eggs</i>	Wil Spencer	Animals That Hatch	Nonfiction	8 pp.	LR5
D	<i>Which Egg Is Mine?</i>	Sheron Long	Animals That Hatch	Fiction	8 pp.	LR5
D	<i>The Little Panda</i>	Harley Chan	Life Cycle of a Panda	Nonfiction	8 pp.	LR6
E	<i>How Do Baby Animals Grow?</i>	Caroline Hutchinson	Life Cycles of Animals	Nonfiction	16 pp.	LR6
E	<i>Big Egg</i>	Molly Coxe	Animals and Their Young	Fiction	32 pp.	LR7
F	<i>All About Life Cycles</i>	Greg Roza	Life Cycles of Animals	Nonfiction	12 pp.	LR7
F	<i>When Tiny Was Tiny</i>	Cari Meister	Life Cycle of a Dog	Fiction	28 pp.	LR8
G	<i>I'm a Caterpillar</i>	Jean Marzollo	Life Cycle of a Butterfly	Fiction	28 pp.	LR8
G	<i>Good Morning, Chick</i>	Mirra Ginsburg	Animals and Their Young	Fiction	32 pp.	LR9
H	<i>Waiting for Wings</i>	Lois Ehlert	Life Cycle of a Butterfly	Poetry	36 pp.	LR9
H	<i>Where Do Frogs Come From?</i>	Alex Vern	Life Cycle of a Frog	Nonfiction	22 pp.	LR10
I	<i>Are You My Mother?</i>	P.D. Eastman	Animals and Their Young	Fiction	64 pp.	LR10
J	<i>The Very Hungry Caterpillar</i>	Eric Carle	Life Cycle of a Butterfly	Fiction	24 pp.	LR11
K	<i>Frogs</i>	Norman Yu	Life Cycle of a Frog	Nonfiction	24 pp.	LR11

* as measured by the Fountas and Pinnell leveling system; see page R12 for leveling translation information

Unit 4 Reading Routines

Fiction & Nonfiction

OBJECTIVES

Thematic Connection: Growing and Changing

Read and Comprehend Text

- ✓ Identify Plot in a Story
- ✓ Identify Details in Informational Text
- ✓ Determine Importance

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Practice Masters LR4.1–LR4.3

Assessment Masters LR4.4–LR4.7

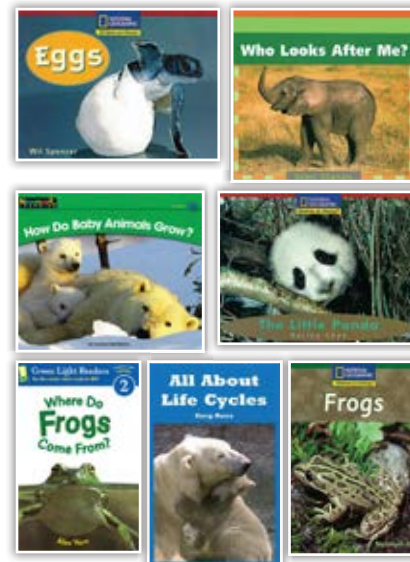
COMMON CORE STANDARDS

Read Prose	CC.1.Rlit.10
Read Informational Text	CC.1.Rinf.10
Identify Details	CC.1.R.I.2
Determine Importance	CC.1.R.I.7
Respond to Reading	CC.1.W.1, 2, 3
Engage in Discussion	CC.1.SL.1
Connect Across Texts	CC.1.SL.1.a

Fiction



Nonfiction



Introduce

Assign books. Review the Teaching Resources on pages LR4–LR11. Use the summary of each book for an overview of content. Select eight books for each child to read over the course of the four-week unit, based on the children’s interests, their reading levels, and the completed **Assessment Masters** for Unit 3.

Introduce books. Use the Teaching Resources for each book to activate prior knowledge and preview the content. Remind children that they can use what they learn from the books to answer the Big Question: *How do animals change as they grow?*

Introduce story words. Preview any story words that are listed for each book. When applicable, point out corresponding story illustrations or photos to scaffold word meaning.

Establish a weekly reading plan. Have children repeat the same schedule to read two books each week.

SUGGESTED PACING

- DAY 1** Read book 1 independently.
- DAY 2** Reread book 1 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 3** Read book 2 independently.
- DAY 4** Reread book 2 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 5** Discuss books in a small group with children who have read different books.

Read and Integrate Ideas

Have children read independently. Circulate to observe children as they read aloud a page from one of their books. Note miscues as you check for fluency. Encourage children to self-correct by asking: *Did that make sense? You said _____. Does that sound right?*

Have homogenous pairs reread and discuss. Pair children who have read the same book, and have them reread the book together. After the partners have learned the reading strategy and target skills, have them work together to complete a graphic organizer for their book.

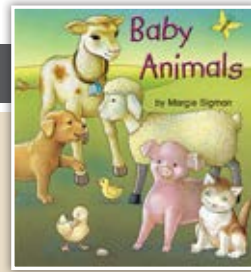
- Identify Plot: **Practice Master LR4.1**
- Identify Main Idea and Details: **Practice Master LR4.2**

Monitor partners’ discussions. As partners discuss their book, prompt them to show you where in the book they gathered the information to complete their graphic organizers. Use the build comprehension questions in the Teaching Resources to check for understanding.

Have children self-assess. Distribute Reader Reflections **Assessment Master LR4.4**. Have children evaluate their ability to read on their own.

Provide writing options. Have each child complete a writing option from the Teaching Resources to respond to one of the books they read during the week. Encourage volunteers to share their writing with the group.

A Guided Reading Level



Baby Animals

by Margie Sigman

Fiction | Pages: 8

Content Connection: Animals and Their Young

Summary A puppy meets various adult animals and their babies on a farm. The animal babies include a calf, a chick, a lamb, a kitten, a duckling, and a piglet.

Activate Prior Knowledge Say: *Name an animal you know.* Then ask: *What is the name of the animal's baby?* (Possible responses: dog/puppy, cat/kitten)

Preview Display the cover and read aloud the title. Point to each animal and say: *Name this animal.* (dog, cow, sheep, duck, chicken, pig, cat) Tell children they will read about these animals. Introduce the story word *chick* (page 3).

Build Comprehension

✓ **Identify Plot** *What happens at the end of the story?* (A boy meets the puppy and its mother.)

Compare *Look at the animals and their babies. How are the babies like the adults?* (Possible response: They have the same body parts and colors.) *How are they different?* (Possible response: The animal babies are smaller than the adults.)

✓ **Determine Importance** *Look at the illustration on page 3. What is the most important part of the illustration?* (Possible response: The puppy meets a hen and her chick.)

Writing Options

Drawing Have children draw their favorite baby animal from the story and write a caption that names it.

Journal Entry Have children write about a baby animal they have seen or know about.

B Guided Reading Level



Who Looks After Me?

by Dimi Stanos

Nonfiction | Pages: 12

Content Connection: Animals and Their Young

Summary Photos of animal babies are accompanied by the question, "Who looks after me?" Readers turn the page to see photos of animal babies and their parents. Animals include a lion cub, a polar bear cub, a baby monkey, a penguin chick, and a baby elephant.

Activate Prior Knowledge Show the back cover and ask: *Who takes care of the child in this photo?* (Possible responses: parents, adults, teachers) Explain that many animal babies depend on adults to take care of them, too.

Preview Display the cover and read aloud the title. Restate the title: *Who Takes Care of Me?* Ask children to predict who takes care of the baby elephant.

Build Comprehension

✓ **Identify Details** State a main idea: *Adult animals take care of animal babies.* Ask: *What examples from the book show this?* (Possible response: In the photo, the mother elephant stands over her calf to keep it safe.)

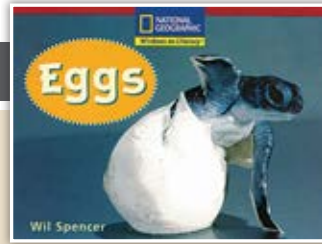
✓ **Determine Importance** *Look at the photo on page 6. What details do you see?* (Possible responses: snow, trees, water, baby polar bears, a mother polar bear) *Which details are important?* (the mother and baby polar bears)

Writing Options

Book Page Have children choose an animal they know and write a new page for the book. The front should show the baby animal and the question: *Who looks after me?* The back should show a labeled picture of the baby with one or more adults.

Journal Entry Have children choose their favorite baby animal from the book and write about why they chose it.

C Guided Reading Level



Eggs

by Wil Spencer

Nonfiction | Pages: 8

Content Connection: Animals That Hatch

Summary Simple text and dramatic photos show different kinds of animals in the process of hatching. Animals include chickens, turtles, crocodiles, and snakes.

Activate Prior Knowledge Ask: *Have you ever touched an egg? How does an egg feel?* Explain that some baby animals break their egg shells when they hatch.

Preview Display the cover and say: *Point to the egg. Point to the baby animal.* Explain that many different animals hatch from eggs. Introduce the story words *crocodiles* (page 7) and *turtles* (page 6).

Build Comprehension

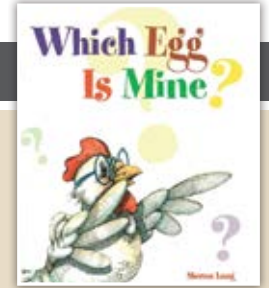
- Identify Details** Tell the main idea: *Many different kinds of animals hatch from eggs.* Have children point to words and photos that support this main idea. (Students may point to names or photos of animals that hatch, such as chickens and crocodiles.)
- Determine Importance** *Look at the photo on page 8. Which details are important?* (Possible responses: the snake, the eggs)

Writing Options

Diagram Have children draw an egg and an animal from the book and write labels that tell about them.

Journal Entry Ask children to pick a photo from the book and write one fact they learned by looking at it.

D Guided Reading Level



Which Egg Is Mine?

by Sheron Long

Fiction | Pages: 8

Content Connection: Animals That Hatch

Summary A hen looks at the eggs of different animals while trying to find her own eggs. Animals she meets along the way include a snake, a lizard, a duck, and a spider.

Activate Prior Knowledge Ask: *When have you seen an egg? What was it like?* Explain that different animals lay eggs that come in different sizes, shapes, and colors.

Preview Display the cover and read aloud the title. Point to the hen and ask: *Who do you think this is?* (a mother hen) *What is she looking for?* (her eggs) Tell children that they will read to find out what the mother hen finds. Introduce the story words *duck* (page 5), *lizard* (page 4), and *spider* (page 6).

Build Comprehension

- Identify Plot** *What happens at the end of the story?* (The mother hen finds her chicks.)
- Make Inferences** *How can you tell that the hen in the story is not a real chicken?* (Possible response: The hen talks and wears glasses.)
- Determine Importance** *Look at the text on page 5. What detail is important?* (Possible response: The baby animal is a duckling.)

Writing Options

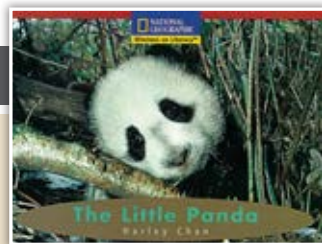
Book Page Have children draw a new scene for the book. Provide ideas for different animals that hatch from eggs, including species of birds, fish, and reptiles. Provide sentence frames for children to write speech balloons or captions:

A baby ____! Oh, pardon me!

This egg isn't mine!

Journal Entry Have children write about a time when they lost something, where they looked, and what they found.

D Guided Reading Level



The Little Panda

by Harley Chan

Nonfiction | Pages: 8

Content Connection: Life Cycle of a Panda

Summary Close-up photos accompany descriptions of a baby panda's activities as it grows and changes. The baby stays with its mother, climbs, walks, eats leaves, and grows up.

Activate Prior Knowledge Ask: *What happens as human babies grow?* (Possible response: They get bigger.) *What new things do they learn as they get bigger?* Explain that baby animals also learn as they grow.

Preview Display the cover and ask students to predict: *What do you think baby pandas need to learn as they grow up?* (Possible responses: how to walk, climb, and eat) Introduce the story word *stays* (page 3).

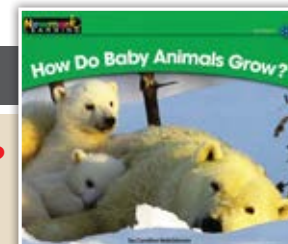
Build Comprehension

- ✓ **Identify Details** State the main idea: *The baby panda learns as it grows.* Ask: *What details support this idea?* (Possible responses: It learns to walk, climb, and eat.)
- Make Inferences** *Why does a new baby panda stay with its mother?* (Possible response: It does not know how to live on its own.)
- ✓ **Determine Importance** *Look at the photo on page 7. What detail is important?* (Possible response: The panda has leaves in its mouth. It is eating.)

Writing Options

- Drawing** Have children draw and label a baby panda and an adult panda.
- Journal Entry** Have children write sentences to tell what the panda learns. Provide a sentence frame:
The panda learns how to _____.

E Guided Reading Level



How Do Baby Animals Grow?

by Caroline Hutchinson

Nonfiction | Pages: 16

Content Connection: Life Cycles of Animals

Summary The author describes the habitats of polar bears, kangaroos, and penguins, including how the parents of each species nurture their babies to adulthood.

Activate Prior Knowledge Ask: *What animals live in very cold places?* (Possible response: penguins) *How do baby animals stay warm?* (Possible responses: fur, their parents, shelters)

Preview Display the cover and read aloud the title. Have children leaf through the book and identify each animal. Ask: *What are we going to learn about these animals?* (how they grow) *How do you know this?* (the title) Introduce the story words *bigger* (page 4), *grass* (page 6), and *lays* (page 10).

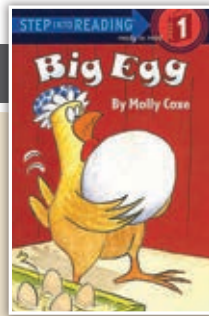
Build Comprehension

- ✓ **Identify Details** *Look at page 2. Which sentence tells you that the mother takes care of her babies?* ("They sleep together and she keeps them warm.")
- Use Visuals** Have children look at pages 8-9. Ask: *What information can you get from the photo that you can't get from the words?* (The baby gets milk from the mother's pouch.)
- ✓ **Determine Importance** *What is the most important detail on pages 12-13?* (The mother gives the egg to the father to take care of.) *How do you know this?* (Possible response: I read about this and saw the photo.)

Writing Options

- Book Page** Have children write and illustrate two new pages about another animal for the book.
- Journal Entry** Have children choose their favorite photo from the book and write about how it makes them feel.

E Guided Reading Level



Big Egg

by Molly Coxé

Fiction | Pages: 32

Content Connection: Animals and Their Young

Summary Hen lays eggs and suspects that one big egg may not belong to her. But when a fox takes the eggs, the chick that hatches from the big egg saves the day! Soon, Hen and all of her chicks are reunited.

Activate Prior Knowledge Ask children to describe eggs they have seen in grocery stores, at home, or in other places. Ask: *Are all eggs the same size?* Explain that when most animals lay eggs, their eggs are close to the same size.

Preview Display the cover and ask: *How are these eggs different?* (One egg is larger than the others.) Explain: *This is a made-up story about a hen with a big egg.* Have students predict what the chicks will look like when they hatch. Introduce the story words *crack* (page 22) and *fox* (page 21).

Build Comprehension

✓ **Identify Plot** *What happens at the beginning of the story?* (Hen lays her eggs.)

✓ **Determine Importance** Have children look at the illustrations on pages 24–25. Ask: *What is important?* (Possible responses: The chick is big. The big chick scares the foxes.)

Analyze *How do you know this is a made-up story?* (Possible responses: Animals talk. Hen carries her eggs in a carriage. The foxes eat with forks and knives.)

Writing Options

Labeled Drawing Have children draw and label a picture of Hen and her chicks.

Book Page Have children add a scene to the middle of the story to show Hen meeting another farm animal. Provide sentence frames:

"Is it an _____ egg?" "No," says the _____.

F Guided Reading Level



All About Life Cycles

by Greg Roza

Nonfiction | Pages: 12

Content Connection: Life Cycles of Animals

Summary The author describes the life cycles of ducks, butterflies, oak trees, and sunflowers to show that plant and animal life cycles are similar: they both include a beginning and growth.

Activate Prior Knowledge Ask: *What is similar about a kitten and a seed?* (Possible responses: They are both at the beginning of life. Both will grow.)

Preview Display the cover and page through the book. Say: *Look at the photos. What do you think this book will be about?* (Possible response: plants and animals) Introduce the story words *acorns* (page 8), *beginning* (page 3), *breaks* (page 4), and *sunflowers* (page 10).

Build Comprehension

✓ **Identify Details** Explain: *Some animals start out as one thing and change as they grow.* Ask: *Can you find pictures and a sentence that support this idea?* (Possible response: the caterpillar and the butterfly on page 6; the sentence: "The caterpillar changes to become a butterfly.")

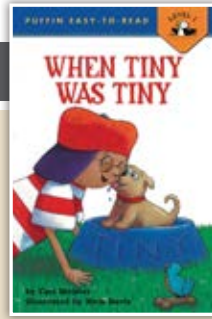
✓ **Determine Importance** Have children reread pages 10 and 11. Ask: *What are some important things you see in these photos?* (Possible response: They show seeds that grow into sunflowers.)

Writing Options

Diagram Have children draw a fruit and its seeds, labeling the seeds "beginning" and the space between the fruit and the seeds "growth."

Journal Entry Have children write a description of a plant and how it grows.

F Guided Reading Level



When Tiny Was Tiny

by Cari Meister

Fiction | Pages: 28

Content Connection: Life Cycle of a Dog

Summary A boy describes the challenges and rewards of raising his unusually large dog, Tiny, by comparing what Tiny was like as a puppy with what he is like as an adult dog.

Activate Prior Knowledge Ask: *What is the name for a baby dog?* (a puppy) *What do you know about puppies?* Encourage volunteers to share details about a puppy's general appearance and behavior.

Preview Display the cover and read aloud the title. Ask: *Who do you think Tiny is?* (a puppy) Restate the title: *When My Dog, Tiny, Was Very Small.* Introduce the story words *dug* (page 12), *fit* (page 6), and *teach* (page 12).

