

Unit
5

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
5

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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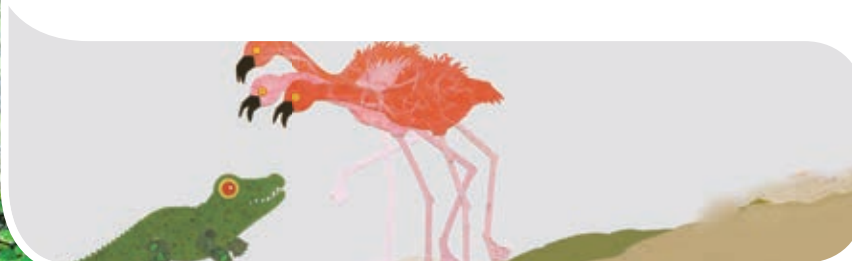
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Creature Features



? BIG QUESTION

How are animals different?



PHONICS & READING SKILLS

- Soft c
- Soft g
- Compare and Contrast
- Make Connections

Week 1		T1g
What Do You with a Tail Like This?	Fact Book	T6
by Steve Jenkins and Robin Page		
For Pete's Sake	Animal Fantasy	T9
by Ellen Stoll Walsh		
	Comprehension Coach	

PHONICS BOOKS



Book 17

- Words with -y
- Plurals -s, -es, -ies
- Identify Main Idea and Details
- Compare Genres

Week 2		T31c
Alligators	Science Article	T33
by Julie Larson		
The World of Tide Pools	Science Article	T38f
by Ben Keller		
NATIONAL GEOGRAPHIC EXCLUSIVE	Interactive Whiteboard	



Book 18

- Words with ai, ay
- Contractions
- Categorize Details
- Make Connections

Week 3		T39e
A Bird Can Fly	Fact Book	T42
by Douglas Florian		
Slither, Slide, Hop, and Run	Fact Book	T45
by Katharine Kenah		
	Comprehension Coach	



Book 19

- Words with ee, ea, ie
- Endings -ed, -ing
- Distinguish Fact and Opinion

Week 4		T59c
My Crittercam Journal	Photo Journal	T61
by Greg Marshall		
NATIONAL GEOGRAPHIC EXCLUSIVE		
Greg Marshall and Crittercam	Science Article	T64f
by Jenna Kwon		
NATIONAL GEOGRAPHIC EXCLUSIVE	Interactive Whiteboard	
Writing Project: Expository Article		T66



Book 20

RESOURCES

Practice Masters PM5.1–PM5.70
Leveled Reading LR1–LR19

Assessment Masters A5.1–A5.59
Reteaching Masters RT5.1–RT5.19

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

Creature Features




BIG
Question

How are animals different?

Unit 5 Program Resources

WHOLE GROUP TIME



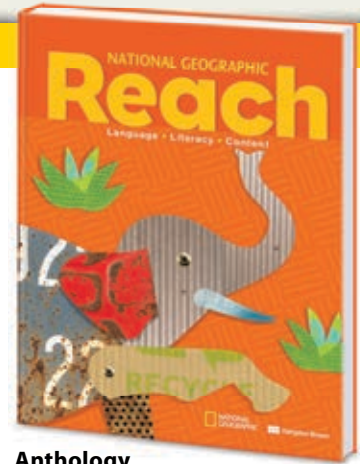
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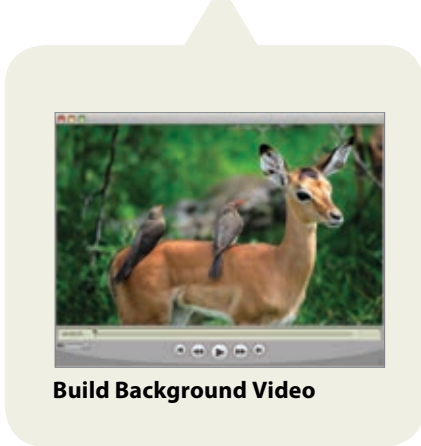
Read On Your Own:
Decodable Books



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



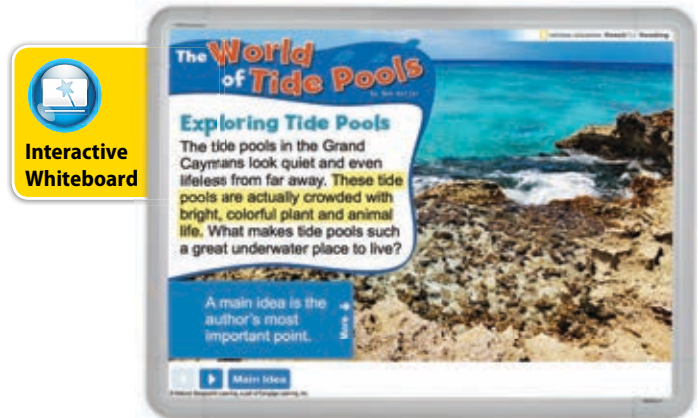
Anthology
Volume 2, Pages 2–69



Build Background Video



Big Books



Interactive Whiteboard

Interactive Read Aloud 9 and 10

LEVELED READING TIME

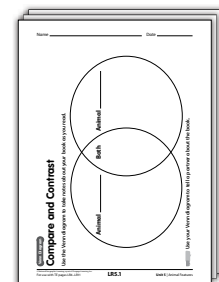


Fiction Leveled Books

Nonfiction Leveled Books



Leveled Book Finder



Leveled Reading Masters
LRS.1–LRS.7

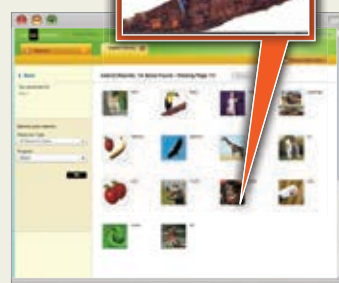
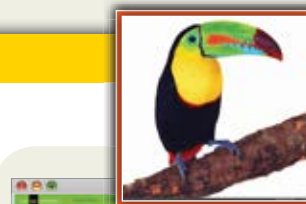
LEARNING STATION TIME



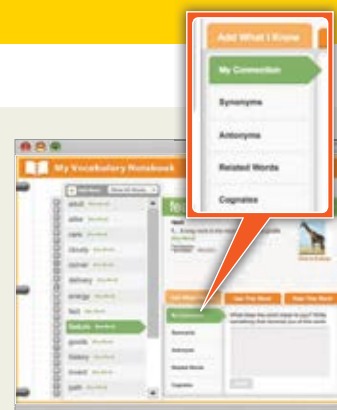
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Student Technology

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



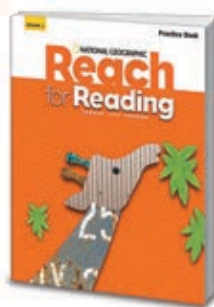
Digital Library



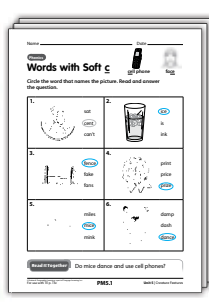
My Vocabulary Notebook



Phonics Games & Vocabulary Games



Practice Book
PM5.1-PM5.70



Practice Masters
PM5.1-PM5.70



Teamwork Activities



ESL Kit

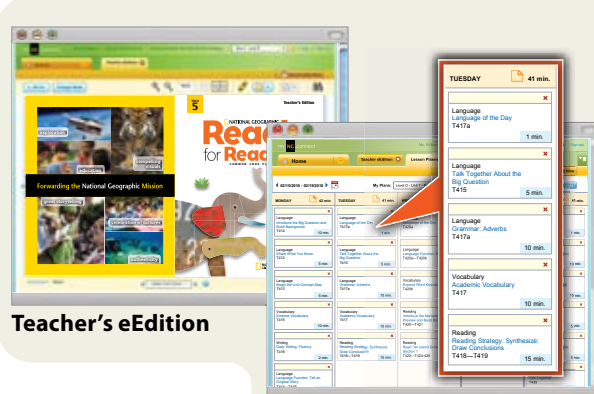
PLANNING RESOURCES



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Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 5.1-5.15
- Family Newsletter 5 (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

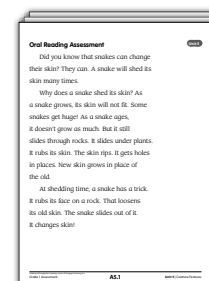
ASSESSMENT & RETEACHING



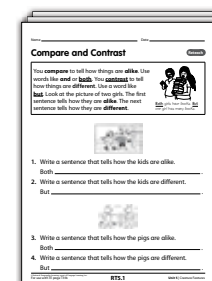
eAssessment™



ExamView®



Assessment Masters
A5.1-A5.59



Reteaching Masters
RT5.1-RT5.19

Unit 5 Skills at a Glance

✔ = TESTED SKILL

Introduce Unit 5	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME	Speaking and Listening	Language and Vocabulary
Week 1 	Listen to a Fact Book Listen to an Animal Fantasy ✔ Compare and Contrast ✔ Make Connections Preview and Predict Compare Animals	Phonics ✔ Substitute Initial and Final Sounds ✔ Read and Spell Words with Soft c ✔ Read and Spell Words with Soft g ✔ Grammar: Possessive Pronouns ✔ Science Vocabulary parts beak mouth tail paw coverings feathers scales fur ✔ Academic Vocabulary alike body different feature look	Read and Comprehend a Fact Book Read and Comprehend an Animal Fantasy ✔ Compare and Contrast ✔ Make Connections Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words eyes far small three through under
Week 2 	Discuss Alligators Discuss Tide Pool Creatures Relate Readings to the Big Question	Phonics ✔ Substitute and Add Final Sounds ✔ Read and Spell Words with -y ✔ Read and Spell Words with Plurals -s, -es, -ies ✔ Grammar: Complete Sentences ✔ Identify Synonyms	Read and Comprehend a Science Article ✔ Identify Main Idea and Details Compare Genres Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words animal color group might most move
Week 3 	Listen to a Fact Book Give Information ✔ Make Connections Preview and Predict Discuss Movement	✔ Science Vocabulary swim run slide fly climb slither ✔ Academic Vocabulary back fact front movement push ✔ Grammar: Commands and Exclamatory Sentences Phonics ✔ Substitute Initial and Final Sounds ✔ Add Final Sounds ✔ Read and Spell Words with ai, ay ✔ Read and Spell Words with Contractions	Read and Comprehend a Fact Book ✔ Categorize Details ✔ Make Connections Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words funny hurt light mean sea sound
Week 4 	Discuss Crittercam Discuss Crittercam Updates Relate Readings to the Big Question	✔ Identify Antonyms ✔ Grammar: Indefinite Pronouns Phonics ✔ Substitute Initial and Final Sounds ✔ Count and Combine Syllables ✔ Read and Spell Words with ee, ea, ie ✔ Read and Spell Words with Endings -ed, -ing	Read and Comprehend a Photo Journal ✔ Distinguish Fact and Opinion Compare Genres Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words few food head hold into once
Unit 5 Wrap-Up	ANSWER THE BIG QUESTION	UNIT PROJECTS	

BIG Question How are animals different?

Writing	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write a Comparison Writer's Craft: Use Verbs Write About Animal Features Writer's Craft Write About It</p>	<p>Speaking and Listening Compare Animals; Describe a Pet Language and Vocabulary Games: My Vocabulary Notebook Writing Design an Animal; List the Facts Cross-Curricular Count Legs!; Land, Water, or Air Reading and Intervention Comprehension Coach; Write a Book Ad; Reteach Phonics; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Substitute Initial and Final Sounds ✓ Decode and Spell Words with Soft c and Soft g ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Compare and Contrast ✓ Make Connections ✓ Science and Academic Vocabulary ✓ Grammar: Pronouns ✓ Write a Comparison
<p>Power Writing Write About Alligators Write a Comparison Write About Tide Pools Write a Main Idea and Details Write About Animals</p>	<p>Speaking and Listening Classify Animals; Talk About Coverings Language and Vocabulary Games; My Vocabulary Notebook Writing Can You Guess?; Describe an Alligator Cross-Curricular Tell About a Country; Ask the Expert Reading and Intervention Comprehension Coach; Animals in Books; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> ✓ Substitute and Add Final Sounds ✓ Decode and Spell Words with -y and with Plurals -s, -es, -ies ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Identify Main Idea and Details ✓ Science and Academic Vocabulary ✓ Grammar: Sentences ✓ Write a Description
<p>Power Writing Write About Movement Writer's Craft Write About Movement Write About Movement Write About It</p>	<p>Speaking and Listening Animal Clues; Two Ways to Move Language and Vocabulary Games; My Vocabulary Notebook Writing How Do Animals Move?; Observe and Learn Cross-Curricular State Animals; Animals on the Move Reading and Intervention Comprehension Coach; Write about Book Choices; Reteach Phonics; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Substitute Initial and Final Sounds ✓ Add Final Sounds ✓ Decode and Spell Words with ai, ay and Contractions s ✓ High Frequency Words ✓ Fluency: Intonation, Accuracy, Rate ✓ Categorize Details ✓ Make Connections ✓ Science and Academic Vocabulary ✓ Grammar: Sentences ✓ Write Informative Sentences
<p>Power Writing Write About Crittercam Write About a Photo Journal Write a Fact Write A Fact and an Opinion Write About the Cameras</p> <p>Writing Project Write an Expository Article</p>	<p>Speaking and Listening Animal Survey; The Next Scene Language and Vocabulary Games; My Vocabulary Notebook Writing Words in Action; Facts and Opinions Cross-Curricular Draw Animals; How Critters Act Reading and Intervention Comprehension Coach; Compare Thoughts; Reteach Phonics; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Substitute Initial and Final Sounds ✓ Count and Combine Syllables ✓ Decode and Spell Words with ee, ea, ie and Words with Endings -ed, -ing ✓ High Frequency Words ✓ Fluency: Intonation, Accuracy, Rate ✓ Distinguish Fact and Opinion ✓ Science and Academic Vocabulary ✓ Grammar: Pronouns ✓ Writing Trait: Fluency ✓ Write Informative Sentences

LEVELED READING

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




- A** Little Monkeys
- B** I See Tails!
- C** Ears
- D** An Elephant's Trunk
- E** Creature Features
- F** Jenna's Pet
- F** Marks in the Sand
- F** How Animals Move
- G** The Speedy Cheetah
- G** Polar Bears
- H** Put Me in the Zoo
- H** A Frog Has a Sticky Tongue
- I** Walking Up Walls
- I** A Cat's Whiskers
- J** What Do You Know About Dolphins?
- K** Seven Blind Mice



Week 1 Planner


Online Lesson Planner
NGReach.com

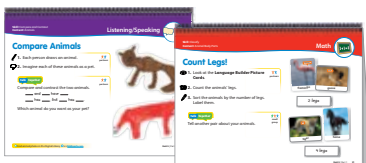


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Initial Sounds T3a	☑ Substitute Initial Sounds T6e
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.3 ☑ Words with Soft c T3a Spelling CC.1.L.2.d–e ☑ Words with Soft c T1k, T3c	Phonics CC.1.Rfou.3–4 ☑ Words with Soft c T6e ☑ Read with Fluency T6g Spelling CC.1.L.2.d–e ☑ Words with Soft c T1k, T6f
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T1k, T3d CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T1k, T6f CC.1.Rfou.3.g; CC.1.L.2.d Handwriting T6f 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	Introduce the Big Question; Preview Unit Projects T2–T3 CC.1.SL.1–2 Compare and Contrast T4 CC.1.SL.1	Make Connections T7 CC.1.SL.1
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.d ☑ Use Possessive Pronouns T1m Science Vocabulary CC.1.L.4; CC.1.L.5.b ☑ Learn Key Words T4 beak coverings feathers fur mouth parts paw scales tail	Daily Grammar CC.1.L.1; CC.1.L.1.d ☑ Use Possessive Pronouns T1m Academic Vocabulary CC.1.L.4 ☑ Learn More Key Words T6i alike body different feature look
	Reading 🕒 20–40 minutes	Read CC.1.Rlit.10 ☑ Read-Aloud: Fact Book T5a Comprehension CC.1.Rlit.10; CC.1.Rfou.4 ☑ Compare and Contrast T5a 	Reread CC.1.SL.1 ☑ Read-Aloud: Fact Book T7a Comprehension ☑ Make Connections T7a 
	Writing 🕒 15 minutes	Power Writing T4 CC.1.W.5 Writing CC.1.W.2 Write a Comparison T6d	Power Writing T6i CC.1.W.5 Writing CC.1.W.5 Writer's Craft T7b

		Read Book 1	Reread Book 1
LEVELED READING TIME		Read Book 1 CC.1.Rlit.10; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Make Connections ☑ Compare and Contrast ☑ Categorize	Reread Book 1 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Make Connections ☑ Compare and Contrast ☑ Categorize
Fiction & Nonfiction	🕒 20 minutes 		

LEARNING STATION TIME			Speaking and Listening T1i CC.1.SL.4–5 Language and Vocabulary T1i CC.1.L.4 Writing T1i CC.1.W.2 Cross-Curricular T1j CC.1.W.7; CC.1.SL.1; CC.1.L.5.a Reading and Intervention T1j; RT5.1 CC.1.Rfou.3–4; CC.1.W.1
	🕒 20 minutes		

BIG Question How Are Animals Different?

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 and Final Sounds T7c 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Initial and Final Sounds T28a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T29b
<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Soft <i>g</i> T7c <p>Spelling CC.1.L.2.d–e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Soft <i>g</i> T1l, T7e 	<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 Soft <i>g</i> T28a <input checked="" type="checkbox"/> Read with Fluency T28c <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Soft <i>g</i> T1l, T28a 	<p>Phonics CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Soft <i>c</i> and Soft <i>g</i> T29b <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Soft <i>c</i> and Soft <i>g</i> T29b
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T1l, T7e CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T1l, T28b CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T1l, 29b CC.1.Rfou.3.g; CC.1.L.2.d
Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T8 CC.1.SL.1</p>	<p>Compare Animals T28e CC.1.SL.1</p>	<p>Talk About <i>For Pete's Sake</i> T30 CC.1.SL.1</p>
<p>Daily Grammar CC.1.L.1; CC.1.L.1.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Possessive Pronouns T1n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T8 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T1n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T28e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T1n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T29a
<p>Read CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read an Animal Fantasy T9–T28 	<p>Reread CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread an Animal Fantasy T28f <p>Comprehension CC.1.Rlit.7</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compare and Contrast T9–T28 <input checked="" type="checkbox"/> Make Connections T9–T28 Describe Characters T28g 	<p>Reread and Integrate Ideas CC.1.Rlit.7</p> <p>T30</p> <p>Comprehension CC.1.Rlit.7</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compare and Contrast T31 <input checked="" type="checkbox"/> Make Connections T31 
<p>Power Writing T8 CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About Animal Features T28</p>	<p>Power Writing T28e CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Writer's Craft T29</p>	<p>Power Writing T29a CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About It T30</p>

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

- Introduce LR2
- Read LR4–LR11
- Make Connections
- Compare and Contrast
- Categorize

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

- Read and Integrate Ideas LR2
- Make Connections
- Compare and Contrast
- Categorize

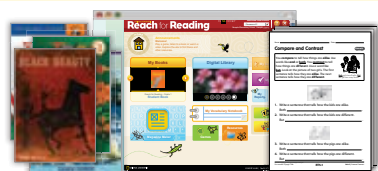
Reading CC.1.W.1–3; CC.1.SL.1.a

- Connect Across Texts LR3

Writing

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



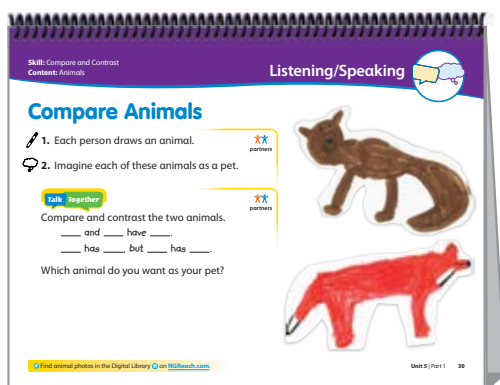
Assessment & Reteaching T31a–T31b

- Foundational Skills A5.5–A5.7 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
- Spelling Test T1k CC.1.Rfou.3; CC.1.L.2.d–e
- Oral Reading Assessment A5.1–A5.4 CC.1.Rfou.4
- Reading Comprehension Test A5.8–A5.9 CC.1.Rlit.3
- Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
- Vocabulary Test A5.10–A5.14 CC.1.L.4; CC.1.L.6
- Grammar and Writing Test A5.15–A5.16 CC.1.L.1
- Reteaching Masters RT5.1–RT5.4

Week 1 Learning Stations

Speaking and Listening

Option 1: Compare Animals



Compare Animals

1. Each person draws an animal.

2. Imagine each of these animals as a pet.

Talk Together

Compare and contrast the two animals.