Build Comprehension

Identify Point of View *Who is telling this story?* (the boy)

Identify Details *Look at pages 6 and 7. How do you know that Tiny is small?* (Possible response: He fits in the boy's shoe, bag, and pocket.)

Determine Importance Have children look at the first two pages of the book. Ask: *What details are important?* (Possible responses: Tiny is a very large dog. Tiny is being introduced by a boy.)

Writing Options

Storyboard Have children fold a sheet of paper into four sections. Ask them to make a storyboard about Tiny. They can create a picture and write a caption sentence for each section to tell how he changes as he grows.

Journal Entry Have children write what they think is funny about the story.

G Guided Reading Level



I'm a Caterpillar

by Jean Marzollo

Fiction | Pages: 28

Content Connection: Life Cycle of a Butterfly

Summary A caterpillar narrates her transformation from caterpillar to chrysalis to butterfly. She goes on to describe her first flight as a butterfly and explains how she feeds, finds a mate, and eventually lays her eggs, beginning the cycle anew.

Activate Prior Knowledge Ask: *Have you ever seen a butterfly? What did it look like?* Invite volunteers to share their descriptions.

Preview Display the cover and read aloud the title. Ask: *What do you think the boy is looking at?* (a caterpillar) Tell children they will read to find out what happens to the caterpillar. Introduce the story words *hang* (page 6), *protect* (page 11), *split* (page 9), *unfold* (page 17), and *wait* (page 7).

Build Comprehension

Compare *How are a caterpillar and a butterfly alike?*

(Possible response: They both like leaves and flowers.) *How are caterpillars different from butterflies?* (Possible response: Caterpillars crawl, but butterflies fly.)

Identify Details State the main idea: *A butterfly changes as it grows.* Ask: *What are the four different stages of a butterfly's life?* (egg, caterpillar, pupa/chrysalis, butterfly)

Determine Importance *Find the page that shows the butterfly on the yellow flowers. What is important about this part?* (Possible response: The butterfly gets food from flowers.)

Writing Options

Diagram Have children draw and label the four stages of a butterfly's life cycle and connect them with arrows.

Journal Entry Have children choose a page in the story and write about what is happening to the caterpillar or butterfly.

G Guided Reading Level



Good Morning, Chick

by Mirra Ginsburg

Fiction | Pages: 32

Content Connection: Animals and Their Young

Summary A baby chick hatches out of his shell and learns to peck and search for food. As he explores the barnyard, he meets a black cat, a rooster, and a frog. But when things go wrong, his mother, Speckled Hen, is there to protect and comfort him.

Activate Prior Knowledge Ask: *How do you learn new things?* Explain that many young animals learn things both from their parents and from experience.

Preview Display the cover and read aloud the title. Point out the chick. Ask children to use the cover illustration to predict who the chick will meet in the story. (his mother, the black cat, the rooster, the frog) Introduce the story words *fell* (page 22), *ran* (page 20), *sang* (page 18), and *taught* (page 12).

Build Comprehension

- ✓ **Identify Plot** *What happens at the beginning of the story?* (A chick hatches from an egg.)
- ✓ **Determine Importance** Have children reread the scenes with the black cat. Ask: *What details are important?* (Possible responses: The cat scares the chick. The mother protects her chick.)
- Compare** *How is the chick different from Speckled Hen?* (Possible responses: The chick is small. He is yellow and fluffy. He is not ready to be on his own.)

Writing Options

- Book Page** Have children write and illustrate a new scene for the middle of the story. Name farm animals like pigs, horses, and goats to help children generate ideas.
- Journal Entry** Have children think about how the little chick feels before and after his mother helps him. Have them write about someone who has helped them.

H Guided Reading Level



Waiting for Wings

by Lois Ehlert

Poem | Pages: 36

Content Connection: Life Cycle of a Butterfly

Summary Rhyming text and colorful collages explore how caterpillars hatch and turn into butterflies. Once the butterflies emerge, they fly off to find food. Then they lay their own eggs, and the cycle begins again.

Activate Prior Knowledge Ask students to move like a caterpillar and then like a butterfly. Have children share what they know about each creature.

Preview Hold the book open so children can see the entire cover. Challenge them to find four butterflies. Read aloud the title and ask: *Who is waiting for wings?* (the butterflies) *Let's read and find out how they get their wings.* Introduce the story words *clinging* (page 5), *creep* (page 6), *sip* (page 28), and *torn* (page 13).

Build Comprehension

- Give Information** *List the stages of a butterfly's life in order.* (egg, caterpillar, case, butterfly)
- Compare** *How are the butterfly and caterpillar different?* (Possible responses: The caterpillar crawls while the butterfly flies. Their colors are different.)
- ✓ **Determine Importance** *Look at the illustrations of the adult butterflies. What details are interesting but not important?* (Possible responses: flowers, leaves) *What details are important?* (the butterflies)

Writing Options

- Diagram** Ask children to draw and name their own beautiful caterpillar and butterfly. Have them label their drawings to show how the caterpillar and butterfly are different.
- Journal Entry** Have children write a sentence about something they are waiting to do when they grow up.

H Guided Reading Level



Where Do Frogs Come From?

by Alex Vern

Nonfiction | Pages: 22

Content Connection: Life Cycle of a Frog

Summary Specially-cropped photos accompany descriptions of frogs in each stage of development, including eggs, tadpoles with back legs, tadpoles with back and front legs, and, finally, full-grown frogs.

Activate Prior Knowledge Ask: *Have you ever seen a frog in a book, magazine, nature show, or real life? What did the frog look like?* Invite volunteers to share their descriptions.

Preview Display the cover and read aloud the title. Ask: *What do you think is the answer to the title's question?* (Possible responses: eggs, other frogs) Have children leaf through the book, and explain that they will read the book to find out the answer.

Build Comprehension

- ✓ **Identify Details** *What are three things that change as a tadpole grows?* (It grows front legs. It grows back legs. It loses its tail.)
- ✓ **Identify Details** *According to the book, how do a frog's strong back legs help it live?* (They help it hop to find food or get away from danger.)
- ✓ **Determine Importance** *Look at the text and photo on page 9. What is important about this part?* (Possible responses: The tadpole is eating. The food will help it grow.)

Writing Options

Frog Chain Have children follow the directions to construct and label the frog chain described on pages 20–21 of the book.

Journal Entry Have children follow the directions on page 22 to write their own tadpole tale.

I Guided Reading Level



Are You My Mother?

by P.D. Eastman

Fiction | Pages: 64

Content Connection: Animals and Their Young

Summary A baby bird hatches from his egg while his mother is finding food. Soon, he sets off on a journey, asking everyone he meets, "Are you my mother?" It is not until he returns to his nest that, at last, he finds his mother.

Activate Prior Knowledge Ask: *What are some of the first things babies learn from the people who care for them?* (Possible responses: how to walk, how to talk, who they are)

Preview Display the cover and read aloud the title. Ask: *What is this baby bird looking for?* (its mother) Ask children to predict: *Will the baby bird find its mother?* Introduce the story words *happened* (page 59), *hen* (page 25), *must* (page 6), and *went* (page 7).

Build Comprehension

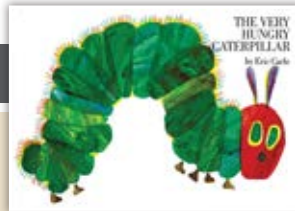
- ✓ **Identify Plot** *What happens at the beginning of the story?* (A baby bird hatches from his shell and cannot find his mother.)
- Analyze** *Does the baby bird know what its mother looks like?* (No.) *How can you tell?* (He has to ask other animals if they are his mother.)
- ✓ **Determine Importance** *Look at pages 46–49. What is important?* (Possible response: The Snort is not the bird's mother.)

Writing Options

Book Scene Have children write and illustrate a new scene about another animal or object the baby bird meets along the way.

Journal Entry Have children write about the funniest animal or object the baby bird thinks is his mother.

J Guided Reading Level



The Very Hungry Caterpillar

by Eric Carle

Fiction | Pages: 24

Content Connection: Life Cycle of a Butterfly

Summary A caterpillar hatches from his egg and eats until he's ready to build his cocoon. When he emerges, he is transformed into a beautiful butterfly.

Activate Prior Knowledge Explain: *Eating healthy food helps us to grow. What are some healthy foods that you like to eat?*

Preview Display the front and back cover. Read aloud the title and say: *This caterpillar is very hungry. Let's see what it eats and why.* Introduce the story words *cocoon* (page 23), *hungry* (page 6), and *stomachache* (page 19).

Build Comprehension

Identify Plot *What happens at the beginning of the story?*

(A caterpillar hatches from an egg.)

Determine Importance *Look at pages 6–16. What details are important?* (Possible response: The caterpillar eats a lot of good and bad food.)

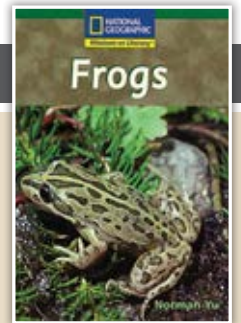
Compare *How is the butterfly at the end of the book different from the caterpillar at the beginning of the book?* (Possible responses: size, color, shape, how it moves)

Writing Options

Healthy Foods Poster Remind children that the caterpillar eats many different foods as it grows. Have children draw and label pictures of healthy foods to eat as they grow. Display the drawings on a poster.

Journal Entry Remind children that this story is fiction. Have children write about a real insect they have observed.

K Guided Reading Level



Frogs

by Norman Yu

Nonfiction | Pages: 24

Content Connection: Life Cycle of a Frog

Summary This science book highlights the stages in the life cycle of a frog, including the development of front legs, back legs, lungs, and the loss of the tail.

Activate Prior Knowledge Invite children to pantomime swimming. Then ask them to hop. Explain: *When frogs begin life, they swim. When they grow up, they hop.* Explain that a tadpole isn't born with legs, the way children are.

Preview Display the front and back covers. Identify the frog and the tadpole. Read aloud the back cover question: *How do tadpoles change?* Have children predict the answer. Introduce the story words *disappears* (page 12), *gills* (page 8), *lungs* (page 10), and *underwater* (page 8).

Build Comprehension

Identify Details *What details did you learn about tadpoles?*

(Possible response: Tadpoles have small, round bodies and long tails. They have gills so they can breathe underwater.)

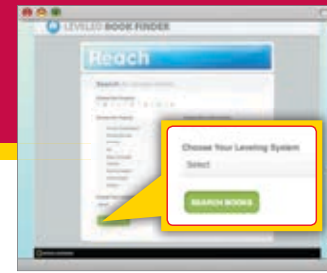
Determine Importance *Let's look at pages 10–13. What is the most important idea?* (A frog is different from a tadpole because it can live on land.) *How do you know this?* (I read that a frog has legs for jumping and lungs that let it breathe on land.)

Compare *How is the tadpole different from the frog?* (Possible responses: size, color, shape, how it moves, where it lives)

Writing Options

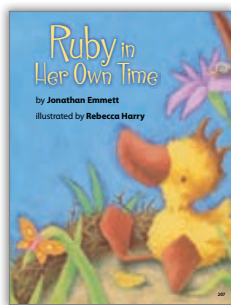
Diagram Have children draw a tadpole and a frog. Ask them to write labels to show how they are alike and different.

Journal Entry Have children write the answer to the question from the back cover of the book: "How do tadpoles change?"

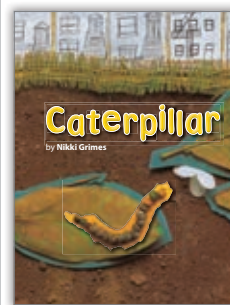


Recommended Books

Level*	Fiction About Growing and Changing	Nonfiction About Growing and Changing
A	Carle, Eric. <i>Do You Want to Be My Friend?</i> HarperCollins Publishers, 1987. Wildsmith, Brian. <i>Brian Wildsmith's Amazing Animal Alphabet Book.</i> Star Bright Books, 2008.	Blümchen, Gustav. <i>Little Monkeys.</i> National Geographic Society, 2003. Miranda, Anne. <i>The Little Lion.</i> Hampton-Brown, 2001.
B	Phillips, Jacinta. <i>My Puppy.</i> National Geographic Society, 2006.	Braidich, Shelby. <i>Penguins.</i> Rosen Publishing Group, Inc., 2001. Kishel, Ann-Marie. <i>Turtles and Hatchlings.</i> Lerner Publishing Group, 2006.
C	Coxon, Michèle. <i>Kitten's Adventure.</i> Star Bright Books, 1998.	Graves, Kimberlee. <i>See How It Grows.</i> Creative Teaching Press, 1995.
D	Coxon, Michèle. <i>Look Out, Lion Cub!</i> Star Bright Books, 1998. Ginsburg, Mirra. <i>The Chick and the Duckling.</i> Simon & Schuster Children's Publishing, 1988.	Frost, Helen. <i>Baby Birds.</i> Capstone Press, 2005. Stockdale, Susan. <i>Carry Me! Animal Babies On the Move.</i> Peachtree Publishers, 2008. PARENT'S CHOICE AWARD
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K	Cauley, Lorinda. <i>The Ugly Duckling.</i> Houghton Mifflin Harcourt, 1989. Fleming, Denise. <i>In the Small, Small Pond.</i> Henry Holt Books for Young Readers, 1998. CALDECOTT HONOR BOOK	Jacquet, Luc. <i>The March of the Penguins.</i> Random House, Inc., 2006.



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No Place Like Home. Candlewick Press, 2005.



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* as measured by the Fountas and Pinnell leveling system; see page R12 for leveling translation information

Name _____ Date _____

Beginning-Middle-End Chart

Identify Plot

Complete the chart for the story.

Title: _____

Beginning:

Middle:

End:

COPY READY

 Use your beginning-middle-end chart to tell a partner about the story.

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For use with TE pages LR4– LR11

LR4.1

Unit 4 | Growing and Changing

Name _____ Date _____

Main Idea and Details Chart

Identify Main Idea and Details

Complete the main idea and details chart for your book.

Title: _____

Main Idea:
Detail 1:
Detail 2:
Detail 3:

COPY READY

 Use your chart to tell a partner about the book.

Name _____ Date _____

Comparison Chart

Connect Across Texts

Draw a picture about a book that you read. Listen to other people in your group. Draw pictures about some of the books they read.

COPY READY

Title: _____ 	Title: _____
Title: _____ 	Title: _____

 **How do animals change as they grow?**

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For use with TE pages LR4–LR11

LR4.3

Unit 4 | Growing and Changing

Speaking and Listening Observation Log

Unit 4

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

	Student Name
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. CC.1.SL.1	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion). CC.1.SL.1.a	
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CC.1.SL.1.b	
c. Ask questions to clear up any confusion about the topics and text under discussion. CC.1.SL.1.c	
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.SL.2	
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.SL.3	

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 4

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the child's score.

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategies																
Plan				Monitor				Ask Questions								
4	3	2	1	4	3	2	1	4	3	2	1					
<ul style="list-style-type: none"> • Show me what you did before you started reading the book. • What did you predict that the book might be about? 				<ul style="list-style-type: none"> • When you were reading, did you stop and think about any parts? • Show me what you do when that happens. • How did this help you understand? 				<ul style="list-style-type: none"> • What questions did you have when you were reading? • What answers did you find to the questions? • Show me where/how you found the answer. 								
4				Consistently previews and articulates a purpose for reading. Makes a prediction before and during reading. Confirms predictions.				Consistently identifies when comprehension breaks down, and can clarify text independently and successfully.				Asks questions to understand and expand comprehension, and easily demonstrates how to answer the questions. Can ask a variety of questions.				
3				Often previews, but may not articulate a purpose for reading. Makes a prediction before reading but not during reading.				Monitors comprehension, but cannot always clarify.				Asks questions and shows how to find the answers by citing text/images.				
2				Sometimes previews, but does not have a purpose for reading. May predict, but prediction is not appropriate.				Can monitor comprehension, but does not attempt to solve comprehension problems.				Asks questions, but does not attempt to find answers in the text/images, or answers are inaccurate.				
1				Does not preview. Does not set a purpose or predict.				Is not aware of comprehension difficulties.				Does not ask questions.				

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 4

Reading Strategies				
Determine Importance (Unit Focus)	Make Connections	Make Inferences	Visualize	
4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> • What is an important idea of this book? • Tell me why you think that is an important idea. 	<ul style="list-style-type: none"> • Did you read anything in the book that reminded you of something in your life? Show me what that was. • Did you read anything that reminded you of some other book you read? Show me what that was. • Did you read anything you already knew about in the world around you? Tell me about that. 	<ul style="list-style-type: none"> • What did you figure out about this book on your own? • Were there clues, or details, in the book that helped you figure this out? • What did you already know about those clues and how did they help you make this inference? 	<ul style="list-style-type: none"> • What did you imagine when you read this book? • What pictures did you see in your mind as you read? • How did visualizing help you understand the book? 	
4	Uses many parts of the text (pictures, title, words) to accurately identify important ideas. Makes some attempt to explain importance.	Makes all types of connections, and can explain how the connections increase comprehension.	Uses specific parts of the text and background knowledge to make accurate inferences.	Describes multi-sensory mental images that are elaborated from existing text or pictures. Can explain how visualizing helped them understand the text.
3	Identifies some important ideas, but cannot explain how they were identified.	Makes some connections, but cannot explain how this helps understanding.	Sometimes makes accurate inferences. Often relies too much on text or own experience to make inferences.	Describes some sensory images based on the text, or gives descriptions of the pictures.
2	Identifies both important ideas and unimportant details.	Makes a weak connection, but cannot relate the connection clearly to the text.	Makes attempts, but the inference is inaccurate or unsubstantiated by the text.	Describes some simple images directly related to text or a picture. May describe inappropriate images not related to what the author is trying to convey.
1	Does not identify important ideas.	Does not make a connection with the text.	Does not attempt to make inferences.	Does not describe images related to the text.

COPY READY

Reader Reflection

Date	Title of Book	Author

COPY READY

1. Before I read this book,



I looked at the title and the pictures.

I made a prediction.

2. If I didn't understand something,



I stopped to think about it.

I read it again.

I asked myself a question about it.

This book was: easy about right hard

Rate this book!     





Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Spelling	✓			
	Foundational Skills, including Phonics	✓	✓		
	Unit Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Reading Strategy Assessments	✓	✓		
Benchmark Assessments	Benchmark Assessments*	✓	✓	✓	
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
Reteaching	Reteaching Masters	✓	✓		

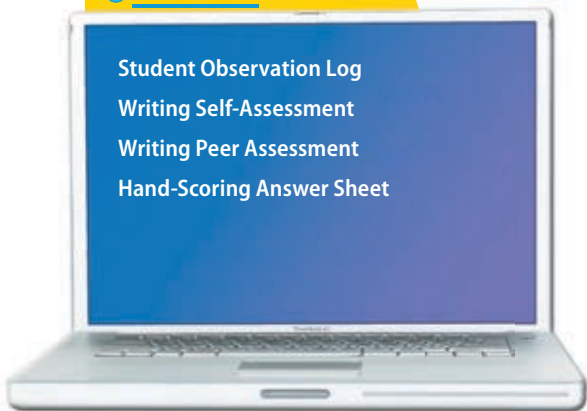
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Foundational Skills Test	A4.5	Comprehension: Plot	RT4.1
Reading Comprehension Test	A4.8	Comprehension: Determine Importance	RT4.2
Vocabulary Test	A4.11	Subject Pronouns Reteaching Master	RT4.3
Grammar and Writing Test	A4.15	More Grammar Practice	RT4.4
Week 2			
Foundational Skills Test	A4.17	Comprehension: Use Text Features	RT4.5
Reading Comprehension Test	A4.19	Comprehension: Determine Importance	RT4.6
Vocabulary Test	A4.22	Subject and Object Pronouns Reteaching Master	RT4.7
Grammar and Writing Test	A4.24	More Grammar Practice	RT4.8
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Reading Comprehension Test	A4.28	Comprehension: Determine Importance	RT4.10
Vocabulary Test	A4.31	Possessive Nouns Reteaching Master	RT4.11
Grammar and Writing Test	A4.35	More Grammar Practice	RT4.12
Week 4			
Foundational Skills Test	A4.37	Comprehension: Rhythm and Rhyme in Poetry	RT4.13
Reading Comprehension Unit Test	A4.39	Comprehension: Determine Importance	RT4.14
Vocabulary Unit Test	A4.48	Possessive Adjectives Reteaching Master	RT4.15
Grammar and Writing Test	A4.52	More Grammar Practice	RT4.16
		Writing Trait: Organization	RT4.17
		(Also see prior weeks.)	
Oral Reading Assessment	A4.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
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Student Profile: Weekly and Unit Assessments	A4.56		
Class Profile: Weekly and Unit Assessments	A4.58		
Student Profile: Strengths and Needs Summary	A4.59		
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Unit Self-Assessment	A4.61		
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Leveled Reading Assessments			
Speaking and Listening Observation Log	LR4.4		
Reading Strategy Assessment	LR4.5		
Reader Reflection	LR4.7		

Online Assessment Resources

NGReach.com



Student Observation Log
 Writing Self-Assessment
 Writing Peer Assessment
 Hand-Scoring Answer Sheet

Oral Reading Assessment

Unit 4

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

“We can’t sleep here. This isn’t a safe place,” said mother skunk. “It’s getting late. We must find a spot to sleep.”

“Don’t go yet,” father skunk said. “I think the snake is tame. Let’s talk to him and find out.”

The snake left the cave. He grinned and said, “Hi, my name is Jake. I am very tame. That’s my cave. You can see it’s very safe. Let me take you there.”

Together, they went in. Mother skunk felt good. “This is a safe place. We can sleep here.”

COPY READY

Oral Reading Assessment

COPY READY

Mother, father, and baby skunk needed a place to rest. They wanted shade. They walked to a cave by a lake. Just inside the cave was a lump. It was a snake!

6
14
24
32
40
46
54
61
70
73
80
90
99
105
111
120
122

“We can’t sleep here. This isn’t a safe place,” said mother skunk. “It’s getting late. We must find a spot to sleep.”

“Don’t go yet,” father skunk said. “I think the snake is tame. Let’s talk to him and find out.”

The snake left the cave. He grinned and said, “Hi, my name is Jake. I am very tame. That’s my cave. You can see it’s very safe. Let me take you there.”

Together, they went in. Mother skunk felt good. “This is a safe place. We can sleep here.”

Miscue Observations

Oral Reading Assessment

Unit 4

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15

Accuracy and Rate

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Oral Reading Fluency Rubrics				
Circle Score	Automaticity	Phrasing	Intonation	Expression
4	4 3 2 1 Reads smoothly and automatically. Pace is consistent.	4 3 2 1 Consistently pauses at all appropriate places in the text.	4 3 2 1 Changes pitch to match all of the content.	4 3 2 1 Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

Oral Reading Assessment

Unit 4

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:

Did you have any problems reading this passage?

If yes: *What problems did you have?*

What did you do when you didn't know a word?

- Share the positive things you noticed about the student's reading, for example:

I noticed that you read with a lot of expression.

Your reading is getting smoother. You don't stop as often as you used to.

- Make suggestions about what improvements are needed, for example:

Try to read more smoothly without stopping between words.

- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Foundational Skills Test

Unit 4, Week 1

Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A4.7.

Tested Skill	Assessment Routine	Items
Delete Initial Sounds	Say a word and an initial sound to take away. Have the student say the new word.	1 crate (rate) 3 plane (lane) 2 trip (rip) 4 bend (end)
Delete Final Sounds	Say a word and a final sound to take away. Have the student say the new word.	5 grape (gray) 7 make (may) 6 time (tie) 8 bead (be)

Decoding ✖✖✖

- Long a
- Contractions

The Decoding Test on page A4.6 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A4.7.

Say: *Listen to this word:* _____.
Choose the word: _____.

- 1** cake
- 2** plane
- 3** snake
- 4** rake
- 5** didn't
- 6** can't

High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A4.7.

Week 1

new
play
sleep
carry
because
don't



✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 4, Week 1

COPY READY

- 1 (A) cake
(B) crack
(C) candy



- 4 (A) red
(B) raft
(C) rake



- 2 (A) plan
(B) plant
(C) plane



- 5 (A) didn't
(B) don't
(C) did

- 3 (A) snack
(B) snake
(C) snatch



- 6 (A) cart
(B) can't
(C) couldn't

Score
_____/6

DONE!

Name _____

Foundational Skills

Unit 4

Put a check next to each word read correctly and an X next to each word read incorrectly.
Total each section of the test. Add all of the subtotals to get the weekly total.

Week 1 Date _____	Week 2 Date _____	Week 3 Date _____	Week 4 Date _____
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Delete Initial Sounds Delete Final Sounds <p>crate (rate) <input type="checkbox"/></p> <p>trip (rip) <input type="checkbox"/></p> <p>plane (lane) <input type="checkbox"/></p> <p>bend (end) <input type="checkbox"/></p> <p>grape (gray) <input type="checkbox"/></p> <p>time (tie) <input type="checkbox"/></p> <p>make (may) <input type="checkbox"/></p> <p>bead (be) <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Delete Initial Sounds Count & Combine Syllables <p>swing (wing) <input type="checkbox"/></p> <p>slime (lime) <input type="checkbox"/></p> <p>lick (lick) <input type="checkbox"/></p> <p>pride (ride) <input type="checkbox"/></p> <p>eating <input type="checkbox"/></p> <p>almost <input type="checkbox"/></p> <p>skated <input type="checkbox"/></p> <p>water <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Medial Sounds Substitute Initial Sounds <p>hop (hope) <input type="checkbox"/></p> <p>pin (pine) <input type="checkbox"/></p> <p>got (goat) <input type="checkbox"/></p> <p>ran (rain) <input type="checkbox"/></p> <p>row (no) <input type="checkbox"/></p> <p>hop (shop) <input type="checkbox"/></p> <p>then (when) <input type="checkbox"/></p> <p>quite (white) <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Medial Sounds Substitute Final Sounds <p>tub (tube) <input type="checkbox"/></p> <p>mitt (might) <input type="checkbox"/></p> <p>cot (coat) <input type="checkbox"/></p> <p>duck (duke) <input type="checkbox"/></p> <p>throw (three) <input type="checkbox"/></p> <p>show (she) <input type="checkbox"/></p> <p>like (light) <input type="checkbox"/></p> <p>eve (eat) <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>
<p>Decoding</p> <ul style="list-style-type: none"> Long a Contractions <p>cake <input type="checkbox"/></p> <p>plane <input type="checkbox"/></p> <p>snake <input type="checkbox"/></p> <p>rake <input type="checkbox"/></p> <p>didn't <input type="checkbox"/></p> <p>can't <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Decoding</p> <ul style="list-style-type: none"> Long i Endings -ed, -ing <p>hide <input type="checkbox"/></p> <p>bike <input type="checkbox"/></p> <p>fin <input type="checkbox"/></p> <p>grinned <input type="checkbox"/></p> <p>baking <input type="checkbox"/></p> <p>flapped <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Decoding</p> <ul style="list-style-type: none"> Long o Digraph ph <p>hose <input type="checkbox"/></p> <p>robe <input type="checkbox"/></p> <p>smoke <input type="checkbox"/></p> <p>stone <input type="checkbox"/></p> <p>phone <input type="checkbox"/></p> <p>not <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Decoding</p> <ul style="list-style-type: none"> Long u Long e <p>mule <input type="checkbox"/></p> <p>plume <input type="checkbox"/></p> <p>flute <input type="checkbox"/></p> <p>he <input type="checkbox"/></p> <p>theme <input type="checkbox"/></p> <p>hug <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>
<p>High Frequency Words</p> <p>new <input type="checkbox"/></p> <p>play <input type="checkbox"/></p> <p>sleep <input type="checkbox"/></p> <p>because <input type="checkbox"/></p> <p>don't <input type="checkbox"/></p> <p>carry <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>	<p>High Frequency Words</p> <p>was <input type="checkbox"/></p> <p>two <input type="checkbox"/></p> <p>both <input type="checkbox"/></p> <p>kind <input type="checkbox"/></p> <p>over <input type="checkbox"/></p> <p>almost <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>	<p>High Frequency Words</p> <p>any <input type="checkbox"/></p> <p>always <input type="checkbox"/></p> <p>each <input type="checkbox"/></p> <p>never <input type="checkbox"/></p> <p>many <input type="checkbox"/></p> <p>every <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>	<p>High Frequency Words</p> <p>show <input type="checkbox"/></p> <p>four <input type="checkbox"/></p> <p>some <input type="checkbox"/></p> <p>may <input type="checkbox"/></p> <p>other <input type="checkbox"/></p> <p>only <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>

COPY READY

Reading Comprehension Test

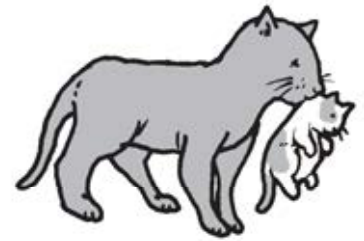
Unit 4, Week 1

Directions: Read the story. Then answer the questions about the story.

Hetty Grows Up



Hetty is a tiny kitten. She cannot see or walk. Her mother carries Hetty and feeds her milk.



Hetty sleeps a lot. She eats and grows. Hetty plays with toys. Her fur is soft and thick.



Hetty grows and changes. She still loves to play, but now Hetty also likes to hunt. She hunts for a mouse. Watch out, mouse!

GO ON 

Reading Comprehension Test

Unit 4, Week 1

1 What happens at the beginning of the story?

- Ⓐ Hetty learns to hunt.
- Ⓑ Hetty plays with toys.
- Ⓒ Hetty's mother carries her.

2 At the end of the story, what does Hetty like to do?

- Ⓐ hunt
- Ⓑ sleep
- Ⓒ eat

COPY READY



Reading Comprehension Test

Unit 4, Week 1

COPY READY

- 3 What is the most important thing to know about Hetty?
- Ⓐ Hetty is a kitten.
 - Ⓑ Hetty drinks milk.
 - Ⓒ Hetty has soft fur.
- 4 Which sentence tells the most important idea of the story?
- Ⓐ *Hetty sleeps a lot.*
 - Ⓑ *Hetty grows and changes.*
 - Ⓒ *Hetty plays with toys.*

Score
_____/4

DONE!

Vocabulary Test

Unit 4, Week 1

Directions: Choose the answer that completes the sentence correctly.

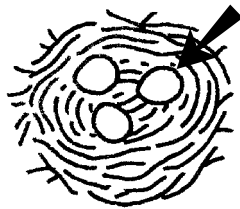
1 This is _____.

- Ⓐ a baby
- Ⓑ a family
- Ⓒ an adult



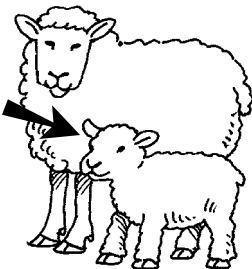
2 This is _____.

- Ⓐ an egg
- Ⓑ a bird
- Ⓒ a dollar



3 This is a _____.

- Ⓐ baby
- Ⓑ home
- Ⓒ tadpole



GO ON 

Vocabulary Test

Unit 4, Week 1

4 Birds _____ from eggs.

- Ⓐ play
- Ⓑ hatch
- Ⓒ share



5 This is a _____.

- Ⓐ nest
- Ⓑ store
- Ⓒ meal



6 Ducklings _____ inside eggs.

- Ⓐ fly
- Ⓑ form
- Ⓒ share



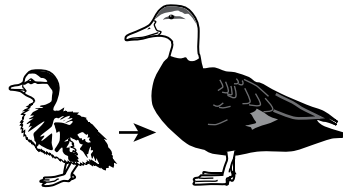
GO ON 

Vocabulary Test

Unit 4, Week 1

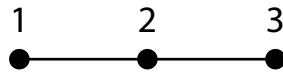
7 Baby ducklings _____ into adults.

- Ⓐ care
- Ⓑ grow
- Ⓒ shop



8 One comes _____ two.

- Ⓐ after
- Ⓑ inside
- Ⓒ before



9 The books are _____ the box.

- Ⓐ under
- Ⓑ inside
- Ⓒ before



GO ON 

Vocabulary Test

Unit 4, Week 1

10 The _____ of the ball is round.

- Ⓐ play
- Ⓑ share
- Ⓒ shape



11 My dad's shoes are not my _____.

- Ⓐ trip
- Ⓑ size
- Ⓒ visit



12 Seven o'clock is the _____ we wake up.

- Ⓐ time
- Ⓑ place
- Ⓒ group



Score
_____/12

DONE!

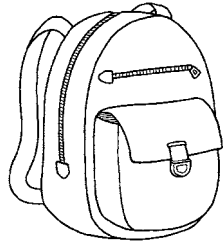
Grammar and Writing Test

Unit 4, Week 1

Directions: Choose the answer that completes the sentence correctly.

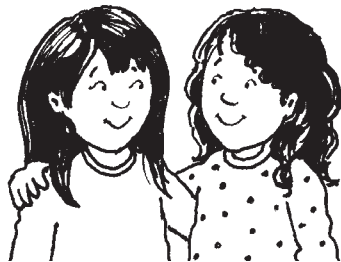
1 This is my bag. _____ is new.

- Ⓐ It
- Ⓑ He
- Ⓒ She



2 Jill and I are best friends. _____ play together.

- Ⓐ We
- Ⓑ You
- Ⓒ They



3 My cat is big. _____ hold my cat.

- Ⓐ She
- Ⓑ It
- Ⓒ I



GO ON 

Grammar and Writing Test

Unit 4, Week 1

4 Harry is my brother. _____ kicks the ball to me.

- Ⓐ She
- Ⓑ He
- Ⓒ We



5 You read a story about two animal friends, Farfallina and Marcel. At the end of the story, they go south together. Write a sentence about what you think happens next. Use interesting words.

Next, _____

Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 4, Week 2

Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A4.7.

Tested Skill	Assessment Routine	Items
Delete Initial Sounds	Say a word slowly. Have the students take away the <u>initial</u> sound and say the new word.	1 swing (wing) 3 slick (lick) 2 slime (lime) 4 pride (ride)
Count and Combine Syllables	Say a word slowly, syllable by syllable. Have the students count the syllables and put them together to say the word.	5 eating 7 skated 6 almost 8 water

Decoding ✖✖✖

• Long *i*

• Endings *-ed, -ing*

The Decoding Test on page A4.18 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A4.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** hide
- 2** bike
- 3** fin
- 4** grinned
- 5** baking
- 6** flapped

High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A4.7.



Week 2

was

two

both

kind

over

almost

✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 4, Week 2

COPY READY

- 1 (A) hid
- (B) had
- (C) hide



- 4 (A) grins
- (B) grind
- (C) grinned

- 2 (A) bill
- (B) bike
- (C) bake



- 5 (A) back
- (B) baking
- (C) baked

- 3 (A) fin
- (B) fan
- (C) fine



- 6 (A) flaps
- (B) flapped
- (C) flapping

Score
_____/6

DONE!

Reading Comprehension Test

Unit 4, Week 2

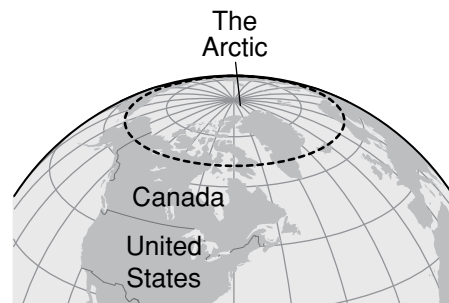
Directions: Read the article. Then answer the questions about the article.

THE ARCTIC HARE

The arctic hare is an animal that is named for its home. Its home is called the Arctic. It is very cold there.

Thick fur keeps the hare warm. Its fur is white. It's the color of snow in winter. In spring, the fur changes color. It turns gray like the ground. The color of the fur helps the hare hide.

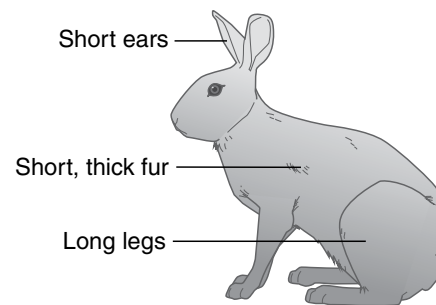
Short ears are important, too. These also keep the hare warm. Long back legs make the hare really fast.



The Arctic is in the far north.



The arctic hare's fur changes from white to gray in spring.



GO ON 

Reading Comprehension Test

Unit 4, Week 2

COPY READY

- 1 There is a circle on the map.
What does it show?
 - A the Arctic
 - B the United States
 - C Canada

- 2 What can you learn from the
caption under the map?
 - A when the Arctic is cold
 - B where the Arctic is
 - C what animal lives in the Arctic

GO ON 

Reading Comprehension Test

Unit 4, Week 2

- 3 Look at the picture of the two hares. What can you learn from the caption under the picture?
- Ⓐ how the arctic hare hides from danger
 - Ⓑ why the arctic hare has such thick fur
 - Ⓒ when the arctic hare changes its winter color
- 4 What can you learn from the last picture?
- Ⓐ The arctic hare's fur keeps it warm.
 - Ⓑ The arctic hare's back legs are long.
 - Ⓒ The arctic hare's name comes from where it lives.

COPY READY

Score
_____/4

DONE!

Vocabulary Test

Unit 4, Week 2

Directions: Read the question.
Choose the best answer.

- 1 What does the word spreads mean in this sentence?

The bird spreads its wings to fly.

- Ⓐ opens
- Ⓑ sings
- Ⓒ sits

- 2 What does the word develop mean in this sentence?

The tadpole develops into a frog.

- Ⓐ kicks
- Ⓑ plays
- Ⓒ grows

GO ON 

Name _____

Date _____

Vocabulary Test

Unit 4, Week 2

- 3 What does the word sway mean in this sentence?

The wind makes the tall grass sway.



- 4 What does the word purchase mean in this sentence?

They go to the store to purchase food.

- Ⓐ eat
 - Ⓑ move
 - Ⓒ sleep
-
- Ⓐ plant
 - Ⓑ cook
 - Ⓒ buy

COPY READY

Score

_____/4

DONE!

Grammar and Writing Test

Unit 4, Week 2

Directions: Choose the answer that completes the sentence correctly.

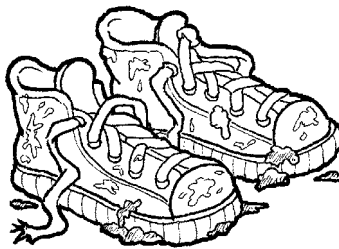
1 Ava and I rested on the bench. I sat next to _____.

- (A) it
- (B) her
- (C) them



2 My shoes are muddy. I need to wash _____.

- (A) them
- (B) you
- (C) him



3 _____ have lots of fun on the playground.

- (A) Me
- (B) We
- (C) Her



GO ON

Grammar and Writing Test

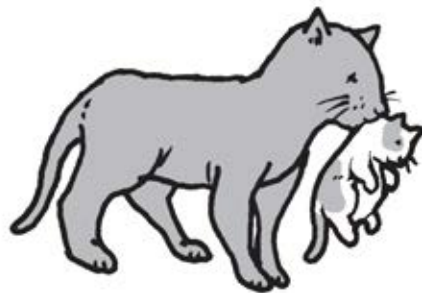
Unit 4, Week 2

4 I take my dog for a walk.
He likes _____.

- (A) she
- (B) he
- (C) it



5 The picture needs a caption. Write a sentence that tells about the picture.



Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 4, Week 3

Phonological Awareness ✕

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A4.7.

Tested Skill	Assessment Routine	Items
Substitute Medial Sounds	Say a word and a <u>medial</u> sound to substitute. Have the student say the new word.	1 hop (hope) 3 got (goat) 2 pin (pine) 4 ran (rain)
Substitute Initial Sounds	Say a word and an <u>initial</u> sound to substitute. Have the student say the new word.	5 row (no) 7 then (when) 6 hop (shop) 8 quite (white)

COPY READY

Decoding ✕✕✕

• Long o

• Digraph ph

The Decoding Test on page A4.27 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A4.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** hose
- 2** robe
- 3** smoke
- 4** stone
- 5** phone
- 6** not

High Frequency Words ✕

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A4.7.

Week 3

any
always
each
never
many
every



✕ = one child ✕✕ = two children ✕✕✕ = three or more children

Foundational Skills Test

Unit 4, Week 3

- 1 (A) has
(B) host
(C) hose



- 4 (A) stone
(B) stand
(C) stomp



- 2 (A) rob
(B) robe
(C) rock



- 5 (A) fun
(B) pine
(C) phone



- 3 (A) smack
(B) smock
(C) smoke



- 6 (A) no
(B) not
(C) note

Score
_____/6

DONE!

Reading Comprehension Test

Unit 4, Week 3

Directions: Read the article. Then answer the questions about the article.

The Tadpole

A baby frog is called a tadpole. It does not look like a frog. It has a long tail. It lives under the water. A tadpole swims around. It looks like a small fish.

When the tadpole starts to grow, it changes. Its legs get longer. Its tail gets smaller. One day, the tadpole's tail goes away! The tadpole no longer looks like a fish. It moves out of the water. At last, the tadpole is a small frog. It is ready to hop!



A tadpole becomes a frog in 12 to 16 weeks.

GO ON 

Reading Comprehension Test

Unit 4, Week 3

- 1 Which of these is the most important idea?
- Ⓐ A tadpole has a long tail.
 - Ⓑ A tadpole changes into a frog.
 - Ⓒ A tadpole swims around under the water.
- 2 Which detail shows that a tadpole has become a frog?
- Ⓐ It starts to grow.
 - Ⓑ Its tail goes away.
 - Ⓒ It is ready to hop.
- 3 What can you learn from the caption?
- Ⓐ how a tadpole moves through the water
 - Ⓑ how long it takes for a tadpole to be born
 - Ⓒ how long it takes a tadpole to turn into a frog

GO ON 

Reading Comprehension Test**Unit 4, Week 3**

Directions: Read the article. Then answer the questions about the article.

Rex

Rex is a puppy. He has large puppy feet. He trips over them sometimes. As he gets older, his legs will get longer. His feet will not seem so big.

Rex has big soft ears. They flop over his eyes. Soon, Rex's head will grow. His ears will fit him better. Then Rex will see where he is running!

- | | |
|--|---|
| <p>4 What is the main idea of this article?</p> <p>Ⓐ Rex is a cute puppy.</p> <p>Ⓑ Rex will become an adult dog.</p> <p>Ⓒ Rex is too big for his age.</p> | <p>5 Which is the most important detail?</p> <p>Ⓐ Rex's ears are soft.</p> <p>Ⓑ Sometimes Rex trips.</p> <p>Ⓒ Rex's legs will grow longer.</p> |
|--|---|

Score
_____/5

DONE!

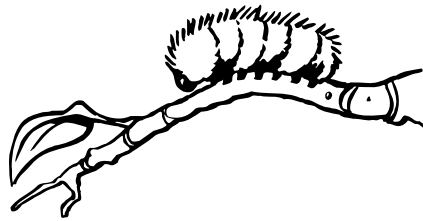
Vocabulary Test

Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 This is a _____.

- Ⓐ business
- Ⓑ caterpillar
- Ⓒ neighborhood



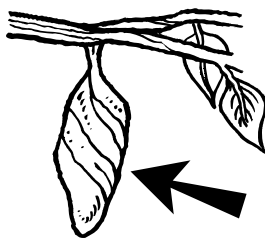
2 This is a _____.

- Ⓐ light
- Ⓑ seed
- Ⓒ pupa



3 This is a _____.

- Ⓐ service
- Ⓑ factory
- Ⓒ chrysalis



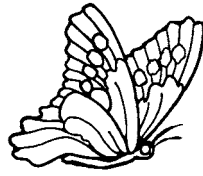
GO ON 

Vocabulary Test

Unit 4, Week 3

4 This is a _____.

- Ⓐ holiday
- Ⓑ butterfly
- Ⓒ delivery



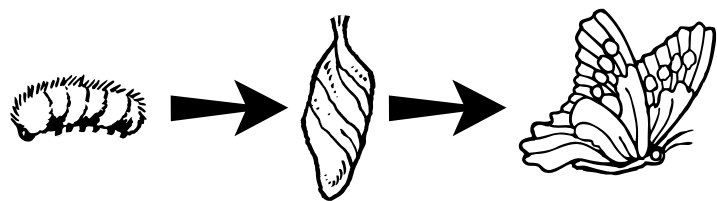
5 This is an _____.

- Ⓐ insect
- Ⓑ answer
- Ⓒ airplane



6 It will _____ and grow.

- Ⓐ bring
- Ⓑ change
- Ⓒ exercise



GO ON 

Vocabulary Test

Unit 4, Week 3

7 This baby was _____ yesterday.

- Ⓐ ready
- Ⓑ sold
- Ⓒ born



8 The letters are in order, or _____.

- Ⓐ height
- Ⓑ energy
- Ⓒ sequence



9 The _____ of the flower is orange.

- Ⓐ color
- Ⓑ health
- Ⓒ length



GO ON 

Vocabulary Test

Unit 4, Week 3

10 You can _____ keys to a ring.

- Ⓐ drink
- Ⓑ count
- Ⓒ attach



11 The rock feels _____.

- Ⓐ alive
- Ⓑ hard
- Ⓒ ready



COPY READY

Score
_____/11

DONE!

Grammar and Writing Test

Unit 4, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 The _____ bowl is full.

- Ⓐ cats
- Ⓑ cat's
- Ⓒ catses



2 The _____ mother keeps them safe.

- Ⓐ chick's
- Ⓑ chicks'
- Ⓒ chickses



3 Watch _____ plants grow big!

- Ⓐ Andys'
- Ⓑ Andys
- Ⓒ Andy's



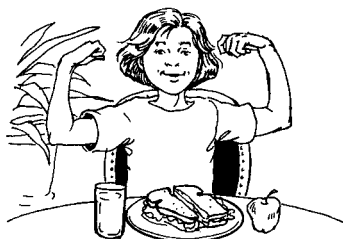
GO ON 

Grammar and Writing Test

Unit 4, Week 3

4 The _____ food will make her strong.

- Ⓐ girl's
- Ⓑ girls'
- Ⓒ girls



5 Write two sentences about how caterpillars change. Use key words from the box.

Key Words

chrysalis	plant
egg	pupa
hatch	wing

First, _____

Then, _____

Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 4, Week 4

Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A4.7.

Tested Skill	Assessment Routine	Items
Substitute Medial Sounds	Say a word and a <u>medial</u> sound to substitute. Have the student say the new word.	1 tub (tube) 3 cot (coat) 2 mitt (might) 4 duck (duke)
Substitute Final Sounds	Say a word and a <u>final</u> sound to substitute. Have the student say the new word.	5 throw (three) 7 like (light) 6 show (she) 8 eve (eat)

COPY READY

Decoding ✖✖✖

• Long u

• Long e

The Decoding Test on page A4.38 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A4.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** mule
- 2** plume
- 3** flute
- 4** he
- 5** theme
- 6** hug

High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A4.7.

Week 4

show

four

some

may

other

only

✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 4, Week 4

COPY READY

- 1 (A) mull
(B) mule
(C) mole



- 2 (A) plus
(B) plum
(C) plume



- 3 (A) flute
(B) fleet
(C) flake



- 4 (A) hi
(B) he
(C) hen

- 5 (A) theme
(B) them
(C) the

- 6 (A) hog
(B) hug
(C) huge

Score
_____/6

DONE!

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

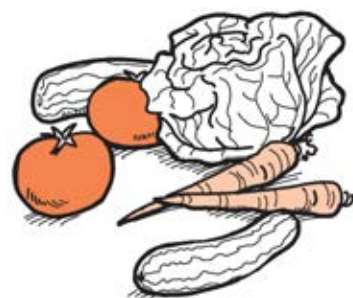
Cara **GROWS** Vegetables

First, Cara finds a place with good soil. She plants the seeds in a sunny spot. She gives the seeds water. Cara pulls weeds that grow in her garden.



Soon the seeds sprout. Up come many small plants. Cara visits her plants every day. She watches how they change. They grow leaves. Next come little flowers.

The flowers slowly become vegetables. They fill the garden with color. At last the vegetables are ready to eat!

GO ON 

Reading Comprehension Test

Unit Test

- 1** What does Cara do first to grow vegetables?
- Ⓐ She waters the plants.
 - Ⓑ She pulls up the plants.
 - Ⓒ She plants seeds in soil.
- 2** What happens in the middle of the story?
- Ⓐ Weeds grow.
 - Ⓑ The plants grow flowers.
 - Ⓒ The vegetables are ready to eat!

COPY READY

GO ON 

Reading Comprehension Test

Unit Test

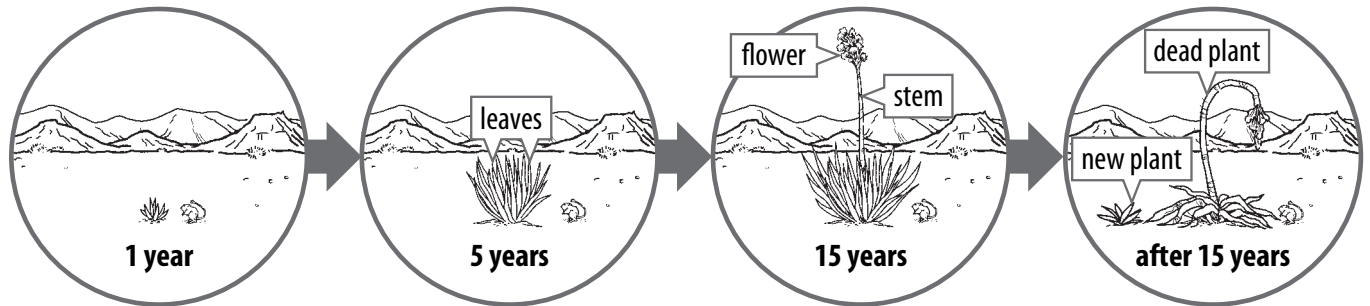
- 3 Which sentence states an important idea about how to grow vegetables?
- Ⓐ *She gives the seeds water.*
 - Ⓑ *They fill the garden with color.*
 - Ⓒ *She watches how they change.*
- 4 If you want to understand where vegetables come from, which sentence is most important?
- Ⓐ *Cara visits her vegetable plants every day.*
 - Ⓑ *The flowers slowly become vegetables.*
 - Ⓒ *At last the vegetables are ready to eat!*

COPY READY

GO ON 

Reading Comprehension Test**Unit Test**

Directions: Read the article. Then answer the questions about the article.

Agave Life Cycle

The agave is a plant. It grows in the desert.
The agave has a long life cycle.

The plant grows slowly for many years.
When the plant is about 10 years old, a tall stem quickly grows up. The stem has yellow flowers.

After the plant makes flowers,
it dies. New plants start to
grow. The cycle begins again.



The leaves have little teeth and look like swords.

GO ON

Reading Comprehension Test

Unit Test

- 5 What is the main idea of the article?
- Ⓐ The agave has yellow flowers.
 - Ⓑ The agave grows in the desert.
 - Ⓒ The agave has a long life cycle.
- 6 The labels in the two middle circles show —
- Ⓐ parts of an agave plant.
 - Ⓑ how tall an agave plant grows.
 - Ⓒ the climate where agave plants grow.
- 7 The labels in the last circle show that a new plant grows —
- Ⓐ next to the dead plant.
 - Ⓑ on top of the dead plant.
 - Ⓒ far away from the dead plant.

COPY READY



Reading Comprehension Test**Unit Test****COPY READY**

- 8** What do the captions under the circles tell you?
- Ⓐ where the agave grows best
 - Ⓑ how new plants start to grow
 - Ⓒ what the agave looks like at different ages
- 9** What part of the agave plant has little teeth?
- Ⓐ the stem
 - Ⓑ the leaves
 - Ⓒ the flower
- 10** Which of these details tells you about the agave's life cycle?
- Ⓐ The agave grows in the desert.
 - Ⓑ The agave has a yellow flower.
 - Ⓒ The agave grows slowly for many years.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the poem. Then answer the questions about the poem.

Joey's Pocket

What do you call
a baby kangaroo?
A joey is its name
to me and to you!

Where does a joey stay
when it is very small?
In a warm and cozy place,
hiding from us all.

Mom keeps joey in a pouch
that's nice and snug inside.
The joey peeks out at the world
while Mom gives it a ride.



Kangaroo mothers have a pouch that is like a pocket. The mother carries her baby inside the pouch.

GO ON 

Reading Comprehension Test

Unit Test

- 11 Tap the rhythm of this line to yourself.

Where does a joey stay

Which of these words has a harder beat?

- Ⓐ Where
- Ⓑ joey
- Ⓒ stay

- 12 Read this line from the poem.

while Mom gives it a ride.

Which of these words has a harder beat?

- Ⓐ while
- Ⓑ gives
- Ⓒ ride

GO ON 

Reading Comprehension Test

Unit Test

- 13 Read these lines from the poem.

*What do you call
a baby kangaroo?
A joey is its name
to me and to you!*

Which two words rhyme?

- Ⓐ *call* and *name*
Ⓑ *kangaroo* and *you*
Ⓒ *kangaroo* and *name*
- 14 Read this last part of the poem.

*Mom keeps joey in a pouch
that's nice and snug inside.
The joey peeks out at the world
while Mom gives it a ride.*

Which two words rhyme?

- Ⓐ *inside* and *ride*
Ⓑ *pouch* and *peek*
Ⓒ *nice* and *snug*

Score

_____/14

DONE!

Vocabulary Test

Unit Test

Directions: Read the question.
Choose the best answer.

- 1 What does the word enjoy mean in this sentence?

We enjoy the fun show.

- Ⓐ bring
- Ⓑ know
- Ⓒ like

- 2 What does the word damp mean in this sentence?

Mom watered the flowers,
and the ground is still damp.

- Ⓐ wet
- Ⓑ big
- Ⓒ tall

GO ON

Vocabulary Test

Unit Test

- 3 What does the word whole mean in this sentence?

The hungry cat eats a whole can of food.