___ and ___ have ___

___ has ___ but ___ has ___

Which animal do you want as your pet?

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 30

Teacher's Guide on NGReach.com

colored markers • crayons

Describe Animals CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Option 2: Describe a Pet

MATERIALS

colored markers • glue • scissors • poster board

- Have children work in small groups to describe family pets or familiar pets. Ask them to give details about the pet's size, color, and distinguishing features.
- Have each child draw a picture of one of the pets. Have children glue the cutouts on poster board and write a poster title.

Describe Animals CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Key Words

alike • beak • body • coverings • different
feathers • feature • fur • look • mouth • parts
paw • scales • tail

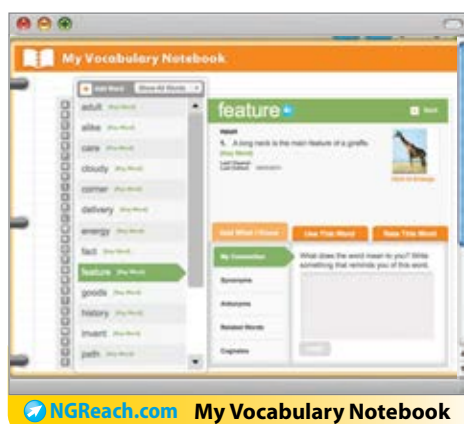
Option 1: Vocabulary Games



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 children expand word knowledge by:

- looking up words
- writing sentences with the words
- sorting words into categories, such as by animal features or coverings.

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

Writing

Option 1: Design an Animal



MATERIALS

colored markers and crayons

Children work in pairs to design humorous imaginary animals by:

- discussing features the animal will have
- drawing the animal
- writing a caption that includes the animal name and details about color, body covering, and other features.

Display and discuss the drawings.

Write Facts About Topics CC.1.W.2

Option 2: List the Facts



PROGRAM RESOURCES

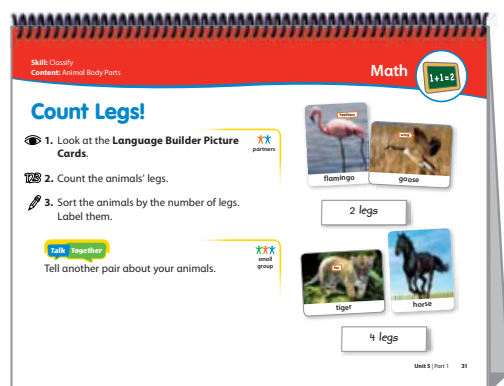
Digital Library Image B63

Display the photo of a crab. Have children work in small groups to compile a list of the facts they observe by studying the photo.

Write Facts About Topics CC.1.W.2

Cross-Curricular

Option 1: Count Legs!



PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 31

Digital Library Image: Language Builder Picture Cards B53–B65

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

Participate in Conversations CC.1.SL.1
 Sort Words CC.1.L.5.a

Option 2: Land, Water, or Air



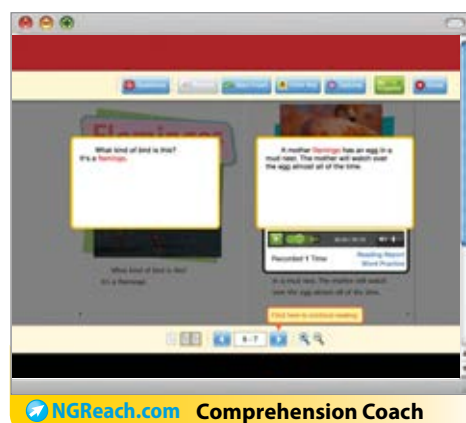
Have partners choose two animals and research where the animals live. To select their animals, have children go to Resources > Unit 5 > Learning Stations > Week 1 > Animals on [NGReach.com](https://www.ncreach.com).

Have partners tell whether the animals live on land, in water, or in the air. Have them write a sentence about each animal.

Participate in Conversations CC.1.SL.1
 Participate in Shared Research and Writing CC.1.W.7

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: Write a Book Ad

Read the book _____ by _____. It is a good book because _____.

Have each child use the sentence frames to write an advertisement for a book. Encourage children to add pictures or additional sentences to help convince classmates to read the book. Have children share their ads.

See **Recommended Reading** on page LR12.

Write Opinions CC.1.W.1

Intervention

Option 1: Reteach Soft g

PROGRAM RESOURCES

Phonics Picture Card 61

Use **Reteaching Routine 1**.

- Display Phonics Picture Card 61.**
- Say the word: gem.** Have children repeat.
- Read the word.** Point to the soft g and ask: *What is this letter? What is the sound?*
- Scaffold spelling.** Say: *gem.* Have children repeat, say the first sound, and write its spelling. Repeat for the remaining sounds.

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

Decode Words with Soft g CC.1.Rfou.3

Option 2: Phonics Games

PROGRAM RESOURCES

Online Phonics Games

Read with Fluency CC.1.Rfou.4

For **Reteaching Masters**, see pages RT5.1–RT5.4.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T3a–T31

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Spell Words with Soft *c*
- ✓ Spell Words with Soft *g*
- ✓ 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.

Words with soft *c*

1. pencil I took a **pencil** to the zoo to draw animals.
2. fence I drew the **fence** in front of the animals.

Words with soft *g*

3. page I used a new **page** for each animal.
4. giraffe The first animal I drew was a **giraffe**.

High Frequency Words

5. eyes The giraffe's **eyes** were big and brown.
6. far Giraffes live in places **far** away.
7. small They eat leaves and **small** buds.
8. three Next, I drew **three** monkeys on a tire swing.
9. through One monkey climbed **through** the swing.
10. under Another monkey sat **under** the swing.

More Words

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

1. ice We got cups of flavored **ice** as we walked.
2. center The elephants were in the **center** of the zoo.
3. face I looked right into an elephant's **face**.
4. giant The father elephant was a real **giant**.
5. gentle He was very **gentle**, though.
6. cage I was glad many animals didn't have to be in a **cage**.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.5

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the soft consonant they contain. (*c*, *g*)

Play a Game

- One child mixes up some words while the other child 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 take turns saying a sentence using one word with a soft *c* and one with soft *g*.

Spelling & Word Work			
Word Cards: Soft <i>c</i> and Soft <i>g</i>			
ice	fence	cage	giraffe
nice	city	huge	cent
pencil	magic	cellar	gym
face	page	center	gel
mice	spice	age	cell
price	twice	gem	race
space	giant	dance	gentle

NGReach.com Practice Master PM5.5

Decode Words with Soft *c*
 Decode Words with Soft *g*
 Spell Words with Soft *c*
 Spell Words with Soft *g*

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

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM5.6

MATERIALS

scissors

Prepare

Ask children to form groups of three. 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 groups turn cards face down and mix them up.
- On signal, the groups turn over and arrange the cards in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have the groups shuffle the cards for another round. After several rounds, the group with the most points wins.

Spelling & Word Work	
High Frequency Word Cards	
because	eyes
carry	far
don't	small
new	three
play	through
sleep	under

NGReach.com Practice Master PM5.6

Spell High Frequency Words

CC.1.L.2.d



Illustrate a Word

Day 3



Option 1

MATERIALS

colored markers • crayons

Use Visuals

- Have children work with a partner. Have each partner choose a spelling word. Each child then writes the word at the bottom of a sheet of paper.
- Have partners exchange drawings and illustrate the words on their new papers.
- Have partners share their pictures and work together to write a sentence for each word.
- Continue play until each child has made two drawings.

Extend the activity by having children make one drawing that illustrates two words at a time.

Spell High Frequency Words

CC.1.L.2.d

Build Words Online

Day 3



Option 2

MATERIALS

soft c and g word cards from Day 2

Prepare

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

Play a Game

- Have one partner choose a word card and, without showing the other child, drag the soft consonant and the letter that immediately comes before or after it on the **Word Builder**.
- The other child guesses the word. After each incorrect guess, the first child drags another letter. Assign points based on number of letters shown: if two letters are shown, two points are awarded; if three letters are shown, three points are awarded; and so on.
- Have partners continue play until all the words have been identified. The lowest total score at the end of the game wins.

Decode Words with Soft c

CC.1.Rfou.3

Decode Words with Soft g

CC.1.Rfou.3

Spell Words with Soft c

CC.1.L.2.d

Spell Words with Soft g

CC.1.L.2.d

Spell New Words Phonetically

CC.1.L.2.e

Scrambled Words

Day 4



Option 1

Prepare

Display the Spelling Words.

Play a Game

- Children choose five words to scramble and write them on paper to make a puzzle.
- Then they exchange puzzles with a partner and unscramble the five words by writing them correctly.

figafer

Extend the activity by having children say sentences using their unscrambled words.

Spell Words with Soft c

CC.1.L.2.d

Spell Words with Soft g

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

Use Words to Describe

Day 4



Option 2

Prepare

Display the Spelling Words.

Play a Game

- Display this sentence starter: Our giant giraffe...
- Have partners work together to brainstorm what their giant giraffe might look like or do, such as: has huge eyes, can step over a fence, or is so tall a man can walk under it.
- Have partners write sentences using the sentence starter to describe what the giraffe looks like or does. Challenge children to use as many of the Spelling Words as they can.
- Have partners share their sentences. Assign one point for each Spelling Word used, and two points for each additional soft c and soft g word used. The pair with the most points wins.

Our giant giraffe has a huge face with small eyes.

Our giant giraffe is so huge it needs three cages.

Decode Words with Soft c

CC.1.Rfou.3

Decode Words with Soft g

CC.1.Rfou.3

Spell Words with Soft c

CC.1.L.2.d

Spell Words with Soft g

CC.1.L.2.d

Spell New Words Phonetically

CC.1.L.2.e

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Creature Features

✔ Use Possessive Pronouns

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Possessive Pronouns

CC.1.L.1

CC.1.L.1.d

Day 1

PROGRAM RESOURCES

Possessive Pronouns: One Owner: Phonics Picture Cards
eVisual 5.1 B4 (and other common nouns)

Teach the Rules

Use page T6d to introduce **singular possessive pronouns**. Explain that these pronouns show that someone owns something. Then teach the rules.

Possessive Pronouns: One Owner

- Use **mine** to show that you own something. Look at **my fish**. It is **mine**.
- Use **yours** when you talk to someone. **Your fish** is bigger. It is **yours**.
- Use **his** or **hers** to show that **he** or **she** owns something. Look at Jason's fish. **His fish** is blue. It is **his**.
Here is Kayla's fish. **Her fish** is spotted. It is **hers**.