- Ⓐ lost
 - Ⓑ full
 - Ⓒ gray
- 4 What does the word reply mean in this sentence?

Paul writes his reply to the question.

- Ⓐ hand
- Ⓑ pencil
- Ⓒ answer

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

5 Three chicks _____ from eggs.

- Ⓐ fly
- Ⓑ care
- Ⓒ hatch

6 The puppy will _____ big.

- Ⓐ grow
- Ⓑ bring
- Ⓒ attach

7 An _____ has six legs.

- Ⓐ airplane
- Ⓑ insect
- Ⓒ egg

GO ON 

Vocabulary Test

Unit Test

- 8 Kim was _____ in June.
- Ⓐ born
 - Ⓑ hard
 - Ⓒ sold
- 9 I brush my teeth _____ bedtime.
- Ⓐ before
 - Ⓑ inside
 - Ⓒ under
- 10 Tom put the pictures in _____.
- Ⓐ energy
 - Ⓑ length
 - Ⓒ sequence

COPY READY

Score

_____/10

DONE!

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 1** I see monkeys at the zoo. _____ are fun to watch.
- Ⓐ It
 - Ⓑ He
 - Ⓒ They
- 2** The _____ name is Polly.
- Ⓐ bird'
 - Ⓑ birds
 - Ⓒ bird's
- 3** "Please speak louder. I can't hear _____."
- Ⓐ you
 - Ⓑ her
 - Ⓒ them

COPY READY

GO ON 

Grammar and Writing Test

Unit Test

- 4 We have bikes. We ride _____ bikes.
- Ⓐ my
 - Ⓑ our
 - Ⓒ your
- 5 My dad likes to sing. Music makes _____ happy.
- Ⓐ it
 - Ⓑ he
 - Ⓒ him
- 6 I have a garden. I like to work in _____ garden.
- Ⓐ I
 - Ⓑ my
 - Ⓒ its

COPY READY

GO ON 

Grammar and Writing Test

Unit Test

COPY READY

- 7 My sisters sing. I like to hear _____ songs.
- Ⓐ our
 - Ⓑ your
 - Ⓒ their
- 8 "Hello, Bob. Can _____ come over today?"
- Ⓐ your
 - Ⓑ you
 - Ⓒ him
- 9 A butterfly gets _____ food from flowers.
- Ⓐ its
 - Ⓑ they
 - Ⓒ your

GO ON 

Grammar and Writing Test

Unit Test

- 10 The _____ shell broke when the bird hatched.
- Ⓐ egg's
 - Ⓑ eggs
 - Ⓒ egg'

- 11
- Think of how you have changed since you started going to school. You have grown and can do more things. Write a story about one way you have changed. Write the story for someone in your family.

Score
_____/10 multiple-choice
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 4

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A4.64.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.1.Rfou.3, L.2.d, L.2.e	_____/16	_____/16	_____/16	_____/16
End-of-Week Test CC.1.Rfou.3, L.2.d, L.2.e	_____/16 ____%	_____/16 ____%	_____/16 ____%	_____/16 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A4.64.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Events, Setting, Plot CC.1.Rlit.2	1 2			1 2	_____/4
Determine Importance	3 4		1 5	3 4	_____/6
Use Text Features CC.1.Rinf.5		1 2 3 4	3	6 7 8 9	_____/9
Main Idea CC.1.Rinf.2			2 4	5 10	_____/4
Read Poetry CC.1.Rlit.10				11 12 13 14	_____/4
Total	_____/4 ____%	_____/4 ____%	_____/5 ____%	_____/14 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.1.L.4, L.5.b	1 2 3 4 5 6 7		1 2 3 4 5 6	5 6 7	_____/16
Academic Vocabulary CC.1.L.4, L.5.b	8 9 10 11 12		7 8 9 10 11	8 9 10	_____/13
Context Clues CC.1.L.4.a		1 2 3 4		1 2 3 4	_____/8
Total	_____/12 ____%	_____/4 ____%	_____/11 ____%	_____/10 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 4

Grammar and Writing Test		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Grammar	Pronouns CC.1.L.1.d	1 2 3 4	1 2 3 4		1 3 5 8	_____/12
	Nouns CC.1.L.1.b			1 2 3 4	2 10	_____/6
	Possessive Adjectives CC.1.L.1.f				4 6 7 9	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/10	
Weekly Writing Skills (Writing Prompts)	Write a Narrative Sentence CC.1.W.3, W.5	_____/4			_____/4	_____/8
	Write an Informative Sentence CC.1.W.2, W.5		_____/4	_____/4		_____/8
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/8 ____%	_____/8 ____%	_____/8 ____%	_____/14 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	World Choice	Fluency	Conventions	Total
CC.1.W.3, W.5	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

COPY READY

Weekly and Unit Assessments

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Events, Setting, Plot CC.1.Rlit.2												
	Determine Importance												
	Use Text Features CC.1.Rinf.5												
	Main Idea CC.1.Rinf.2												
	Read Poetry CC.1.Rlit.10												
Grammar and Writing	Pronouns CC.1.L.1.d												
	Nouns CC.1.L.1.b												
	Possessive Adjectives CC.1.L.1.f												
	Writing in Response to Prompt CC.1.W.3, W.5, W.2												
Vocabulary	Science Vocabulary CC.1.L.4, L.5.b												
	Academic Vocabulary CC.1.L.4, L.5.b												
	Context Clues CC.1.L.4.a												

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Writing			

COPY READY

Writing Rubric

COPY READY

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The message is clear and focused. Details are accurate and relevant, showing excellent understanding of the topic. 	<ul style="list-style-type: none"> The structure is clear and fits the purpose. All content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is appropriate for the purpose and the audience. The writing sounds genuine. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the message. The language consistently grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, capitalization, and punctuation. The writing has only a few minor errors in grammar and usage. 	<ul style="list-style-type: none"> The text is presented in an orderly way. Visuals are appropriate and support meaning. Letter formation or handwriting is neat and legible.
3	<ul style="list-style-type: none"> Most of the writing has a clear and focused message. Most details are accurate and relevant, showing good understanding of the topic. 	<ul style="list-style-type: none"> Most of the clear structure is clear and fits the purpose. Most of the content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is mostly appropriate for the purpose and the audience. Most of the writing sounds genuine. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the message. Most of the language grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some minor errors in spelling, capitalization, and punctuation. The writing has some errors in grammar and usage. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way. Most visuals are appropriate and support meaning. Most of the letter formation or handwriting is neat and legible.
2	<ul style="list-style-type: none"> The message is present, but somewhat unclear or confusing. Some details are accurate and relevant, showing some understanding of the topic. 	<ul style="list-style-type: none"> The structure is confusing and does not fit the purpose. Some content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is sometimes appropriate for the purpose and the audience. Some of the writing sounds genuine. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the message. Some of the language grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation and capitalization. The writing has several errors in grammar and usage. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way. Some visuals are appropriate and support meaning. Some of the letter formation or handwriting is neat and legible.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message. Few or no details are included, showing little or no understanding of the topic. 	<ul style="list-style-type: none"> There is no structure or it is barely discernible. The content does not flow in a logical sequence. 	<ul style="list-style-type: none"> The tone is not appropriate for the purpose or the audience. The writing does not sound genuine. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the message. Little or none of the language grabs readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied, effective, or complete. Few or no transitions are present. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, and capitalization. The writing has many errors in grammar and usage. 	<ul style="list-style-type: none"> The text is not presented in an orderly way. Visuals are not appropriate and do not support meaning, or they do not exist. Letter formation or handwriting is not legible.

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Grade 1 Assessment

A4.60

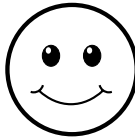

Unit 4 | Growing and Changing

Unit Self-Assessment

Unit 4

Directions: Mark a ✓ in one box for each skill.

When I read, I can...

 yes	 not yet
--	---

identify the beginning, middle, and end of a story.		
tell what is important.		
use captions and labels.		
tell what is a main idea and what is a detail.		
identify rhythm in a poem.		
identify rhyme in a poem.		
use word clues to figure out the meaning of words I don't know.		

COPY READY

Answer Keys and Rubrics

COPY READY

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	C	Plot	CC.1.Rlit.2
2	A	Plot	CC.1.Rlit.2
3	A	Determine Importance	
4	B	Determine Importance	
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Labels	CC.1.Rinf.5
2	B	Captions	CC.1.Rinf.5
3	C	Captions	CC.1.Rinf.5
4	B	Labels	CC.1.Rinf.5
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	B	Determine Importance	
2	C	Support for Main Idea	CC.1.Rinf.2
3	C	Captions	CC.1.Rinf.5
4	A	Main Idea	CC.1.Rinf.2
5	C	Determine Importance	
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Plot	CC.1.Rlit.2
2	B	Plot	CC.1.Rlit.2
3	A	Determine Importance	
4	B	Determine Importance	
5	C	Main Idea	CC.1.Rinf.2
6	A	Labels	CC.1.Rinf.5
7	A	Labels	CC.1.Rinf.5
8	C	Captions	CC.1.Rinf.5
9	B	Captions	CC.1.Rinf.5
10	C	Main Idea	CC.1.Rinf.2
11	C	Poetry Features: Rhythm	CC.1.Rlit.10
12	C	Poetry Features: Rhythm	CC.1.Rlit.10
13	B	Poetry Features: Rhyme	CC.1.Rlit.10
14	A	Poetry Features: Rhyme	CC.1.Rlit.10

Vocabulary					
Week 1 CC.1.L.4, L.5.b			Week 3 CC.1.L.4, L.5.b		
Item	Key	Word	Item	Key	Word
1	C	an adult	1	B	caterpillar
2	A	an egg	2	C	pupa
3	A	baby	3	C	chrysalis
4	B	hatch	4	B	butterfly
5	A	nest	5	A	insect
6	B	form	6	B	change
7	B	grow	7	C	born
8	C	before	8	C	sequence
9	B	inside	9	A	color
10	C	shape	10	C	attach
11	B	size	11	B	hard
12	A	time			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Use Context Clues	CC.1.L.4.a
2	C	Use Context Clues	CC.1.L.4.a
3	B	Use Context Clues	CC.1.L.4.a
4	C	Use Context Clues	CC.1.L.4.a
Week 4			
Item	Key	Item Descriptor	CCSS Code
1	C	Use Context Clues	CC.1.L.4.a
2	A	Use Context Clues	CC.1.L.4.a
3	B	Use Context Clues	CC.1.L.4.a
4	C	Use Context Clues	CC.1.L.4.a
5	C	Science Vocabulary	CC.1.L.4
6	A	Science Vocabulary	CC.1.L.4
7	B	Science Vocabulary	CC.1.L.4
8	A	Academic Vocabulary	CC.1.L.4
9	A	Academic Vocabulary	CC.1.L.4
10	C	Academic Vocabulary	CC.1.L.4

Answer Keys and Rubrics

Unit 4

Grammar and Writing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	A	Subject Pronouns	CC.1.L.1.d	1	C	Subject Pronouns	CC.1.L.1.d
2	A	Subject Pronouns	CC.1.L.1.d	2	C	Possessive Nouns	CC.1.L.1.b
3	C	Subject Pronouns	CC.1.L.1.d	3	A	Object Pronouns	CC.1.L.1.d
4	B	Subject Pronouns	CC.1.L.1.d	4	B	Possessive Adjectives	CC.1.L.1.f
Prompt (5)	Skill Rubric	Write a Narrative Sentence	CC.1.W.3, W.5	5	C	Object Pronouns	CC.1.L.1.d
Week 2				6	B	Possessive Adjectives	CC.1.L.1.f
Item	Key	Item Descriptor	CCSS Code	7	C	Possessive Adjectives	CC.1.L.1.f
1	B	Object Pronouns	CC.1.L.1.d	8	B	Subject Pronouns	CC.1.L.1.d
2	A	Object Pronouns	CC.1.L.1.d	9	A	Possessive Adjectives	CC.1.L.1.f
3	B	Object Pronouns	CC.1.L.1.d	10	A	Possessive Nouns	CC.1.L.1.b
4	C	Object Pronouns	CC.1.L.1.d	Prompt (11)	Skill Rubric; Writing Rubric	Write Narrative Sentences	CC.1.W.3, W.5
Prompt (5)	Skill Rubric	Write an Informative Sentence	CC.1.W.2				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Possessive Nouns	CC.1.L.1.b				
2	B	Possessive Nouns	CC.1.L.1.b				
3	C	Possessive Nouns	CC.1.L.1.b				
4	A	Possessive Nouns	CC.1.L.1.b				
Prompt (5)	Skill Rubric	Write Informative Sentences	CC.1.W.2, W.5				

COPY READY

Answer Keys and Rubrics

Use the Skill Rubrics to score student responses for weekly writing skills. Use the Writing Rubric to assess the writing traits of student responses for the Unit Test writing prompt. The Writing Rubric is located on page A4.60.

COPY READY

Grammar and Writing	
Week 1 Skill Rubric Prompt #5 Write a Narrative Sentence	
Student writes a narrative sentence that	
4 points	tells what happens using interesting words.
3 points	tells what happens using adequate words.
2 points	tells what happens using vague words.
1 point	does not tell what happens or is unclear.
Week 2 Skill Rubric Prompt #5 Write an Informative Sentence	
Student writes a caption sentence that is	
4 points	informative and clearly describes the picture.
3 points	informative and adequately describes the picture.
2 points	somewhat informative or vaguely describes the picture.
1 point	minimally informative or does not describe the picture.
Week 3 Skill Rubric Prompt #5 Write Informative Sentences	
Student writes sentences that are	
4 points	informative and clearly describe a change.
3 points	informative and adequately describe a change.
2 points	somewhat informative or vaguely describe a change.
1 point	not informative or do not describe a change.
Unit Test Week 4 Skill Rubric Prompt #11 Write Narrative Sentences	
Student writes a narrative paragraph that	
4 points	tells what happens using interesting words.
3 points	tells what happens using adequate words.
2 points	tells what happens using vague words.
1 point	does not tell what happens or is unclear.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

6 points

Points	1	2	3	4	5	6
%	17	33	50	67	83	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

11 points

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

14 points




Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100

16 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100

Plot

Reteach

The plot tells what happens in a story.		
The beginning starts → the story.	In May, Fluff had kittens. Tigs is her favorite.	
The middle tells → more.	Tigs plays and sleeps. She grows.	
The end tells what → finally happens.	Finally, Tigs can do what Fluff does. She chases a mouse!	

Viv's Guitar

It is spring. Viv, Mom, and Dad go out. Viv sees a great guitar. "Can I get it? I want to strum and sing!"

"How would you strum it? It has no strings or strap" says Mom.

"I can fix it!" Viv gets the guitar strung. Viv gets one strap. Viv starts to strum and sing. Mom and Dad like singing, too!

1. Circle the beginning of the story.
2. Underline what happens in the end.

Determine Importance

Reteach

To **determine importance**, find the idea that matters the most. Circle the most important idea.

Wait! Save that old can! You can use an old can to make a pencil holder. Draw a picture. Glue it to the can. Then put your pencils inside!

5 Hints for Spending Less

If you want to spend less, I can tell you how. Use my 5 hints to spend less!

Hint 1 Drink tap water. It's good!

Hint 2 Hunt for a good sale. And get to it first.

Hint 3 Fix it or mend if it you can.

Hint 4 Who will lend or rent it to you? Use it. Then give it back.

Hint 5 Put what you save in the bank.

You know how to start. Use the 5 hints to watch what you spend!

Follow the directions.

1. Retell what you read.
2. Circle the most important idea.

Pronouns: I, you, we

Reteach

Grammar Rules Subject Pronouns

A pronoun can take the place of a noun.

- Use **I** for yourself.
- Use **you** when you talk to another person.
- Use **we** to talk about yourself and another person



Choose the correct pronoun and write it on the line.

1. (I, you) _____ am ready to mail my letter today.
2. (we, you) Dad, will _____ take me to the post office soon?
3. (we, I) Yes, _____ can go now if Max is ready.
4. (you, I) Do _____ think Max really wants to go?
5. (I, we) Oh, yes! _____ see Max in the car already!

Pronouns: he, she, it, they

Reteach

Grammar Rules Subject Pronouns

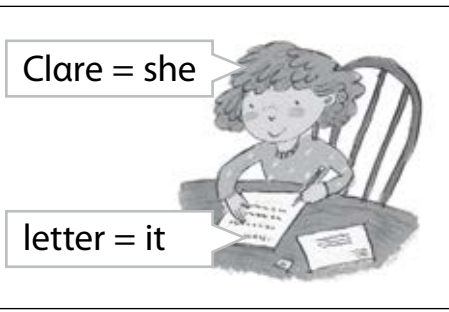
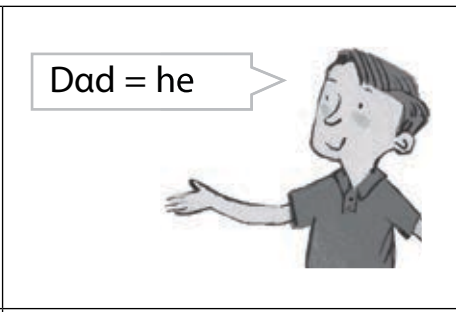

A **pronoun** can take the place of a noun.

Use **he** for a man or boy.

Use **she** for a woman or girl.

Use **it** for a thing.

Use **they** for more than one person.

		
<p>She writes a letter. It is to a friend.</p>	<p>Dad helps. He gets the stamp.</p>	<p>They take it to the post office.</p>

Circle the correct pronoun in the second sentence.

The underlined noun is a hint

1. The post office is on Oak Street. It/They is easy to find.
2. Mr. Lewis works there. He/She sells stamps.
3. Workers sort the mail. It/They want the mail to go to the right place.
4. Mrs. Li puts the mail in a truck. He/She is a mail carrier.
5. The mail leaves the post office. It/They is delivered to people's homes.

Text Features

Sometimes articles have pictures with captions and labels.

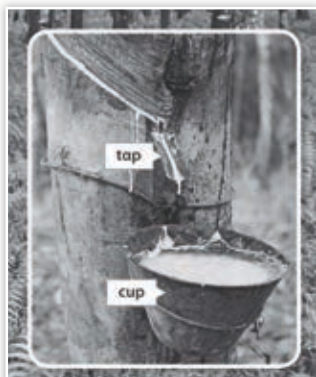


boots

goggles ← A **label** names something in a picture.