NGReach.com Possessive Pronouns: One Owner: eVisual 5.1

Play a Game

Hold up **Phonics Picture Card B4** and say: *This is my mitten. It is mine. This is your mitten. It is yours. This is Carl's mitten. It is his. This is Amy's mitten. It is hers.*

Continue with other **Phonics Picture Cards**. Say a name or pronoun (the first sentence in each pair above) and have children say the sentence using the possessive pronoun (the second sentence). Continue play until all children have answered twice.

Differentiate

EL English Learners

ISSUE In Vietnamese, a possessive pronoun is formed by placing a separate word or character before the pronoun.

STRATEGY Display these sentence frames, and help children choose the correct word to complete each one:

I have my _____. It is _____.
She has her _____. It is _____.

Day 2

PROGRAM RESOURCES

Possessive Pronouns: More Than One Owner: eVisual 5.2

MATERIALS

index cards, 3 per group • magazines, catalogs, etc. for pictures

Teach the Rules

Use page T7b to introduce **plural possessive pronouns**. Explain that these pronouns show that more than one person owns something. Then teach the rules.

Possessive Pronouns: More Than One Owner

- Use **ours** to show that **we** own something. This is our alligator book. It is **our book**. It is **ours**.
- Yours** can also refer to more than one person. The book belongs to you and your family. It is **your book**. It is **yours**.
- Use **theirs** to show that **they** own something. This is Max and Dan's alligator picture. It is **their picture**. It is **theirs**.

NGReach.com Possessive Pronouns: More Than One Owner: eVisual 5.2

Play a Game

Give each group three cards. Have them write the pronouns *ours*, *yours*, and *theirs* and place the cards facedown. Distribute pictures of things people own, such as pets, household objects, and food items.

One child turns over a card and reads the word. Another child points to a picture of something owned by more than one person. He or she then assigns ownership, saying: *This _____ belongs to (us/you/them). It is (ours/yours/theirs).* Continue play for five minutes.

Differentiate

EL English Learners

ISSUE In Spanish, sentences similar to the model in the game do not always contain a subject.

STRATEGY Post a sentence frame for the second sentence used in the game: It is _____. Remind children to include the word *it* in their responses.



Day 3

PROGRAM RESOURCES

Possessive Pronouns: eVisual 5.3

Possessive Pronouns: Practice Master PM5.9

Teach the Rules

Use page T28 to review possessive pronouns. Teach the rules.

Possessive Pronouns

- **my bat** → **mine** This is **my bat**. It is **mine**.
- **your bat** → **yours** **Your bat** is bigger. It is **yours**.
- **his cat** → **his** Jason has a cat. It is **his cat**. It is **his**.
- **her dog** → **hers** Li has a dog. It is **her dog**. It is **hers**.
- **our toy** → **ours** Jo and I have a toy. It is **our toy**. It is **ours**.
- **your ball** → **yours** You and your sister have a ball. It is **your ball**. It is **yours**.
- **their fish** → **theirs** The Smiths have a fish. It is **their fish**. It is **theirs**.

NGReach.com Possessive Pronouns: eVisual 5.3

Play a Game

Distribute Practice Master PM5.9. Explain the game: Take turns spinning. Say two sentences using the word the spinner lands on and a word from the word bank. Play for five minutes.

Name _____ Date _____

Grammar: Possessive Pronouns

Use Possessive Pronouns

Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Say a sentence with the pronoun and a word from the word bank.

bird lizzard turtle rabbit dog cat

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.

For use with TE p. T1n PMS.9 Unit 5 | Creature Features

NGReach.com Practice Master PM5.9

Differentiate

SN Special Needs

ISSUE Children need a visual cue to match up the possessive pronouns.

STRATEGY Have children make flashcards by writing a possessive pronoun on one side and the matching subject pronoun and possessive adjective that modifies a noun on the other side. (mine—I, my)

Day 4

PROGRAM RESOURCES

Write Possessive Pronouns: Practice Master PM5.11

Grammar and Writing

Explain: Good writers use pronouns so they don't repeat the same noun.

Use page T29 to model the use of possessive pronouns in writing. Then distribute Practice Master PM5.11.

Read the story. Have children find the words in the box that correctly complete each sentence and write them in the blanks.

Name _____ Date _____

Grammar & Writing

Write Possessive Pronouns

Read the story. Then choose a word from the box that goes with each sentence.

hers his mine ours theirs yours

We have a new book about wild animals. This book is ours.

My favorite animal in the book is the alligator. You also have a favorite animal. Which one is yours? The book shows a family of flamingos. The baby chicks are theirs. Here is a mother giraffe with her baby. The baby is hers. Here's a picture of a male monkey. He has a banana. That banana is his. I think the baby lizard is really cute. I wish the baby lizard was mine!

For use with TE p. T1n PMS.11 Unit 5 | Creature Features

NGReach.com Practice Master PM5.11

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A.15–A.16

Review and Assess

Display the sentences below. Have pairs work together to write the correct possessive pronoun in each sentence.

1. This is your dog. It is _____.
2. This is my cat. It is _____.
3. This is the neighbors' dog. It is _____.
4. That is her new cat. It is _____.
5. My sister and I have a turtle. It is _____.

Administer the Writing, Revising, and Editing Test.



Anthology

OBJECTIVE

Thematic Connection: Creature Features

Preview Content

PROGRAM RESOURCES

TECHNOLOGY ONLY

Unit 5 Build Background Video

PRINT & TECHNOLOGY

Family Newsletter 5

MATERIALS

crayons or markers • construction paper • push pins

MORNING WARM-UP

What special body parts does your favorite animal have?

Have children turn and talk about their favorite animals, describing them as best they can, telling how they look and what special body parts they have.

Science Background

1 Big Question Anthology page 2

Read aloud the **Big Question**. Explain that this unit is about how animals are different. Distribute **Family Newsletter 5**.

2 Share What You Know Anthology page 3

Activate prior knowledge: *What animals have you seen?* Have each child choose an animal and think about the different parts of the animal and how the animal moves. Review the directions on page 3 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 use their body parts to move.* Play the video. Discuss the video: *What animals did you see?* (Possible responses: cheetahs, alligators, kangaroos) *What body parts do the animals have?* (Possible responses: wings, legs, **beaks**, **mouths**) *How do they move?* (Possible responses: fly, walk, hop)

Dear Family Member,
"How are animals different?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how animals look and how they move. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Walk together around your neighborhood. As you walk, look for animals to observe. Talk about what the animals look like and what they are doing.
2. Using the space below, write your observations. Try to use some of the New Words in your descriptions.
3. Remind your student to bring the completed observations to class.

What We're Reading

- "What Do You Do With a Tail Like This?"** by Steve Jenkins and Robin Page
This fact book describes what various animals do with different body parts.
- "For Pete's Sake"** by Ellen Skaal Walsh
A young alligator feels different from his friends, but he soon learns that he's not so different after all.
- "Alligators"** by Julie Larson
Alligator adaptations are described in this science article.
- "Slither, Slide, Hop, and Run"** by Katharine Kenah
This fact book shows how animals use their body parts to help them move.
- "My Crittercam Journal"** by Greg Marshall
Explorer Greg Marshall's journal shows the interesting way he studies animals.

And more!

Family Newsletter 5 | English

NGReach.com Family Newsletter 5 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

Mini Lesson

Analyze Motion

Explain: *Audio and images work together to help you understand ideas.*

Play the **Build Background Video** a second time. Pause at 45 seconds to think aloud: *The video compares a cheetah's speed with a car's speed. This helps me to understand how fast a cheetah can run.* Pause the video at 1:35 and at 2:50 to have children explain how the motions shown help them understand how animals move. Have children turn and talk to compare and contrast animals' motions.



NGReach.com Build Background Video

Creature Features

BIG Question

How are animals different?

Share What You Know

- 1 Draw an animal.
- 2 Name or point to different parts of your animal.
- 3 Say or show how your animal moves.



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

STUDENT TECHNOLOGY



Student eEdition



Video



Word Builder



Phonics Games

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

Anthology
pages 2–3

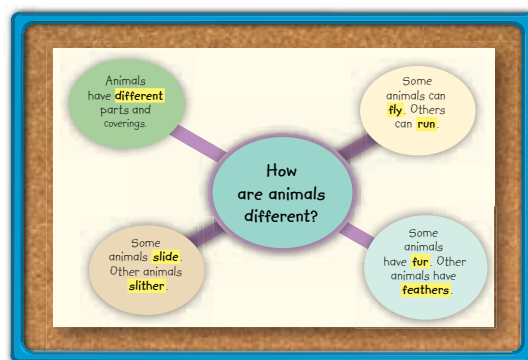
Unit Projects

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 in this unit?* Have pairs point to and talk about the pages 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 all animals move, but they move in different ways.* Record this idea on the class concept map. Ask: *What other ideas can we add from the video?* (Possible responses: Some animals move fast. Others move slowly. Some swim. Others run or hop.) Record children's ideas on the map.



Concept Map

5 Preview Unit Projects

Point out the activities on **Anthology** pages 68–69. 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 (T8, T28e)
- ✓ Writing (T6d, T7b, T28, T29, T30)
- ✓ Venn Diagram: **Practice Master PM5.2**



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial Sounds
- ✓ Read and Spell Words with Soft c
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 48

Sound/Spelling Cards 1, 2, 6, 8, 9, 11, 12, 21

Read On Your Own Book 17

Soft c: Practice Master PM5.1

Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,

Tracks 1–2

Word Builder

Phonics Games

MATERIALS

chips or small coins for counting sounds, 3 per child •
popsicle sticks, 2 per child • bean bag or small ball

Phonological Awareness

1 Substitute Initial Sounds ✓

Use **Phonological Awareness Routine 6**

- **Say a word:** *nice*.
- **Segment the sounds:** /n/ /ī/ /s/. Have children put chips in the sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /n/ to /m/: /m/ /ī/ /s/.*
- **Say the new word:** *mice. Say the new word with me: mice.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with the following words: *face/race, hop/top, thump/bump.*

Check & Reteach

OBJECTIVE: Substitute Initial Sounds ✓

Ask: *If I change the beginning /s/ sound in swing to /w/, what is the new word? (wing)*

If children do not say *wing*, use **Phonological Awareness Routine 1** to practice identifying and isolating sounds. Have children identify the sound that changes between *day* and *pay*.