Many things are made of rubber. ← A **caption** tells more about a picture.

Read the article.



Rubber

Rubber comes from a tree! A worker cuts a slit in a tree. What will come out?
A worker adds a tap and a cup. Then walks to the next tree and cuts it.

Rubber from the tree looks like thick milk.

Follow the directions.

1. Circle the labels in the picture.
2. What new detail did you learn about rubber from the caption? _____
3. Retell what you learned from the article.

Determine Importance

Reteach

To determine importance, you figure out the idea that matters the most. The circled idea below is the most important idea.

Farmers work hard. A lot of food we eat comes from farms. Farmers grow vegetables. Do you like carrots and potatoes? Farmers raise cows and goats for milk.

The Egg Ranch

An egg ranch starts with hens. Hens lay the eggs. Eggs hatch at the ranch. The chicks will grow up here.

Scratch, scratch! The chicks scratch around together for food. Peck, peck! The hens chomp on bugs.

The chicks live in a hutch, but the hens need nests.

The hens lay such a big batch of eggs! You can get eggs at a stand or in the store.

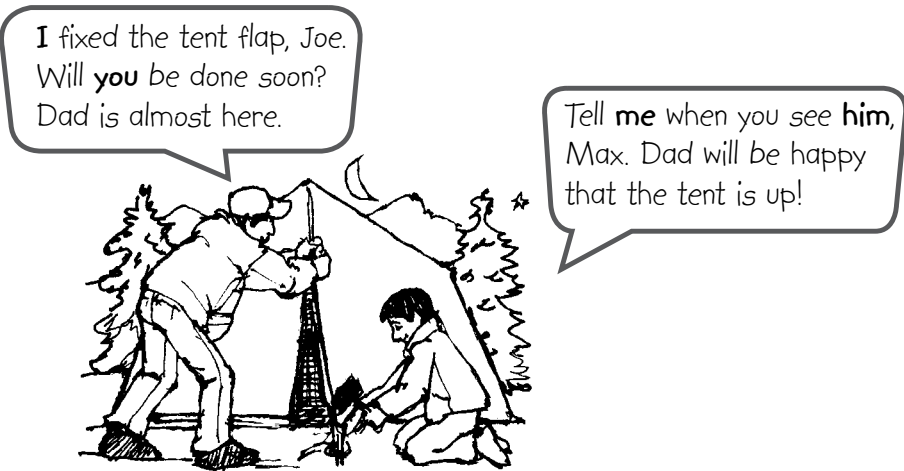
1. Retell what you read.
2. Draw a line through the details that are not about hens and their eggs.
3. Circle the most important idea. _____

Pronouns: I/Me, You/You, He/Him, She/Her Reteach

Grammar Rules Subject and Object Pronouns

A **pronoun** can take the place of a noun.

- Use **I** to tell what you do. Use **me** after an action verb.
- Use **you** to talk to another person.
- For a man or a boy, use **he**. Use **him** after an action verb.
- For a woman or a girl, use **she**. Use **her** after an action verb.



Read each sentence. Circle the correct pronoun.

1. I / Me love to walk in the park.
2. Mom takes I / me there on Saturdays.
3. Today, I show him / her a new path.
4. "Do you / me know where the path goes?" Mom asks.
5. He / She smiles as I point to the path on a map.

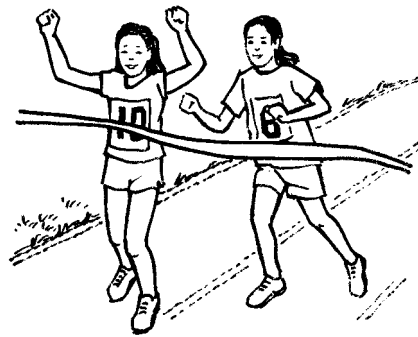
Pronouns: It/It, We/Us, They/Them

Reteach

Grammar Rules Subject and Object Pronouns

A **pronoun** can take the place of a noun.

- Use **it** to talk about one animal, place, or thing.
- Use **we** to talk about yourself and another person. Use **us** after an action verb.
- Use **they** to talk about more than one. Use **them** after an action verb.



The girls are in a **race**. Who will win **it**?

Where are the **girls** now? Can you see **them**?

“We are at the finish line,” say the girls.

“Nobody can catch **us!**”

Complete the sentences. Write the correct pronoun.

1. The girls are friends. _____ do everything together.
2. The girls ride bikes. The girls ride _____ in the park.
3. The friends shop. “_____ like the mall,” the girls say.
4. The friends always ask “Will you take _____ to the mall?”
5. The girls watch a movie. The friends really like _____.

Main Idea and Details

Reteach

The **main idea** is what something is mostly about. It is the most important idea. Use the **details** to figure out the main idea.



Jack finds some yellow paint.

+

He needs blue paint for the sky.

=

Jack paints a picture of the sun and sky.

A Fun Spot

Would you like to go to the fair? The fair is a great spot.

You can have lots and lots of fun there. You can swing and spin. You can win a dog. We saw a big one!

You can eat lots of fun snacks. Would you want to eat a hot dog on a stick? You can see hens and hogs. A hog is a pig. What a smell!

Would you go to the fair? Step up to get a ticket!

1. Circle three details.
2. Underline the main idea.
3. Retell what you learned.

Determine Importance

Reteach

To **determine importance**, you figure out the idea that matters the most. The circled idea below is the most important idea.

Blue and red. Round or square. Buttons can be all colors and sizes. What do your buttons look like?

The Best Gift

Sam wanted to give Mom a gift. He had \$5 to spend.

Sam went to The Craft Shop. He asked for red and pink felt. It cost \$1. Sam asked for a soft strap. It cost \$2. He asked for brass rings. They cost \$2.

At home, Sam cut up the felt. Then he quilted the felt on the strap. Last he added the brass rings.

Sam had a belt. Mom said she got the very best gift.

1. Retell what you read.
2. Underline the important details.
3. Write the most important idea. _____

Possessive Nouns

Reteach

Grammar Rules Possessive Nouns

A **possessive noun** tells who or what owns something. It always has an apostrophe: '

- | | |
|------------------------------------|----------------|
| • For one owner, use 's: | the girl's hat |
| • For more than one owner, use s': | the girls' hat |

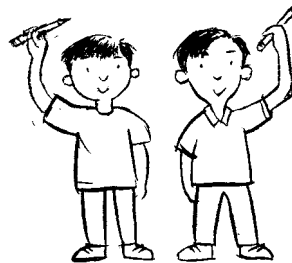
How many owners are there?

one



the boy's pencil

more than one



the boys' pencils

Read each sentence. Change the noun to tell who or what owns something. Write the possessive noun in the sentence.

- park** The _____ kite contest is today.
- girls** All the _____ kites are ready.
- girl** One _____ kite is very colorful.
- kite** The _____ tail is made of pink and blue ribbons.
- boys** Most of the _____ kites have string for the tails.

Possessive Nouns

Reteach

Read the sentences about the picture. Circle the correct possessive noun.



1. It is busy on the city's/cities' streets.
2. Listen to all the car's/cars' horns beeping!
3. A man stands under a cart's/carts' umbrella.
4. He sells a hot dog to the little girl's/girls' Mom.
5. Near the sidewalk's/sidewalks' curb, a bird eats crumbs.
6. A girl's/girls' Dad looks up at some balloons.
7. The lady's/ladies' balloons are for sale.
8. She holds on to the balloon's/balloons' strings. Those balloons will not float away!

Rhythm and Rhyme

Reteach

A poem is a lot like music. It has a certain beat or **rhythm**. A poem can also have words that **rhyme**. Words that rhyme sound the same at the end.

Each line in this poem has 9 beats. The rhyming words are circled.

I have new rain boots, yellow and red.

I like to keep them under my bed.

Read the poem.

What's That Noise?

"Ribbit, Ribbit," I hear late one night

"Ribbit, Ribbit," I turn on the light!

I ask myself now "What could that be?"

I get up and go over to see.

There by the pond on a big brown log

Is something green . . . I think it's a frog!

1. What is the poem about? _____
2. Read the poem aloud to yourself. Clap the beats for each line. Tell about the rhythm. _____

3. Circle the rhyming words.

Determine Importance

Reteach

To determine importance, you figure out the idea that matters the most. The circled idea below is the most important idea.

(At a farmer's market, you can buy fresh food.) Farmers bring vegetables and fruit to town. They set up stands outside. Walk around. Pick out what you want.

Let's Shop

A shop can be a shack, a shed, or a big building. Come and see!

One shop is full of clothes. You can get a silk sash. One shop is full of dishes. You can get a mug.

Here is a shop that is full of beach things. You can get a shell. Another shop is full of fresh fish. You can get a crab. Look at the shop full of masks. You can get one.

What have you found out? Where would you like to shop next?

1. Retell what you read.
2. What kinds of things are in the shops? Underline the details.
3. Write the most important idea. _____

Possessive Adjectives: my, your, our

Reteach

Grammar Rules Possessive Adjectives

A **possessive adjective** tells who owns or has something.

- Use **my** to tell about what you have or own.
- Use **your** to tell what someone else has or owns.
- Use **our** to tell what you and someone else have or own together.



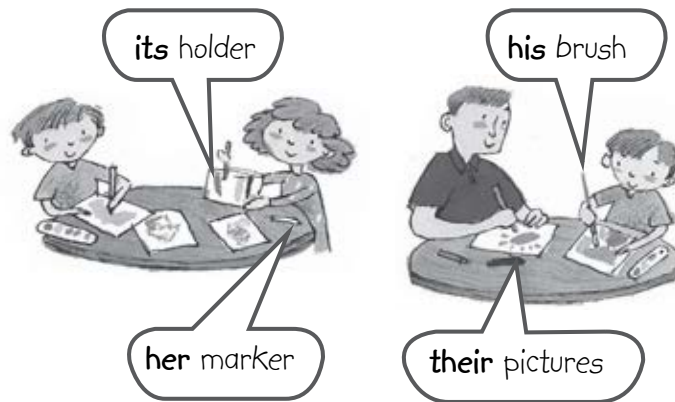
Read each sentence. Add a possessive adjective.

1. _____ family loves to listen to music.
2. I like "Let's Dance." It is _____ favorite song.
3. Mike says, "_____ favorite is the one with guitars."
4. "OK," Mom says to us. I will play both of _____ favorites.
5. We sing along and tap _____ feet to the beat.

Possessive Adjectives: his, her, its, their**Reteach****Grammar Rules Possessive Adjectives**

A **possessive adjective** tells who owns or has something.

- For a boy or man, use **his**.
- For a girl or woman, use **her**.
- For a thing, use **its**.
- For more than one person or thing, use **their**.



Complete the story. Use possessive adjectives.

On Saturday, the Millers clean. They clean **1** _____ house. Carla's room is a mess! Baby Ben likes to play here. **2** _____ toys are everywhere. The bed is not made. **3** _____ cover is on the floor. Carla picks up Ben's toys. She makes the bed. **4** _____ room is done! Now she can help Ben clean **5** _____ room.

Writing Trait: Organization

Reteach

When you organize things, you put them in a certain order. That way it is easier to find them.

When you write, you can put your ideas in order. That way your readers can follow your ideas.



Revise the paragraph. Use the Revising Marks.

- Show sentences that are out of order.
- Add words such as *then*, *next*, *after* to make the order clear.

Revising Marks

^	Add.
/	Make lowercase.
○ →	Move to here.

A Tasty Dessert

First, we made the crust. I helped roll it out and put it in the pie pan. I learned how to bake a pie from my grandmother. Then we made the filling. I helped slice the apples and add the sugar. We poured the filling into the crust. The pie was delicious!

Practice the Trait

Write about something you can make. Put ideas in order. Can your partner follow your ideas?

Reteaching Masters Answer Key

RT4.1 Plot

1. It is spring. Viv, Mom, and Dad go out. Viv sees a great guitar.
2. Viv starts to strum and sing. Mom and Dad like singing, too!

RT4.2 Determine Importance

1. Answers will vary, but should include an accurate summary of the content.
2. Use my 5 hints for spending less!

RT4.3 Pronouns: I, you, we

1. I
2. you
3. we
4. you
5. I

RT4.4 Pronouns: he, she, it, they

Circled pronouns:

1. It
2. He
3. They
4. She
5. It

RT4.5 Use Text Features

1. Circled picture labels: **tap, cup**
2. Rubber from the tree looks like thick milk.
3. Answers will vary, but should reflect the content.

RT4.6 Determine Importance

1. Answers will vary, but should be an accurate summary of the content.
2. Crossed out details include: The chicks will grow up here. Scratch, scratch! The chicks scratch around together for food. Peck, peck! The hens chomp on bugs. The chicks live in hutch, but the hens need nests.
3. Possible responses: Hens lay the eggs. You can get eggs at a stand or in the store.

RT4.7 Pronouns: I/Me, You/You, He/Him, She/ Her

1. I
2. me
3. her
4. you
5. She

RT4.8 Pronouns: It/It, We/Us, They/Them

1. They
2. them
3. We
4. us
5. it

RT4.9 Main Idea and Details

1. Circled details include: You can have lots and lots of fun there. You can swing and spin. You can win a dog. You can eat lots of fun snacks. You can see hens and hogs.
2. Main idea: The fair is a great spot.
3. Answers will vary. Possible response: A fair has rides, snacks, and animals.

RT4.10 Determine Importance

1. Answers will vary, but should reflect the content.
2. Underlined details include: Sam wanted to give Mom a gift; Sam asked for felt; soft strap; brass rings; Sam had a belt.
3. Answers will vary. Possible response: Sam made a belt for Mom.

RT4.11 Possessive Nouns

1. park's
2. girls'
3. girl's
4. kite's
5. boys'

RT4.12 Possessive Nouns

Circled nouns are:

1. city's
2. cars'
3. cart's
4. girl's
5. sidewalk's
6. girl's
7. lady's
8. balloons'

Reteaching Masters Answer Key, continued

RT4.13 Rhythm and Rhyme

1. Answers will vary slightly. Possible response: The poem is about someone who hears a noise and finds out that it's a frog.
2. Answers will vary, but should reflect that the lines have the same number of beats (9).
3. Circled rhyming words: *night, light; be, see; log, frog*

RT4.14 Determine Importance

1. Answers will vary, but should reflect the content.
2. Underlined details include: clothes, dishes, beach things, fresh fish, masks.
3. Answers will vary slightly. Possible responses: Shops are different. Shops have different kinds of things to sell.

RT4.15 Possessive Adjectives: my, your, our

1. Our or My
2. my
3. my
4. your
5. Our

RT4.16 Possessive Adjectives: his, her, its, their

1. their
2. His
3. Its
4. Her
5. his

RT4.17 Writing Trait: Organization

A Tasty Dessert

^ First, we made the crust. I helped roll it out and put it in the pie pan.
I learned how to bake a pie from my grandmother. Then we made the filling. I helped slice the apples and add the sugar.

Next

We baked the pie.

^ We poured the filling into the crust. The pie was delicious!
^

Contents

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Phonics Picture Card Index

Card	Letter/Word	Card	Letter/Word	Card	Letter/Word	Card	Letter/Word
1	Mm	60	Cc	118	Nn	176	Ii
2	man	61	cage	119	nail	177	igloo
3	mask	62	cake	120	necklace	178	iguana
4	mitten	63	can	121	needle	179	ill
5	monkey	64	cap	122	nest	180	insect
6	moon	65	car	123	nine		
7	mop	66	carrot	124	noodles	181	Oo
8	mouse	67	cat	125	nose	182	octopus
		68	cup	126	nut	183	olive
9	Ss					184	ostrich
10	saw	69	Rr	127	Vv	185	otter
11	seal	70	rabbit	128	vacuum		
12	seven	71	rake	129	valentine	186	Uu
13	sign	72	red	130	van	187	umbrella
14	sink	73	ribbon	131	vase	188	umpire
15	soap	74	ring	132	vest	189	underwear
16	sock	75	rope	133	violin		
		76	rug				
17	Ff	77	ruler	134	Ww		
18	fan			135	wallet	Blends with l	
19	feather	78	Tt	136	watch	190	block
20	fence	79	tape	137	watermelon	191	clam
21	fish	80	teapot	138	wig	192	clock
22	foot	81	tent	139	window	193	flag
23	fork	82	tiger	140	wing	194	flute
24	fox	83	tire	141	worm	195	glass
		84	top			196	plate
25	Hh	85	turtle	142	Jj	197	sled
26	hammer			143	jacket	198	slug
27	hand	86	Ll	144	judge		
28	hat	87	ladder	145	jeans	Blends with r	
29	heart	88	lamp	146	jellybeans	199	brick
30	hen	89	leaf	147	jet	200	crab
31	horse	90	lemon			201	drill
32	hose	91	lion	148	Zz	202	frog
		92	lizard	149	zebra	203	grass
33	Bb	93	lock	150	zero	204	truck
34	baby			151	zipper		
35	ball	94	Kk			Blends with s	
36	bat	95	kangaroo	152	Qq	205	skunk
37	bear	96	key	153	quart	206	sling
38	bell	97	king	154	quarter	207	squid
39	bike	98	kitchen	155	queen	208	stamp
40	boat	99	kite	156	question mark	209	string
41	book	100	kitten	157	quilt	210	swing
42	Pp	101	Dd	158	Xx	Digraph ch	
43	pan	102	deer	159	ax	211	chick
44	parrot	103	desk	160	box	212	chin
45	pear	104	dime	161	fox	213	chip
46	pencil	105	dog	162	ox		
47	penguin	106	doll	163	six		
48	pig	107	donkey			Digraph sh	
49	pizza	108	door	164	Aa	214	shell
50	pot	109	duck	165	alligator	215	ship
51	puppet			166	anchor	216	shoe
		110	Yy	167	ant	217	shrimp
52	Gg	111	yacht	168	apple		
53	game	112	yam	169	astronaut		
54	gate	113	yarn				
55	gift	114	yawn	170	Ee		
56	girl	115	yellow	171	egg		
57	goat	116	yolk	172	elbow		
58	gorilla	117	yo-yo	173	elephant		
59	guitar			174	elevator		
				175	envelope		

Grade 1 Cumulative Key Word List

High Frequency Words

a
about
above
after
again
air
all
almost
along
also
always
am
and
animal
another
answer
any
are
around
away
be
because
been
before
began
begin
below
better
between
body
both
boy
brother
buy
by
call
carry
change
children
city
color
come
could
country
day

different
do
does
done
don't
down
each
earth
eat
enough
even
every
eyes
fall
family
far
few
find
first
follow
food
for
found
four
friend
from
full
funny
get
give
go
good
great
group
grow
hard
has
have
he
head
help
her
here
him
his
hold
house

how
hurry
hurt
I
idea
important
into
is
keep
kind
know
learn
light
like
little
live
look
many
may
mean
might
more
most
mother
mountain
move
my
need
never
new
next
no
now
number
of
often
on
once
one
only
or
other
our
out
over
paper
people

picture
play
pull
push
put
said
saw
school
sea
second
see
seven
she
should
show
sleep
small
some
something
sometimes
soon
sound
start
story
that
the
their
then
there
they
this
thought
three
through
today
together
tomorrow
too
turn
two
under
until
us
use
very
walk
want

warm
was
watch
water
we
were
what
when
where
who
why
with
word
work
world
would
yellow
you
your

Key Words

adult (n)
baby (n)
beak (n)
better (adj)
blow (v)
breathe (v)
bud (n)
butterfly (n)
buy (v)
calendar (n)
caterpillar (n)
change (v)
chrysalis (n)
climb (v)
cloudy (adj)
computer (n)
coverings (n)
delivery (n)
drink (v)
easier (adj)
east (n)
eat (v)
egg (n)
extended family (n)
factory (n)
family (n)
family member (n)

Words from Unit 4 appear in red type. For additional content words and story words, please see the Leveled Reading section.

feathers (n)
feel (v)
flower (n)
fly (v)
form (v)
fun (adj)
fur (n)
grow (v)
hatch (v)
holiday (n)
home (n)
insect (n)
Internet (n)
key (n)
leaf (n)
left (n)
living (adj)
map (n)
market (n)
meal (n)
meaning (n)
message (n)
money (n)
month (n)
mouth (n)
move (v)
music (n)
neighborhood (n)
nest (n)
new (adj)
news (n)
nonliving (adj)
north (n)
now (adv)
old (adj)
parents (n)

parts (n)
path (n)
paw (n)
petal (n)
picture (n)
pupa (n)
rainy (adj)
record (n)
right (n)
run (v)
scales (n)
seed (n)
sell (v)
ship (v)
shop (v)
slide (v)
slither (v)
snowy (adj)
south (n)
special (adj)
store (n)
storm (n)
sun (n)
sunny (adj)
swim (v)
symbol (n)
tall (adj)
then (adv)
together (adv)
useful (adj)
visit (v)
weather (n)
west (n)
wind (n)
year (n)

Academic and Classroom Vocabulary

alike (adj)
alive (adj)
apply (v)
ask (v)
attach (v)
back (n)
before (prep)
between (adv)
body (n)
born (adj)
bring (v)
build (v)
business (n)
care (v)
categorize (v)
category (n)
cause (v)
celebrate (v)
cold (adj)
color (n)
communicate (v)
compare (v)
connection (n)
contrast (v)
cool (adj)
corner (n)
count (v)
describe (v)
detail (n)
determine (v)
different (adj)
direction (n)
distance (n)
earn (v)
effect (n)
energy (n)

exercise (v)
fact (n)
far (adv)
fast (adv)
feature (n)
follow (v)
food (n)
front (n)
future (n)
goods (n)
group (n)
hard (adj)
health (n)
height (n)
help (v)
history (n)
hot (adj)
idea (n)
identify (v)
imagine (v)
inference (n)
information (n)
inside (prep)
invent (v)
job (n)
length (n)
light (n)
list (v)
location (n)
look (v)
machine (n)
main idea (n)
modern (adj)
monitor (v)
movement (n)
near (adv)
needs (n)
organize (v)
outside (adv)

past (n)
place (n)
play (v)
plot (n)
power (n)
predict (v)
present (n)
problem (n)
project (n)
purpose (n)
push (v)
question (n)
ready (adj)
reread (v)
retell (v)
review (v)
sequence (n)
service (n)
setting (n)
shape (n)
share (v)
show (v)
sign (n)
size (n)
soft (adj)
solution (n)
strong (adj)
support (v)
temperature (n)
time (n)
tool (n)
trip (n)
visualize (v)
wants (n)
warm (adj)
worker (n)
world (n)

adult > born

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

A

adult



*My dad is an **adult**.*

alive



*A plant is **alive**. A pot is not.*

attach



*You can **attach** keys to a ring.*

B

baby



*The **baby** is sleeping.*

before



*One comes **before** two.*

born




*This baby was **born** yesterday.*

270

breathe > buy


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

breathe



*She likes to **breathe** the cold air.*

business



*My father owns a flower **business**.*

bring




*I **bring** my backpack with me.*

bud



*The flower **bud** will bloom in a few days.*

butterfly



*The **butterfly** used to be a caterpillar.*

buy



*They **buy** milk at the store.*


271

care > color

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


C

care




*I **care** for the plants.*

change




*The water will **change** into ice if you put it in the freezer.*

caterpillar




*This **caterpillar** is eating a leaf.*

celebrate




*Grandma **celebrates** her birthday.*

chrysalis



*The caterpillar changes inside the **chrysalis**.*

color



*The **color** of the flower is red.*


272

count > egg

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


E

count




*She **counts** how much money she saved.*

delivery




*Our mail **delivery** is late today.*

earn




*The boy worked to **earn** money.*

eat




*She **eats** all her salad!*

drink



*Orange juice is my favorite **drink**.*


egg





*The chick is hatching from the **egg**.*


273

energy > family member


energy

 Swimming takes a lot of **energy**.

exercise

 My heart beats fast when I **exercise**.

extended family

 This **extended family** is spending time together.


factory

 This **factory** makes candy!


family
 There are five people in my **family**.


family member

 My uncle is a **family member**, but he does not live with us.


274


flower > group


flower

 This **flower** is a kind of daisy.

food

 My family likes many kinds of **food**.

form

 Chicks **form** inside of eggs until they are ready to hatch.


fun

 Floating in the pool is **fun**!


goods

 Stores sell these **goods**.


group

 A **group** has more than two items.


275


grow > help


grow

 If you give a plant plenty of water, it will **grow** bigger.

hard

 The rock feels **hard**.

hatch

 Snakes **hatch** out of eggs, much like birds do.


health

 Brushing your teeth is good for your **health**.


height
 This basketball player's **height** is seven feet.



help

 I **help** fold the clothes.


276


holiday > inside

holiday

 Our favorite **holiday** is the Fourth of July!

home

 Your **home** is where you live with your family. There are many different kinds of homes.

idea

 Lori's **idea** is to go to the zoo.

insect

 A ladybug is a type of **insect**.


inside

 Books are **inside** this box.

277

job > market

J


job



My grandpa has a **job** at the grocery store.


L

leaf




This **leaf** is bright green.

length




The **length** of the carrot is 7 inches.

light



The **light** is bright enough to read the book.


living



The goldfish is a **living** thing. The bowl is not.

M

market




They are buying tomatoes at the **market**.

278

meal > nest


N

meal




We eat our **meals** together.

money




He has a lot of **money**.

move




A sloth **moves** very slowly.

needs



Food and clothing are **needs**.

neighborhood



A parade came through our **neighborhood**.

nest




The bird is flying back to its **nest**.

279

nonliving > project


P

nonliving




Rocks and water are **nonliving** things.

parents




My **parents** like to cook with me.

petal




This flower has yellow and pink **petals**.

place




This school is a big **place**.

play



We **play** a game together.

project




I am so proud of my science fair **project**.

280

pupa > service

P


pupa



This **pupa** will soon be an adult moth.

R


ready



The runner is **ready** to race.


S

sell




He **sells** flowers at the market.

sequence




The letters are in order, or **sequence**.

seed



A tiny apple **seed**, can grow into a big apple tree!

service



A **service** is work someone does for money, such as cutting hair.

281

shape > special

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

shape

The **shape** of a ball is round.

shop

I like to **shop** at the bookstore.

share

We **share** the popcorn.

size

My dad's shoes are not my **size**.

ship

He **ships** the present for my grandma.


special


Today is her **special** day.


282


store > visit


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


store

We are shopping at the **store**.

sun

The **sun** is very bright today.

time

Seven o'clock is the **time** we wake up.

together

We can win if we all work **together**.


trip

We take a **trip** in our car.


visit

I like it when my grandparents come for a **visit**.


283

wants > world

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

wants

Toys and games are **wants**.

worker

A **worker** at the restaurant makes lunch.

world

This is how our **world** looks from space.

284

Science Article

NATIONAL GEOGRAPHIC Reach for Reading

A Frog's Life

by Todd Silva

Life Cycle

All animals have life cycles. A life cycle is all the stages, or steps, in an animal's life. The life cycle of a frog has three main stages.

1 2 3

A label names something in a photo or illustration. More →

NATIONAL GEOGRAPHIC Reach for Reading

Life Starts as an Egg

A female frog lays eggs in water. Frogs lay many eggs at one time.

eggs


▲ The dark circle at the center of each egg will grow into a tadpole.

A caption gives information about a photo. More →

Science Article

NATIONAL GEOGRAPHIC Reach for Reading


It's a Tadpole!
Tadpoles hatch from the eggs. They have long tails to help them swim. They have gills to breathe under water.



▲ The tadpole's eyes are near the top of its head. This helps it see danger while hiding.

NATIONAL GEOGRAPHIC Reach for Reading

A Tadpole Grows and Changes
As a tadpole develops, it changes. Its tail grows smaller, and it grows legs. Its gills disappear. It grows lungs.



▲ This tadpole is walking on algae. Tadpoles eat algae until they are large enough to eat insects.

Science Article

It's a Frog!
When a tadpole loses its tail, the cycle is complete. The tadpole has become a frog. Adult female frogs can lay eggs and the life cycle begins again.

The diagram illustrates the frog life cycle in three stages, each in a circular inset with a small frog icon in the top right corner. The stages are connected by yellow arrows in a clockwise cycle. 1. The top inset shows a cluster of small, white, oval-shaped frog eggs. 2. The bottom-right inset shows a tadpole with a long tail and a small head. 3. The bottom-left inset shows an adult frog with a textured, brownish-green body and a long, thin tongue. The background of the entire diagram is a photograph of green lily pads and a purple flower.

Poem

NATIONAL GEOGRAPHIC **Reach for Reading**

Over in the Meadow

by Olive A. Wadsworth

Over in the meadow,
In the sand, in the sun,
Lived an old mother-toad
And her little toadie one.
"Wink!" said the mother;
"I wink," said the one:
So she winked and she blinked
In the sand, in the sun.



Words That Rhyme


Words that rhyme end with the same sound. *Cat, bat, and sat* rhyme. **More** →

← **More** Rhythm is a pattern of beats.

NATIONAL GEOGRAPHIC **Reach for Reading**

Over in the Meadow

Over in the meadow,
Where the stream runs blue,
Lived an old mother-fish
And her little fishes two.
"Swim!" said the mother;
"We swim," said the two:
So they swam and they leaped
Where the stream runs blue.



Words That Rhyme

COPY READY • Black & White or Color

Name _____

Date _____

Poem



NATIONAL GEOGRAPHIC Reach for Reading

Over in the meadow,
In a hole in a tree,
Lived a mother blue-bird
And her little birdies three.
"Sing!" said the mother;
"We sing," said the three:
So they sang and were glad
In the hole in the tree.

Words That Rhyme



NATIONAL GEOGRAPHIC Reach for Reading

Over in the meadow,
In the reeds on the shore,
Lived a mother-muskrat
And her little ratties four.
"Dive!" said the mother;
"We dive," said the four:
So they dived and they burrowed
In the reeds on the shore.

Words That Rhyme

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Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 1 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.1.Rlit.1	(1) Ask and answer questions about key details in a text.	Unit 3: T131i, T137, T137a, T153e, T154, T155; Unit 4: T230g; Unit 7: T177, T178–179, T180–181, T182–183, T184–185, T186–187;
	CC.1.Rlit.2	(2) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Unit 2: T94, T116g; Unit 3: T136d, T137b, T164a, T164b, T164c; Unit 4: T202, T204i, T230e, T232, T233f; Unit 6: T95e
	CC.1.Rlit.3	(3) Describe characters, settings, and major events in a story, using key details.	Unit 1: T33c, T33d, T33e, T34, T35a, T59f, T60g, T61a, T61b; Unit 2: T94, T116g; Unit 4: T204a, T204i, T230e, T232, T257e; Unit 7: T171h, T173a, T174a, T174b, T175a, T175b, T188e, T188g, T189, T190, T191
Craft and Structure	CC.1.Rlit.4	(4) Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.	Unit 6: T124g; Unit 7: T172, T173a, T174a, T174b, T174c, T175a, T175b, T188e, T188f, T188g, T189, T190, T191; Unit 8: T230g, T230m
	CC.1.Rlit.5	(5) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Unit 2: T91f, T91h, T125f, T126m, T127a; Unit 3: T193h; Unit 4: T239g, T263h; Unit 5: T37g, T38; Unit 6: T131g
	CC.1.Rlit.6	(6) Identify who is telling the story at various points in a text.	Unit 2: T91f; Unit 7: T197e, T197f, T198
Integration of Knowledge and Ideas	CC.1.Rlit.7	(7) Use illustrations and details in a story to describe characters, events, or settings.	Unit 1: T7a, T34, T35b, T59g, T61b; Unit 2: T96b, T116f; Unit 5: T28e, T28g, T30, T31; Unit 6: T104
	CC.1.Rlit.9	(9) Compare and contrast the adventures and experiences of characters in stories.	Unit 6: T101e, T102n; Unit 8: T256g
Range and Level of Text Complexity	CC.1.Rlit.10	(10) With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Unit 1: T7a, T31h, T33b, T33c, T33d, T33e, T35a, T37, T42–43, T48–49, T50–51, T52f, T52g, T57, T58–59, T59g, T60f, LR2; Unit 2: T65j, T76–77, T85f, T96c, T97a, T99, T116f, T119f; Unit 3: T136a, T136b, T136c, T137a, T160e, T160f, T160g, T160n, T167, T172–173, T174–175, T176–177, T178–179, T180–181, T182–183, T185f, T186, LR2; Unit 4: T199j, T204a, T214–215, T230f, T233f, T260a, T263f, T264e, T264m; Unit 5: T5a, T6, T6a, T6b, T6c, T9, T10–11, T12–13, T18–19, T24–25, T26–27, T28f, T28g; Unit 6: T74, T97, T101f, T102f, T102m, T105a, T124f; Unit 7: T173a, T174, T174a, T174b, T174c, T175a, T188f, T188g, T191e, T192, T193, T194–195, T197e, T197f, T198e, T198f, T198g; Unit 8: T209a, T229g, T230e, T230f, T230g, T230m, T233a, T234, T234a, T234b, T234c, T235a, T237, T238–239, T240–241, T242–243, T248–249, T254–255, T256f, LR2
Informational Text			
Key Ideas and Details	CC.1.Rinf.1	(1) Ask and answer questions about key details in a text.	Unit 3: T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	CC.1.Rinf.2	(2) Identify the main topic and retell key details of a text.	Unit 3: T163a, T164a, T164b, T164c, LR3; Unit 4: T243a, T245a, T258; Unit 5: T37e, T37f, T38m; Unit 6: T106i; Unit 7: T137i, T137j, T141a, T142a, T142b, T142c, T143b, T143c, T161e, T161f, T162, T163, T169e, T169g
	CC.1.Rinf.3	(3) Describe the connection between two individuals, events, ideas or pieces of information in a text.	Unit 1: T29g, T30; Unit 2: T92e; Unit 3: T192–193, T193g, T193h, T194m, T194n, T195a; Unit 4: T257g; Unit 6: T75a; Unit 8: T265e, T265f, T266g, T266m
Craft and Structure	CC.1.Rinf.4	(4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Unit 3: T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	CC.1.Rinf.5	(5) Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Unit 3: T158–159, T159a; Unit 4: T239e, T240m, T241a; Unit 7: T166–167e
	CC.1.Rinf.6	(6) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Unit 5: T57f
Integration of Knowledge and Ideas	CC.1.Rinf.7	(7) Use the illustrations and details in a text to describe its key ideas.	Unit 7: T137i, T142b, T143a, T143b, T161e, T161f, T162, T163
	CC.1.Rinf.8	(8) Identify the reasons an author gives to support points in a text.	Unit 7: T170m
	CC.1.Rinf.9	(9) Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	Unit 2: T92m, T93a; Unit 6: T131g, T132m
Range and Level of Text Complexity	CC.1.Rinf.10	(10) With prompting and support, read information texts of appropriate complexity for grade 1.	Unit 1: T1i, T9, T10–11, T12–13, T14–15, T16–17, T21f, T23f, T26–27, T29f, T30e, T30f, T30g, T30m, T55f, LR2, LR3; Unit 2: T70a, T71a, T90–91, T91f, T92f, T92m, T93h, T121; Unit 3: T140–141, T142–143, T148–149, T153f, T158–159, T159c, T159h, T164a, T164b, T164c, T165a, T190, T191, T192–193, T193h, LR2; Unit 4: T234a, T239f, T240e, T240m, T241h, T244, T252–253, T257g, T257j; Unit 5: T32a, T33, T34–35, T36–37, T37f, T38f, T38g, T38m, T41a, T42, T42a, T42b, T42c, T43a, T45, T46–47, T48–49, T50–51, T52–53, T54–55, T57f, T60a, T61, T62–63, T63g, T64e, T64f, T64g, T64m; Unit 6: T77, T93f, T109, T129, T131g, T132f, T132n; Unit 7: T137j, T141a, T142, T142a, T142c, T145, T150–151, T156–157, T158–159, T164, T165, T166–167, T169f, T170e, T170f, T170g, T170n; Unit 8: T212–213, T214–215, T216–217, T218–219, T220–221, T223f, T260a, T261, T262–263, T265f, T266f, T266g, T266m, LR2