Repeat with *can/man* and *see/bee*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Learn Words with Soft c ✓

Sing with Me Phonics Songs Book page 48

Play Tracks 1 and 2 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 6 Hold up three fingers.
- 2 Run fingers around desk.
- 3 4 5 Hop fingers; press hands together and wiggle; nibble at fingers.



Sing with Me Phonics
Songs Book page 48

COMMON CORE STANDARDS



Reading

Decode Words with Soft c CC.1.Rfou.3
Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

Spell Words with Soft c CC.1.L.2.d
Spell High Frequency Words CC.1.L.2.d
Spell New Words Phonetically CC.1.L.2.e

Use **Decoding Routine 1** below to connect sound and spellings /s/ce, ci_ and to blend words.

Step 1 Develop Phonological Awareness		/s/ce, ci_
1. Tell children: <i>These words have /s/ at the beginning. These words have /s/ at the end.</i>		cell, city, center, cider face, mice, trace, space
2. Tell children: <i>I will say a word. Listen for /s/. If you hear /s/, raise one hand. If you don't hear it, leave your hand down.</i>		nice, three, they, race, cent, rice, place, pride, spice
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 1 . Say: <i>seed</i> . Have children repeat.		 <p>Card 1 seed, /s/, ce, ci_</p>
2. Say: /s/. Have children repeat.		
3. Turn the card over. Point to all the spellings and name them. Have children repeat. Then cover the s spelling for the rest of steps 2 and 3.		
4. Give examples of words with ce and ci_ in initial and final positions.		city, cent, celery, Celia; race, mice, face, slice, dice
Step 3 Blend Sound-by-Sound		
1. Write c. Tell children that the sound for c depends on the vowel that comes after it.		
2. Add e. Point to the ce spelling on Sound/Spelling Card 1 . Blend /s/ /ě/, sweeping your hand beneath the spellings. Have children repeat it.		
3. Add n. Say: /n/. Blend /c/ /ě/ /n/, sweeping your hand below the spellings. Have children blend the sounds with you.		
4. Add t. Say: /t/. Model blending the whole word, then have children blend with you. Repeat the routine, writing and blending cell.		
5. Repeat for remaining words. Explain:		ice, mice, nice, pace, place, prince, price
<ul style="list-style-type: none"> • <i>At the end of long vowel words, /s/ is spelled ce, and the e is silent.</i> • <i>In words that end in -nce, the vowel is short and the e is silent.</i> 		

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

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Creole, the /s/ sound differs from the /s/ sound in English.

STRATEGY Have children:

- tell whether the sound /s/ is used in their home languages.
- practice making the /s/ sound.
- repeat sentences with lots of /s/ sounds: *Sara sang silly songs.*

SN Special Needs

ISSUE Children are having difficulty distinguishing between s and ce, ci_ for /s/.

STRATEGY Draw and cut out a snake and a penny, and glue them to popsicle sticks to give to children. Display and read words that begin with /s/ and have children hold up and move the snake stick around if the word begins with s, and the cent stick if the word begins with ce or ci_.



Read On Your Own Book 17

3 Read Words with Soft c Read On Your Own Book 17 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *live, many, Do,* and *have* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 17** page 2. Review the sound/spelling */s/ce, ci_* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.1** for more practice.

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

4 Spell Words with Soft c

Use **Dictation Routine 1** to have children practice spelling *mice, pace, rice,* and *cell* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *mice*.
- **Segment sounds:** */m/ /i/ /s/*. *What is the first sound you hear in mice? (/m/)*
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (2 /m/, 11 /i/, and 1 /s/)
- **Repeat the word:** *mice*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *pace, rice,* and *cell*, using **Sound/Spelling Cards 1** /s/, 2 /m/, 6 /a/, 8 /l/, 9 /p/, 11 /i/, 12 /r/, and 21 /e/.

Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence. *Mice race to get rice*. 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 Soft c

Check dictation sentences for the correct spelling of *mice, race,* and *rice*.

If children have difficulty with soft c words, remind them that when c is followed by e or i, it usually has the /s/ sound. Have children make up and write a sentence that uses at least one soft c word. Then have them read their sentences to the class.

Name _____ Date _____

Phonics
Words with Soft c

Circle the word that names the picture. Read and answer the question.

1. sat cent can't	2. ice is ink
3. fence fake fans	4. print price prize
5. miles mice mink	6. damp dash dance

Read It Together Do mice dance and use cell phones?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T3c **PM5.1** Unit 5 | Creature Features

NGReach.com Practice Master PM5.1

Daily Language Arts

Daily Spelling and Word Work

Practice options on page T1k



Words with Soft c

Look at each picture. Read the words.

Example:



cent



mice



face

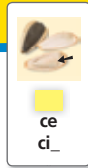


lace

slice of cake

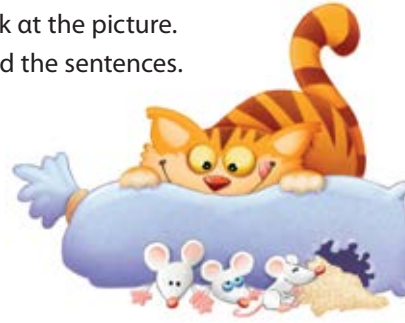


rice



Key Words

Look at the picture.
Read the sentences.



Mice Find Food

1. **Three small** mice eat rice **through** a hole.
2. Then they see a cat's big **eyes**!
3. The mice hide **under** the bag.
4. The mice are not **far** from the cat.

What will the three mice do next?



High Frequency Words

eyes
far
small
three
through
under

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com



Phonics Games

NGReach.com

Read On Your Own Book 17
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 17 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:** *eyes*.
- **Say a sentence with the word:** *I blinked my eyes to see more clearly.*
- **Say the word again and have children repeat it and 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 take turns saying the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children sit in a circle. Toss a beanbag or ball to a child. Call out a High Frequency Word for the child to spell. If the word is spelled correctly, the child tosses the beanbag to another child, who then spells a different word you call out.

If the child spells the word incorrectly, he or she must spell the word correctly and then spell another word. Continue until all the words have been spelled correctly at least twice.

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.

eyes *The cat has two eyes.* (Point to eyes.)

far *Far is a long, long way away.* (Point away to demonstrate *far*, then closer for *near*.)

small *The mice are small.* (Mime *small*.) *That means they are not big.*

three *There are three mice.* (Show three fingers.)

through *We walk through the hall.* (Demonstrate *through*.)

under *The tablecloth is under, or below, the cake.* (Mime *under*.) *That means the cake is on top of the tablecloth.*



Anthology

OBJECTIVES**Thematic Connection: Creature Features**

- ✔ Use Science Vocabulary in Speaking
- ✔ Compare and Contrast

PROGRAM RESOURCES**PRINT ONLY**Big Book: *What Do You Do with a Tail Like This?***PRINT & TECHNOLOGY**

Family Newsletter 5

Sing with Me MP3

Venn Diagram: Practice Master PM5.2

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

note cards • markers

Academic Talk

1 Compare and Contrast Anthology page 4

Tell children: *This chant is about how flamingos and alligators are alike and different.* Review the previously taught High Frequency Words *and*, *but*, and *too*. Play the chant. Have children follow in their books on page 4 as they chant.

Ask: *What did you learn about flamingos and alligators?* (Flamingos and alligators have legs, but flamingos have two legs and alligators have four.) *What else do you think we can learn about how flamingos and alligators are alike and different?* (Possible responses: We will learn about their **mou**ths. We will learn about their skin.)

After children listen to and chant “Legs,” have pairs work together to make cards for *and*, *but*, and *too*. Have them use the cards to discuss how flamingos and alligators are similar to and different from other animals. For example: A flamingo is big, but a hummingbird is small. Alligators and lions have sharp teeth.

Science Vocabulary

2 Key Words ✔ Anthology page 5

Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its**

picture: **beak**.

- **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:** A **beak** is a bird’s hard **mouth**.

- **Elaborate:** A **beak** is one of a bird’s body **parts**. Yesterday, I saw a bird with a worm in its **beak**.

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

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

Key Words

beak · coverings · feathers
fur · mouth · parts
paw · scales · tail

Power Writing

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

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

COMMON CORE STANDARDS**Reading**

Read Prose	CC.1.Rlit.10
Read with Accuracy and Fluency	CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.1.Rfou.4.b

Writing

Write About Topics	CC.1.W.2
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Speaking and Listening

Participate in Conversations	CC.1.SL.1
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Language and Vocabulary

Determine the Meaning of New Words	CC.1.L.4
Define Words by Category	CC.1.L.5.b



High Frequency
Words
and
but
too

Compare and Contrast

Listen and chant.

Legs

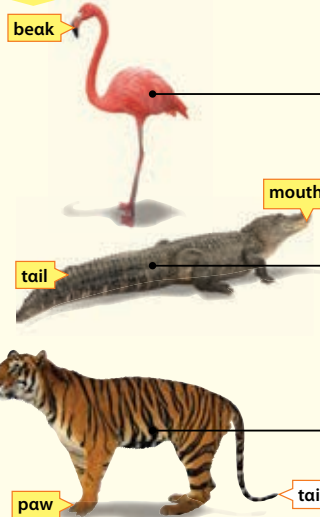
Chant (MP3)

Flamingos have legs,
And alligators do, too.
Alligators have four legs,
But flamingos have two!

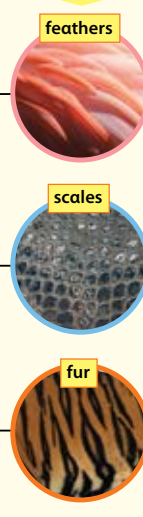


Key Words

Parts



Coverings



Talk Together

Look at the parts and coverings of animals on this page. How are they different?

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



Digital Library



My Vocabulary Notebook

NGReach.com

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

See **Differentiate**

3 Talk Together Anthology page 5

Have partners use the chant, the animal diagram, and **Key Words** to ask and answer questions about how animals are different from each other. Provide an example:

*How is a flamingo's **body covering** different from an alligator's? (A flamingo has **feathers**, but an alligator has **scales**.)*



NGReach.com My Vocabulary Notebook

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** and have children use each one in a sentence. Access **Family Newsletter 5** for translations in seven languages. Use cognates for Spanish speakers:

part (n)/parte (n) scales (n)/escalas (n)

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 the words *and*, *but*, and *too*.