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngrach.com)



Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Foundational Skills			
Print Concepts	CC.1.Rfou.1	(1) Demonstrate understanding of the organization and basic features of print.	Unit 7: T164, T165, T169e, T192, T193, T197e
	CC.1.Rfou.1a	(a) Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	
Phonological Awareness	CC.1.Rfou.2	(2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Unit 1: T3c, T5g, T23k, T23l, T23m, T29a, T29b, T31m, T31n, T31o, T33g, T33h, T33i, T33j, T59b, T59e; Unit 4: T240a, T240i; Unit 5: T64a, T64i; Unit 8: T209c, T223a
	CC.1.Rfou.2a	(a) Distinguish long from short vowel sounds in spoken single-syllable words.	Unit 4: T239a, T204e; Unit 6: T71a, T74e, T95k, T101a, T103m, T106e, T127k, T131b
	CC.1.Rfou.2b	(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Unit 1: T7c, T7d, T21a, T30a, T30i, T35c, T35d, T35e, T52a, T55k, T55l, T60a, T60i, T60j; Unit 2: T67b, T70c, T71d, T85a, T87l, T91b, T92b, T92i, T93n, T96e, T97c, T116a, T119l, T125a, T126b, T126i; Unit 3: T133a, T133b, T136e, T136f, T136g, T136h, T137c, T137d, T153a, T153b, T155k, T159b, T159c, T160a, T160b, T160c, T160i, T160j, T161n, T161o, T164e, T165d, T185a, T189l, T193b, T193c, T194b, T194c, T194i; Unit 4: T201b, T204e, T205d, T230a, T231l, T239b, T240b, T240j, T241n, T244f, T245d, T257b, T259l, T263b, T264b, T264i; Unit 5: T7d, T7e, T28a, T28b, T38b, T38i, T38j, T43d, T43e, T57a, T57b, T64i; Unit 6: T71b, T74e, T75d, T93a, T95l, T101a, T102a, T102i, T103m, T106e, T107d, T124a, T127l, T131b, T132b, T132i; Unit 7: T139b, T139c, T142e, T142f, T143d, T143e, T161a, T163l, T163m, T169a, T169b, T170b, T170c, T170i, T170j, T171n, T171o, T174e, T174f, T175d, T175e, T188a, T188b, T191l, T191m, T197a, T197b, T198b, T198c, T198i, T198j; Unit 8: T205b, T205c, T208e, T208f, T225l, T229b, T229c, T230b, T230c, T230i, T235c, T235d, T235e, T256a, T256b, T266a, T266b, T266i
	CC.1.Rfou.2c	(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Unit 1: T3a, T3c, T5h, T23k, T23l, T29a, T31m, T31n, T33g, T33h, T55k, T55l, T59b; Unit 2: T71d, T85a, T92a, T92i, T93m, T96e, T119k, T125a; Unit 3: T133a, T133b, T136e, T137d, T137e, T153a, T155k, T159b, T161m, T164e, T165c, T185a, T189k, T193b, T194a, T194i; Unit 4: T201a, T204e, T205c, T230a, T233k, T239a; Unit 5: T38a, T38b, T38c, T38i, T43c, T57a; Unit 6: T131b
	CC.1.Rfou.2d	(d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Unit 2: T67a, T70c, T87k, T91b, T97c, T116a, T126a, T126i; Unit 3: T160a, T160i, T160j; Unit 7: T175c, T175d, T175e, T188a; Unit 8: T223a, T231m, T234e, T259k, T259m, T265a
Phonics and Word Recognition	CC.1.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T7c, T7d, T7e, T21c, T21d, T21h, T23f, T23h, T30b, T30i, T30j, T30o, T31h, T31i, T31j, T35d, T52a, T52b, T52c, T53b, T55f, T55g, T55h, T60a, T60b, T60i, T60j, T60k, T60l, T60o, T61; Unit 2: T65j, T65k, T67c, T70e, T71d, T85c, T85h, T87f, T87g, T87h, T87l, T91d, T92c, T92k, T92o, T93h, T93i, T93j, T93n, T96g, T97d, T116c, T117b, T119f, T119g, T119h, T119l, T125c, T126b, T126k, T126o; Unit 3: T131j, T131k, T133b, T136e, T136f, T136g, T136h, T137d, T137e, T137f, T153a, T153b, T153c, T153g, T153h, T155f, T155g, T155h, T155i, T155m, T159d, T159e, T160c, T160k, T160l, T160o, T161h, T161i, T161j, T161n, T161o, T164g, T165d, T165e, T185c, T187b, T189f, T189g, T189h, T189l, T189m, T193c, T193d, T194b, T194i, T194k, T194o; Unit 4: T199k, T199l, T201a, T204e, T205d, T230a, T231b, T233g, T233k, T239a, T240b, T240j, T240o, T241h, T241i, T241n, T244e, T245d, T257a, T257j, T259f, T259g, T259l, T263b, T264b, T264i, T264o; Unit 5: T1j, T1k, T1l, T3b, T3c, T6e, T6f, T6g, T7d, T7e, T7f, T28a, T28b, T29b, T31f, T31g, T31k, T31l, T37a, T37c, T38a, T38b, T38c, T38i, T38o, T39h, T39i, T39j, T39m, T39n, T42e, T42f, T42g, T43c, T43d, T57a, T57h, T59f, T59g, T59h, T59l, T59m, T63b, T64a, T64b, T64c, T64i, T64o; Unit 6: T69j, T69k, T71b, T74e, T75e, T93a, T93h, T95f, T95g, T95h, T95l, T96, T101a, T101e, T102b, T102e, T102j, T102m, T102o, T103g, T103i, T103j, T103n, T106e, T107d, T124a, T127l, T131b, T132b, T132i, T125b, T127f, T127g, T127h, T128, T131f, T132m; Unit 7: T137j, T137k, T137l, T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161c, T161g, T161h, T163f, T163g, T163h, T163k, T163l, T163m, T169a, T169b, T169c, T170a, T170b, T170c, T170i, T170j, T170k, T170l, T171h, T171i, T171j, T171m, T171n, T171o, T174e, T174f, T174g, T175c, T175d, T175e, T175f, T188a, T188b, T188c, T188d, T189b, T191f, T191g, T191h, T191i, T191m, T197a, T197b, T197c, T197d, T198a, T198b, T198c, T198i, T198j, T198k, T198l; Unit 8: T203j, T203k, T203l, T205a, T205b, T205c, T208e, T208f, T208g, T223h, T225f, T225g, T225h, T225l, T225m, T229b, T229c, T229d, T230a, T230b, T230c, T230i, T230j, T230k, T230l, T230o, T231h, T231i, T231j, T231n, T231o, T234e, T234f, T234g, T234h, T235c, T235d, T235e, T256a, T256b, T256c, T256d, T257b, T259f, T259g, T259h
	CC.1.Rfou.3.a	(a) Know the spelling-sound correspondences for common consonant digraphs.	Unit 3: T189f; Unit 4: T244f, T257j
	CC.1.Rfou.3.b	(b) Decode regularly spelled one-syllable words.	
	CC.1.Rfou.3.c	(c) Know final -e and common vowel team conventions for representing long vowel sounds.	Unit 4: T201b, T204e
	CC.1.Rfou.3.d	(d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Unit 8: T259l, T259m, T265a, T266b, T266c, T266i, T266j, T266o
	CC.1.Rfou.3.e	(e) Decode two-syllable words following basic patterns by breaking the words into syllables.	Unit 8: T259l, T259m, T265a, T265c, T266a, T266b, T266c, T266i, T266j, T266o
	CC.1.Rfou.3.f	(f) Read words with inflectional endings.	Unit 8: T209c, T209d, T209e, T223a, T223b, T223c, T223d, T223h

Writing, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Research to Build and Present Knowledge	CC.1.W.7	(7) Participate in shared research and writing projects (e.g. exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Unit 1: T20–21, T21e, T59a, T60, T61b; Unit 2: T87e; Unit 3: T161g; Unit 4: T233f; Unit 5: T1j; Unit 6: T95f; Unit 7: T163e, T163f; Unit 8: T225e, T225f, T231h
	CC.1.W.8	(8) With guidance and support from adults, recall information and experiences or gather information from provided sources to answer a question.	Unit 1: T31h, T62, T63; Unit 3: T161h, T189f, T196, T197; Unit 4: T233e, T233f

Speaking and Listening

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.1.SL.1	(1) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Unit 1: T1i, T2, T8, T21e, T21f, T21g, T23, T23f, T23o, T24a, T28–29, T30h, T30n, T30o, T31b, T32, T33, T33a, T35a, T35b, T36, T52, T59a, T59h, T60, T60e, T60h, T60n, T60o, T61a; Unit 2: T66, T69, T72, T85e, T85g, T88, T91f, T92h, T92n, T92o, T97a, T98, T118, T124–125, T125e, T126e, T126m, T126o, T128, T129a, T129b, T131; Unit 3: T132, T133, T138, T152–153, T153e, T153f, T153h, T154, T155, T155e, T155f, T156, T159f, T159h, T160, T160h, T160n, T160o, T161a, T161b, T164i, T165, T166, T184–185, T185e, T187a, T188, T189, T190, T193a, T193f, T194e, T194o, T195a, T195b, T196, T197a, T197b, T199, LR2, LR3; Unit 4: T200, T206, T232, T233e, T233o, T239e, T240e, T240n, T241a, T246, T257i, T260a, T264e, T264n, T264o; Unit 5: T1j, T2, T3, T4, T5, T6i, T7, T7b, T8, T28, T28e, T29a, T31e, T31o, T32, T32a, T37e, T37g, T38h, T38n, T38o, T39b, T40, T41, T41a, T42i, T43, T43a, T44, T56–57, T57e, T57f, T57h, T58, T59, T59e, T59f, T63a, T63f, T63h, T64e, T64n, T65a, T65b, T66, T67a, T67b; Unit 6: T70, T76, T93e, T94, T100–101, T102e, T102o, T107, T108, T124e, T125a, T128, T132e, T132n; Unit 7: T137i, T137j, T138, T139, T144, T160–161, T161e, T161f, T161g, T161h, T162, T163, T163e, T163f, T164, T168–169, T169e, T169g, T170, T170e, T170h, T170m, T170n, T170o, T171, T171a, T171b, T172, T173, T173a, T174d, T176, T188e, T189, T191e, T192, T196–197, T197e, T197g, T198, T198e, T198h, T203; Unit 8: T204, T206, T207, T207a, T208d, T208i, T210, T222–223, T223e, T223f, T223g, T223h, T224, T225, T230e, T230h, T230n, T230o, T231b, T231g, T231h, T232, T233, T233a, T234c, T234d, T234i, T235, T235a, T235b, T236, T256, T256e, T256g, T257, T257a, T257b, T258, T259, T259e, T259o, T260, T260a, T264–265, T265e, T265f, T265g, T266, T266e, T266h, T266n, T266o, T267, T267a, T267b, T271, LR2, LR3
	CC.1.SL.1.a	(a) follow agreed-upon rules for discussions (e.g. listening to others, speaking one at a time about the topics and texts under discussion).	Unit 1: T65; Unit 3: LR3; Unit 7: T203; Unit 8: LR3
	CC.1.SL.1.b	(b) Build on others’ talk in conversation by responding to the comments of others through multiple exchanges.	Unit 2: T70g, T131; Unit 3: T155e; Unit 4: T233e
	CC.1.SL.1.c	(c) Ask questions to clear up confusion about the topics and texts under discussion.	
	CC.1.SL.2	(2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Unit 1: T1i, T2, T3, T23f, T30e, T30f, T30g, T30h, T30m, T30n, T65; Unit 2: T65j, T66, T87f, T92g, T126e; Unit 3: T133, T160e, T160g, T194g, T199; Unit 4: T199j, T200, T205a, T233b, T233e, T241h, T259f, T264e; Unit 5: T2, T31f, T38h, T39h, T64g, T64h, T68; Unit 6: T70, T95e, T103h, T127f; Unit 7: T137i, T138, T139, T203; Unit 8: T204, T205
	CC.1.SL.3	(3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Unit 1: T62, T63a, T63b; Unit 4: T267b; Unit 6: T134, T135a, T135b; Unit 7: T200, T201a, T201b; Unit 8: T231g, T266, T267a, T267b
	Presentation of Knowledge and Ideas	CC.1.SL.4	(4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.SL.5		(5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Unit 1: T1h, T1i, T31g, T31h, T55e, T55f, T65; Unit 2: T65i, T65j, T87e, T93g, T93h, T119e, T119f, T131; Unit 3: T161g, T189e, T199; Unit 4: T199i, T199j, T233e, T233f, T241g, T241h, T244i, T259e, T259f, T269; Unit 5: T1i, T31e, T39g, T39h, T59e, T59f, T69; Unit 6: T69i, T69j, T103g, T103h, T127e, T127f, T137; Unit 7: T171g, T174i; Unit 8: T271
CC.1.SL.6		(6) Produce complete sentences when appropriate to task and situation (see grade 1 Language standards 1 and 3 for specific expectations).	Unit 3: T199; Unit 4: T269; Unit 6: T127f, T137; Unit 7: T203; Unit 8: T271

Language, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.2.e	(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Unit 1: T1j, T7e, T21d, T23g, T23h, T30a, T30b, T30i, T31i, T35e, T52d, T55g, T55h, T60b, T60c, T60l; Unit 2: T65k, T67a, T70f, T71e, T85a, T87g, T87h, T87m, T91c, T92e, T92l, T93i, T93j, T93o, T96f, T97e, T116d, T119g, T119m, T125b, T126e, T126j; Unit 3: T131k, T133a, T133b, T133c, T136e, T136f, T136h, T137d, T137e, T137f, T153d, T155g, T155h, T155m, T159e, T160d, T160l, T161i, T161j, T161o, T161p, T164h, T165e, T165f, T185a, T185b, T185d, T189g, T189h, T189k, T193c, T193e, T194c, T194d, T194l; Unit 4: T199k, T201c, T204h, T205e, T230d, T233g, T233m, T241i, T241o, T244h, T259g, T259h, T259m, T263e; Unit 5: T1l, T3c, T6h, T7c, T31g, T31k, T31l, T31m, T37a, T37b, T37d, T39m, T39n, T39o, T42e, T42h, T59g, T59h, T59k, T59m, T63b, T63e, T64a, T64b, T64c; Unit 6: T69k, T69l, T71c, T74h, T75e, T93a, T95m, T101d, T102c, T102j, T103i, T103j, T103o, T106h, T107e, T124a, T127m, T131e, T132c, T132l; Unit 7: T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161d, T163g, T163h, T163k, T163l, T163m, T163n, T169b, T169d, T170b, T170c, T170i, T170j, T170l, T171i, T171m, T171n, T171o, T174e, T174h, T175c, T175d, T175e, T188a, T188b, T188c, T191g, T191k, T191l, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198i, T198j, T198l; Unit 8: T203k, T203l, T205a, T205b, T205c, T208h, T209c, T209d, T209e, T223a, T223b, T223d, T223h, T225g, T225h, T225k, T225l, T225m, T229c, T229e, T230a, T230b, T230c, T230l, T231i, T259g, T259h
Vocabulary Acquisition and Use	CC.1.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Unit 1: T1h, T6, T7, T8, T21e, T23e, T31g, T32, T33, T34, T35, T36, T52e, T55e; Unit 2: T65i, T71g, T72, T85e, T85g, T87e, T93g, T94, T96i, T98, T116e, T117a, T119e; Unit 3: T131i, T134, T135, T136i, T138, T153e, T153g, T153h, T155e, T155i, T161g, T162, T164i, T166, T185e, T189e, T190; Unit 4: T199i, T202, T204i, T206, T230e, T233e, T241g, T242, T244i, T246, T257e, T259e, T263f, T264e; Unit 5: T1i, T4, T5, T6i, T8, T26–27, T28e, T29, T31e, T39g, T40, T42i, T43, T44, T57e, T59e; Unit 6: T69i, T72, T74i, T76, T93e, T95e, T103g, T104, T106i, T108, T124e, T127e; Unit 7: T137i, T140, T141, T142i, T144, T163e, T170e, T171g, T172, T173, T174i, T175, T176, T188e, T191e; Unit 8: T206, T207, T208i, T209, T210, T214–215, T220–221, T223e, T223g, T225e, T231g, T234i, T235, T236, T256c, T257a, T257b, T259e
	CC.1.L.4.a	(a) Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 4: T233o, T240m, T259o, T263f, T264m
	CC.1.L.4.b	(b) Use frequently occurring affixes in English as a clue to the meaning of a word.	Unit 8: T203i, T229f, T230e, T230m, T259o, T260, T266e, T266m
	CC.1.L.4.c	(c) Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).	Unit 8: T229f, T230
	CC.1.L.5	(5) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Unit 4: T233e; Unit 5: T31e, T31o, T32, T36–37, T37e, T38, T38m, T60, T63f, T64m
	CC.1.L.5.a	(a) Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	Unit 2: T88, T91f, T92m, T120, T125e, T126m; Unit 4: T239e, T240e
	CC.1.L.5.b	(b) Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes.)	Unit 1: T21h, T53b; Unit 2: T117a, T131; Unit 3: T187, T188; Unit 4: T231a, T257j; Unit 5: T4, T5a, T6a, T6b, T6d; Unit 6: T93g, T125a
	CC.1.L.5.c	(c) Identify real-life connections between words and their use (e.g. note places at home that are cozy.)	
	CC.1.L.5.d	(d) Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, stare, glance, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining, choosing, or acting out the meanings.	
CC.1.L.6	(6) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)	Unit 1: T33, T33a, T33f, T35, T65; Unit 2: T71b, T72, T85e, T87e, T95, T96i, T116e, T117a; Unit 3: T131i, T135, T136d, T164d, T165; Unit 4: T202, T204i, T241, T242, T269; Unit 5: T7b, T42d, T56–57, T69; Unit 6: T72, T92–93, T93e, T105, T107, T108, T124e, T125a; Unit 8: T233, T234d, T235, T235b, T271	

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