If children use words incorrectly, say sentence frames for them to complete orally, such as:

*A bird has **feathers**, _____ (but) a tiger has _____. (**fur**)*

*An alligator is covered with _____ (**scales**) and eats with its _____. (**mouth**)*

***Feathers**, **scales**, and **fur** are in a category called _____. (**coverings**)*



Name _____ Date _____

Venn Diagram
Compare and Contrast Animals
 Choose two animals. Compare and contrast the animals in the Venn diagram.

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 For use with TE p. T5a

PM5.2 Unit 5 | Creature Features

Comprehension

4 Compare and Contrast Anthology page 6

Teach children the words *compare* and *contrast*. Remind children of the words *and*, *too*, and *but*. Explain:

- The words *and* and *too* are used to **compare** flamingos and alligators. When we **compare**, we tell how flamingos and alligators are alike.
- The word *but* is used to **contrast** flamingos with alligators. When we **contrast**, we tell how flamingos and alligators are different.

Project the chant on **Student eEdition** page 4. Chant aloud with children. Ask: *Which lines **compare** alligators and flamingos?* (lines 1 and 2) Explain: *A Venn diagram can be used to **compare** and **contrast**. The middle section where the circles overlap is used to show what is alike.* Then point to the other parts of the circles and explain that they are used to note differences.

Reread the chant with children. Have pairs decide where in the Venn diagram to write the information from lines 3 and 4. (outer circles) Have them discuss what they could write in each part. (line 3: alligator; four legs; line 4: flamingo; two legs)

Check & Reteach

OBJECTIVE: Compare and Contrast

Ask children to define *compare* and *contrast*.

If a child cannot answer, point to the Venn diagram on page 6. Explain: *When you say both things are the same, you **compare**.* Point to the legs and say: *They both have legs. When you say things are different, you **contrast**.* Ask the child to name more things that contrast. (**scales, tail, feathers, beak**)

5 Talk Together Anthology page 6

Distribute **Practice Master PM5.2**. Have children talk about how the two animals on the picture cards are alike and different. Have them work together to fill in the chart. Suggest that they use a different color for each section of the diagram.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Children need additional guidance as they compare and contrast.

STRATEGY Have children focus on color, shape, and size in their descriptions, such as *short legs* or *pink feathers*.

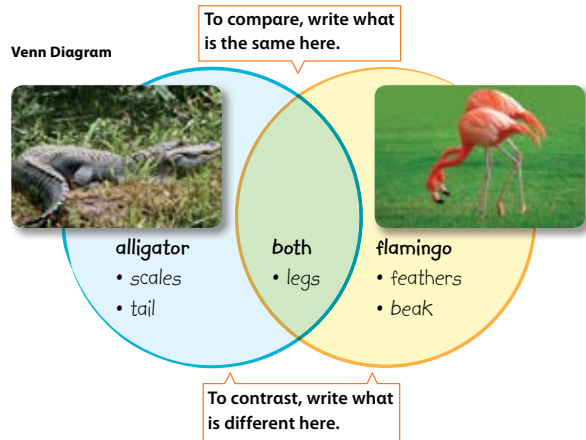
Big Book Read-Aloud

6 Share a Fact Book

Display the cover and read aloud the title and the names of the author and illustrator. Point to the names and explain: *Steve Jenkins and Robin Page wrote the words in this book. Steve Jenkins made the pictures for this book, too.* Have children predict: *What do you think this book is about?* (Possible responses: animals, **tails**, animal body **parts**) *Why do you think that?* (Possible response: The title is *What Do You Do With a Tail Like This?*, and the cover shows a lizard with a long **tail**.)



Compare and Contrast



Talk Together

Choose two animal picture cards. Make a Venn diagram. Compare and contrast the animals.



6

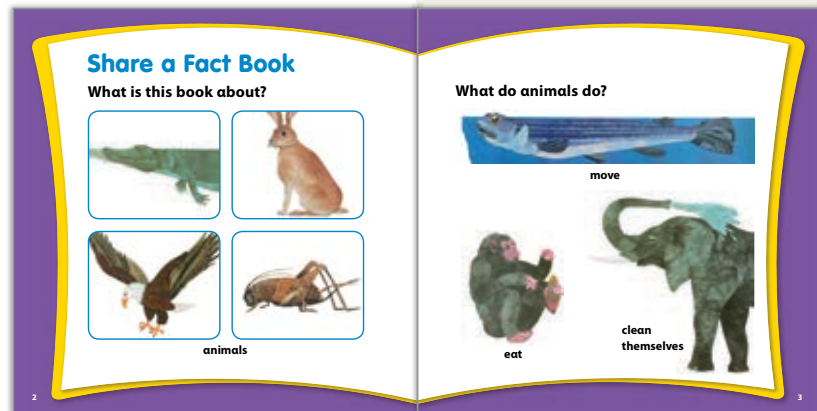
Anthology page 6

SCIENCE BACKGROUND

Display and read the Share a Fact Book on **Big Book** pages 2–3. Set a purpose: *Let's read to learn more about how animals are alike and different.* Elaborate:

- Some animals have the same body **parts**.
- Animals with the same body **parts** may use them differently. For example, an elephant uses its nose to get clean, but a platypus uses its nose to dig in mud.

GENRE Define the genre: *Fact books give information about a subject. This book gives information about how different animals use their body **parts**.* Read aloud pages 4–27 of *What Do You Do With a Tail Like This?* Use the questions on pages T6a–T6d to build comprehension on the first read (Day 1) and second read (Day 2).



Big Book pages 2–3

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Listen and Comprehend

- Active Reading
- Make and Confirm Predictions
- ✓ Compare and Contrast
- Critical Thinking

Day 2 Listen and Analyze

- ✓ Make Connections
- Critical Thinking



1 What do you do with a nose like this?

If you're a platypus, you use your nose to dig in the mud.

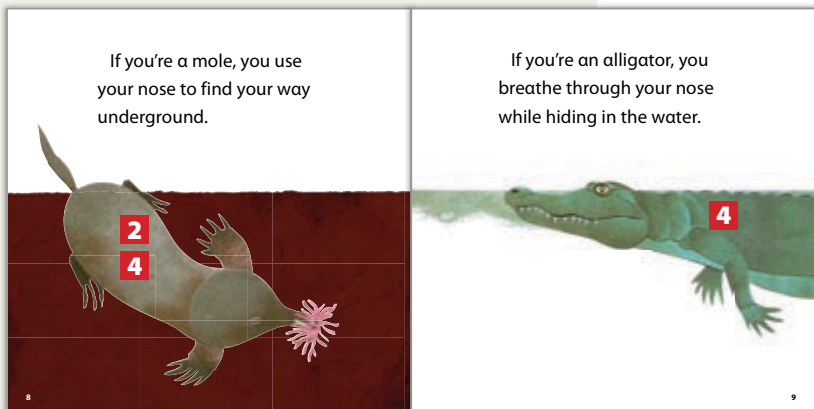
Big Book pages 4–5



If you're a hyena, you find your next meal with your nose.

If you're an elephant, you use your nose to give yourself a bath.

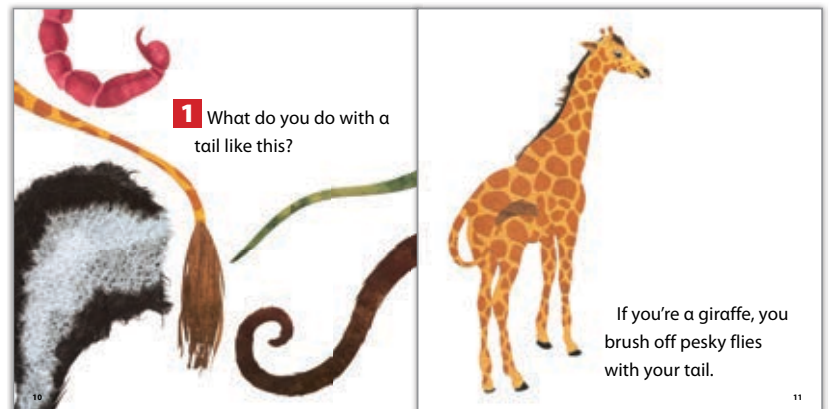
Big Book pages 6–7



If you're a mole, you use your nose to find your way underground.

If you're an alligator, you breathe through your nose while hiding in the water.

Big Book pages 8–9



1 What do you do with a tail like this?

If you're a giraffe, you brush off pesky flies with your tail.

Big Book pages 10–11

Fluency ✓

Expression Explain the concept: *Fluent readers raise and lower their voices. Sometimes, readers' voices go up when they read a question or an exciting part. Sometimes readers' voices go down at a sad or scary point.*

Model reading the question on page 10 with expression. Ask children if they noticed your voice rising or falling as you read. Then have children echo read pages 4–9 with you as you read with expression. Have children practice until they can read the pages fluently and expressively.

Build Comprehension

FIRST READ

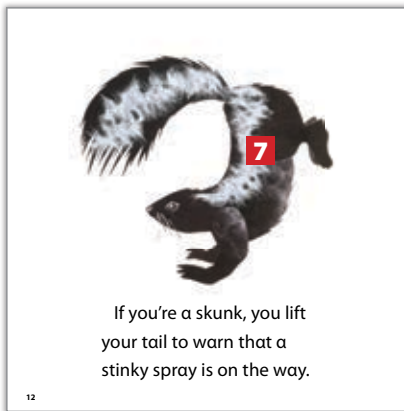
Day 1 Listen and Comprehend

- 1 Active Reading** After reading each question in the story, have children chorally repeat and point to their own noses, feet, and mouths.
- 2 Compare and Contrast** ✓ *How do the platypus and the mole use their noses in the same way?* (Possible response: to poke around in dirt and mud)

SECOND READ

Day 2 Listen and Analyze

- 3 Make Connections** ✓ *How is the elephant in this story like the walrus in Guess What I'll Be?* (Possible responses: It has tusks. It has wrinkly skin.)
- 4 Draw Conclusions** *Why do the animals on pages 4–9 all have different noses?* (Possible responses: They use their noses **different** ways. Some live in water. Some go underground.)

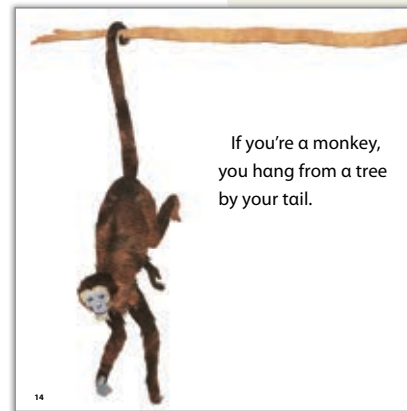


If you're a skunk, you lift your tail to warn that a stinky spray is on the way.

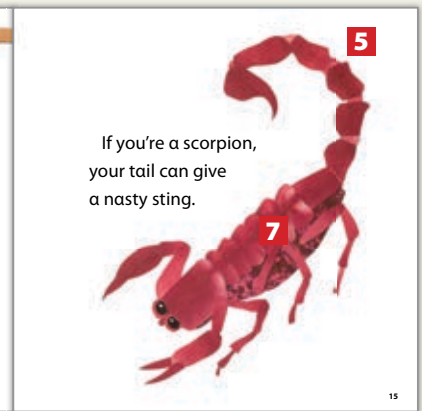


If you're a lizard, you break off your tail to get away.

Big Book pages 12–13



If you're a monkey, you hang from a tree by your tail.

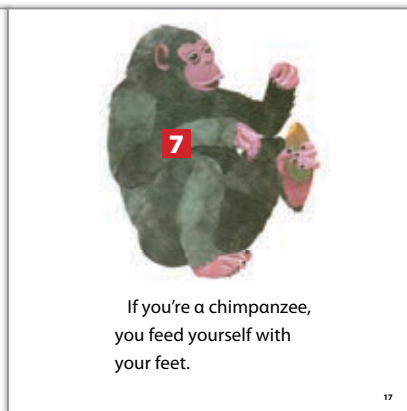


If you're a scorpion, your tail can give a nasty sting.

Big Book pages 14–15

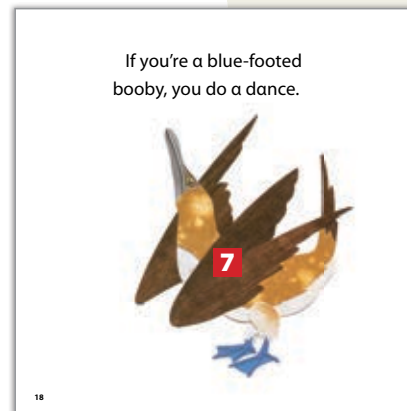


1 What do you do with feet like this?

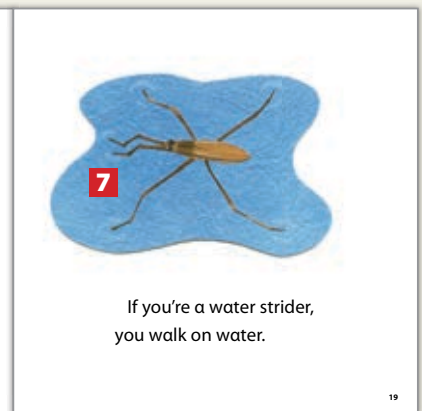


If you're a chimpanzee, you feed yourself with your feet.

Big Book pages 16–17



If you're a blue-footed booby, you do a dance.



If you're a water strider, you walk on water.

Big Book pages 18–19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

5 Compare and Contrast ✓ Ask: *How is the scorpion's tail different from the other tails?* (Possible responses: It can sting. It can't use its tail to hang. Its tail is red.)

See **Differentiate**

6 Make Predictions Point to the foot at the top left of page 16. Say: *This foot belongs to a goat. What do you think a goat can do with its feet?* (Possible responses: walk, eat)

SECOND READ

Day 2 Listen and Analyze

7 Make Connections ✓ *Which animal reminds you of the same or a similar animal in another story?* (Possible responses: The lizard reminds me of a chameleon I read about in another story. The skunk is like the one I read about in another fact book.)

Differentiate

SN Special Needs

ISSUE Children struggle with contrasting.

STRATEGY Have small groups pretend to be the different animals. Have the first group complete the frames aloud:

We are _____. We use our tails to _____.

Have the next group complete these frames aloud:

You are _____. You use your tails to _____. BUT we are _____. We use our tails to _____.

Continue until all groups have presented.



Big Book pages 20–21



Big Book pages 22–23

Differentiate

EL English Learners

ISSUE Children struggle with story language.

STRATEGY Shelter story language for children. Restate the phrase “use your mouth as a net to scoop up fish” on page 23 as “use your mouth to catch and hold fish.” Use gestures and pantomime to demonstrate. Have children copy your motions.

Build Comprehension

FIRST READ

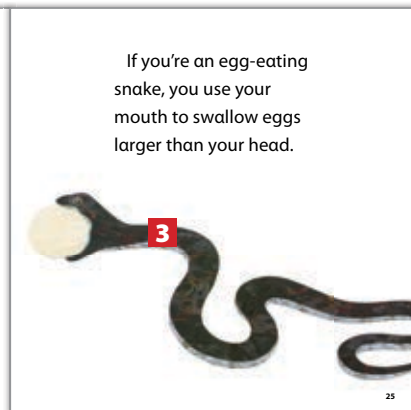
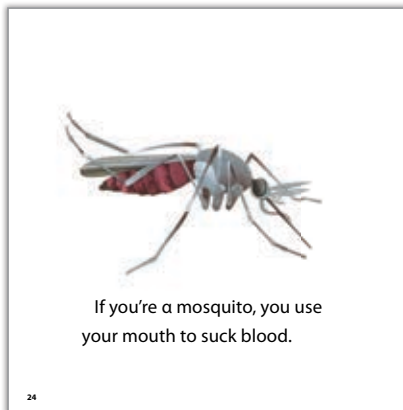
Day 1 Listen and Comprehend

- 1 **Confirm Predictions** *Was your prediction about how goats use their feet correct?*
- 2 **Compare** ✓ After reading page 23, ask: *Compare a pelican's mouth to a net. How are they alike?* (Both can scoop up fish.)
See **Differentiate**

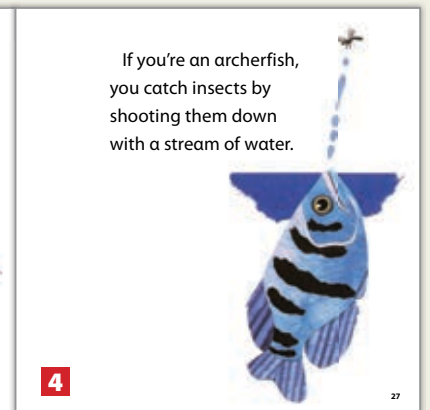
SECOND READ

Day 2 Listen and Analyze

- 3 **Details** *What does a snake eat with its mouth? (eggs) How big are the eggs it swallows?* (bigger than its head)
- 4 **Determine Main Idea** *What is the main idea of pages 22–27?* (Animals use their mouths in different ways.)



Big Book pages 24–25



Big Book pages 26–27

Writing

7 Write a Comparison

Divide the class into small groups. Have some groups write to compare and other groups write to contrast. Explain: *Choose two animal body parts that your group would like to write about. Use the words that you know to compare or contrast the body parts.* Display the **Key Words** and frames.

Key Words

beak	foot	mouth
nose	paw	tail

Use these frames:

A ____ and a ____ are alike because ____.

A ____ and a ____ are different because ____.

Then have them compare their noses to the nose of one of the animals in the text.

A ____ nose is _____. Mine is _____.

Have children work together and share their sentences with the class.



Daily Language Arts

Daily Grammar ✓

Point out the possessive pronoun *mine* in the sentence frame. Then use the Daily Grammar lesson on page T1m to teach possessive pronouns.

WRAP-UP *Think about the ways animals move. If an alligator, a flamingo, a mouse, and a tiger had a race, which animal do you think would win? Why?* Have children turn and talk with a partner. Have volunteers offer their opinions and explain why they formed them.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial Sounds
- ✓ Read and Spell Words with Soft c
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Sound/Spelling Card 1
- Soft c: Practice Master PM5.3
- Handwriting: Practice Master PM5.4
- Read On Your Own Book 17

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

small chips or coins for counting sounds, 5 per child



MORNING WARM-UP

What is your favorite animal? What special body parts does it have?

Have children talk about body parts different animals have, such as the nose of an elephant, the mouth of a snake, and the tail of a skunk.

Phonological Awareness

1 Substitute Initial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *race*.
- **Segment the sounds:** /r/ /ă/ /s/. Have children put chips in the sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /r/ to /f/: /f/ /ă/ /s/.*
- **Say the new word:** *face*. *Say the new word with me: face*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with the following words: *ice/ace, tell/cell, went/cent, three/free*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds ✓

Ask: *What word do I get if I change /f/ in fuss to /m/? (muss)*

If children do not say *muss*, display the word *fuss*. Read it and have children echo. Cover *uss*. Say /f/ and have children echo. Replace the *f* with *m* and say /m/ as children echo that as well. Uncover *uss* and have children echo as you read the new word *muss*.

Phonics

2 Read Words with Soft c ✓

REVIEW Display **Sound/Spelling Card 1** and review spelling *ce*. Remind children that when /s/ comes at the end of a word with the CVCe word pattern, it is spelled *ce*. Distribute **Letter Cards** to display *mice*. Model how to build *mice*. Have partners build and blend the word and write it in the first column of a two-column chart.



Continue building and sorting words *nice, twice, race, face, trace, and space*. Have partners take turns reading each group of words. Encourage children to add other rhyming words they know.

COMMON CORE STANDARDS

Reading

- | | |
|--------------------------------|---------------|
| Decode Words with Soft c | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |

Language and Vocabulary

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

3 Spell Words with Soft c ✓

Use **Letter Cards** to build *place* and *space* and blend the words. Have pairs use **Letter Cards** to build *twice*, *lace*, *brace*, *cent*, and *dance*. When all pairs have built their words, have the class chorally blend and read the words. Have them build the rest of the words in the Word Bank.

Assign **Practice Master PM5.3** for more practice.

glance	truce
dice	space
face	twice
fence	lace
ice	brace
slice	cent
spice	dance
place	

Word Bank

Check & Reteach

OBJECTIVE: Read and Spell Words with Soft c ✓

Dictate: *Mice. Nice. Mice are very nice! Mice. Nice.* Have children write and then chorally spell the words *mice* and *nice*.

If children misspell, repeat the misspelled words and have children sound them out with you. Then have children rewrite the words correctly. Repeat with: *I have nice mice!*

High Frequency Words

4 Read and Spell Key Words ✓

Display and read the following sentences, having children clap when they hear the underlined word. Distribute **High Frequency Word Cards**. Reread each sentence, and have children hold up a card when they hear an underlined word.

three	I see <u>three</u> mice.
small	They are <u>small</u> .
eyes	They have dark <u>eyes</u> .
through	They run <u>through</u> the grass.
under	They hide <u>under</u> a rock.
far	They don't go <u>far</u> from home.

Assign **Practice Master PM5.4**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓







Hand out multiple sets of **High Frequency Word Cards**. Have children walk around the room and find another child with the same card. Each spells the word and says it aloud. 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 Soft c

Write the letters to complete the word. Read the sentence.

1.  _____ city	2.  _____ cell
3.  _____ race	4.  _____ lace
5.  _____ cent	6.  _____ price

Read It Together We'll race from this place to the fence.

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NGReach.com Practice Master PM5.3



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T1k

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

eyes eyes eyes

far far far

small small small

three three three

through through

through

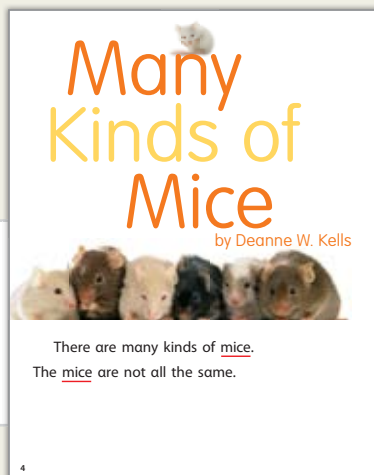
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© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T6f **PM5.4** **Unit 5 | Creature Features**

NGReach.com Practice Master PM5.4

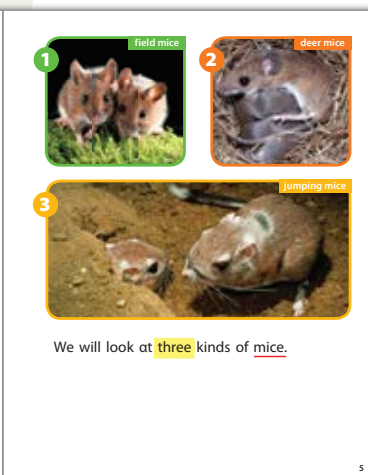


Read On Your Own Book 17



Legend

- words with soft c
- high frequency words
- * story words



We will look at **three** kinds of **mice**.



Field Mice
These **mice** live in fields **far** from the **city**. They like a lot of **space**! The **mice** make mazes **through** the field. They **race** **through** the mazes.

These **mice** are **small**. They have **small** **faces** and **eyes**. They sleep **under** logs or rocks.

Read On Your Own Book 17
pages 4–7

Decodable Reading

5 Read “Many Kinds of Mice” ✓ Read On Your Own Book 17 pages 4–8

Use the photos to preteach the story words *city* (page 6) and *deer* (page 8). Use **Decoding Routine 4** to conduct two readings of “Many Kinds of Mice.” 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 accuracy and rate. Use the following questions to build comprehension.

- 1 Make Inferences** *Why do you think field mice make mazes in the grass?* (Possible responses: They need to get from place to place; they are too small to walk over the grass.)
- 2 Identify Details** *Where do the mice live?* (Field mice live in fields; deer mice nest under logs; jumping mice live in grass.)
- 3 Compare** *What is special about each kind of mouse?* (Field mice build mazes; deer mice look like deer; jumping mice have long back legs.)
- 4 Make Connections** *Which mice do you like best? Why?* (Possible responses: I like the deer mice because I like the way deer look; I like jumping mice because I like to jump, too.)

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 17	Teacher’s Edition
words with digraphs <i>th</i>	there (page 4) three (page 5) through (page 6) their (pages 9, 10)	<i>th</i> (page T165c)
blends with <i>s</i>	space (page 6) small (page 7) sleep (page 7)	blends with <i>s</i> (page T133a)
ending <i>-s</i>	kinds (pages 4, 5) fields (page 6) mazes (page 6) eyes (pages 7, 9)	ending <i>-s</i> (page T153a)
ending <i>-ing</i>	jumping (pages 10, 11)	ending <i>-ing</i> (page T241o)

AL Above Level

ISSUE Children can easily comprehend the text.


STRATEGY Guide children to use a Venn diagram to compare and contrast two of the kinds of mice in the text.




Deer Mice
These mice live in nests under logs. You will not see a trace of them.



These mice are tan and white. Their faces look like deer faces. They have eyes twice as big as field mice!



Jumping Mice
Jumping mice live in places with grass. They use grass to make their nests.




These small mice have long back legs for jumping. They can jump quite far from place to place.

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com



Which mice do you like best?
Can it be nice to have mice as pets? ♦

Practice Phonics

Words with Soft c
Read these words.




rice	maze	eat	race
space	trace	slice	fit

Find the words with soft c.
Use letters to build them.

r i c e

Talk Together
Choose words from the box above to tell your partner what mice can do.

Mice can eat through this rice.

- 
- 
- 

Practice Phonics

6 Words with Soft c ✓ Read On Your Own Book 17 page 13
Distribute **Letter Cards**. Read aloud page 13 and have partners find and build words with soft c.



See **Differentiate**

7 Talk Together Read On Your Own Book 17 page 13
Point out the photos on page 13 and have partners discuss. Have them use the sentence frame and the words from the box to tell about what mice can do. (Possible responses: *Mice can eat through this rice; fit through this space.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Many Kinds of Mice." Note 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 of /s/ spelled s and /s/ spelled ce, ci_.

STRATEGY Reinforce that when the letter c is followed by an e or i, it is usually pronounced as /s/, not as /k/. Demonstrate with **Letter Cards**, then ask children to build and say words that have /s/ spelled ce, ci_.



Anthology

OBJECTIVES**Thematic Connection: Creature Features**

- ✔ Use Academic Vocabulary in Speaking
- ✔ Make Connections

PROGRAM RESOURCES**PRINT ONLY****Big Book:** *What Do You Do With a Tail Like This?***TECHNOLOGY ONLY****Digital Library:** Key Word Images**My Vocabulary Notebook****MATERIALS**

markers

Academic Vocabulary

1 More Key Words Anthology page 7

Use **Vocabulary Routine 1** and the images on page 7 to teach the **Key Words**.

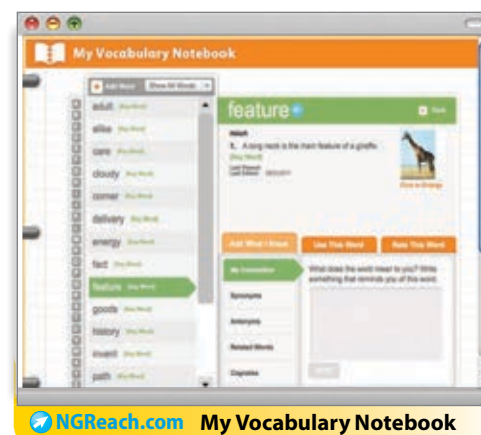
- **Pronounce the word and point to its picture:** **alike**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** *Things that are **alike** are the same in some way.*
- **Elaborate.** Relate the word to your experience: *My two dogs are **alike**. Their furry **coverings** are brown and white.*

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

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

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 7. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**



NGReach.com My Vocabulary Notebook

2 Talk Together Anthology page 7

Read the directions and examples. Have partners take turns using **Key Words** in sentences. Then have volunteers share one sentence with the group.

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✔

Circulate as partners do the **Talk Together** activity to listen for any incorrect usage of the academic vocabulary.

If children use words incorrectly, point to the picture of the **Key Word** and read back the example sentence. Have children give one more example of the word using the same sentence pattern. Provide an example. For the **Key Word** *look*, say:

- *These apples **look** good.*
- *These apples **look** crunchy.*
- *These apples **look** fresh.*

Power Writing

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

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

COMMON CORE STANDARDS**Writing**

Focus on a Topic CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

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

Use Possessive Pronouns CC.1.L.1.d

Use Words and Phrases CC.1.L.6

More Key Words

alike



These cats are **alike**.

body



A baby has a small **body**.

different



These fruits are **different**.

feature



A long neck is the main **feature** of a giraffe.

look



These apples **look** the same.

Talk Together

Use one **Key Word** in a sentence.

I **look** like my brother.

• High Frequency Word

Add words to My Vocabulary Notebook.
NGReach.com

7

STUDENT TECHNOLOGY

- Student eEdition
- Digital Library
- My Vocabulary Notebook

NGReach.com

Anthology page 7

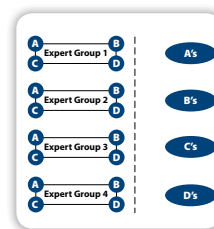
Academic Talk

3 Make Connections ✓

Ask: *When you are reading, have you remembered things that you saw before or read about before? What did you remember when you were reading about animals recently?*

Have children use **Jigsaw** to talk about different animal body parts. Assign each "expert" group one body part: nose, tail, feet, mouth. Have groups think of animals they have read about and seen with the body part. Have children use **Key Words** as they describe the body part and tell how it is used. Regroup children so that the new groups have at least one member from each expert group. Have experts report to the group. Remind them to listen attentively to what other experts have to say.

For **Jigsaw**, see page BP60.



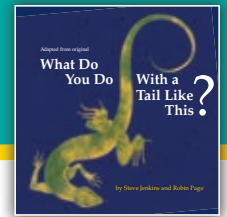
Jigsaw

Differentiate

AL Above Level

ISSUE Children can handle challenging sentences.

STRATEGY Challenge children to use as many **Key Words** as they can in a single sentence.



Big Book

Comprehension

4 Make Connections Big Book page 28

Display and read aloud page 28. Teach the word *connection* (connect or join together).

Tell children that they can better understand what they read when they make text-to-self and text-to-text connections.

Model how to use the photo to make a text-to-self connection:

- *I see that two boys are taking their dog for a walk.*
- *This reminds me of when I walk my dog so he can get exercise.*
- *This helps me understand that it is important to help a dog get exercise.*

Model how to use the photo to make a text-to-text connection:

- *I see that two boys are taking their dog for a walk.*
- *This reminds me of a story about a boy who went jogging with his dog to get ready for a race.*

Check & Reteach

OBJECTIVE: Make Connections

Ask children to tell what they have read recently that connects to something they have done. Then ask children to tell about two items they read that were alike.

If children have difficulty making text-to-self or text-to-text connections, say: *Watch the pictures, and tell me if you see something that you have done or read. When I saw the alligator, I remembered swimming in the water like that. I read a story about an elephant who kept getting in the mud and had to give himself a bath.* Turn slowly through the **Big Book** and, from time to time, ask: *Do you see anything that you remember happening?*

Listen Again and Analyze

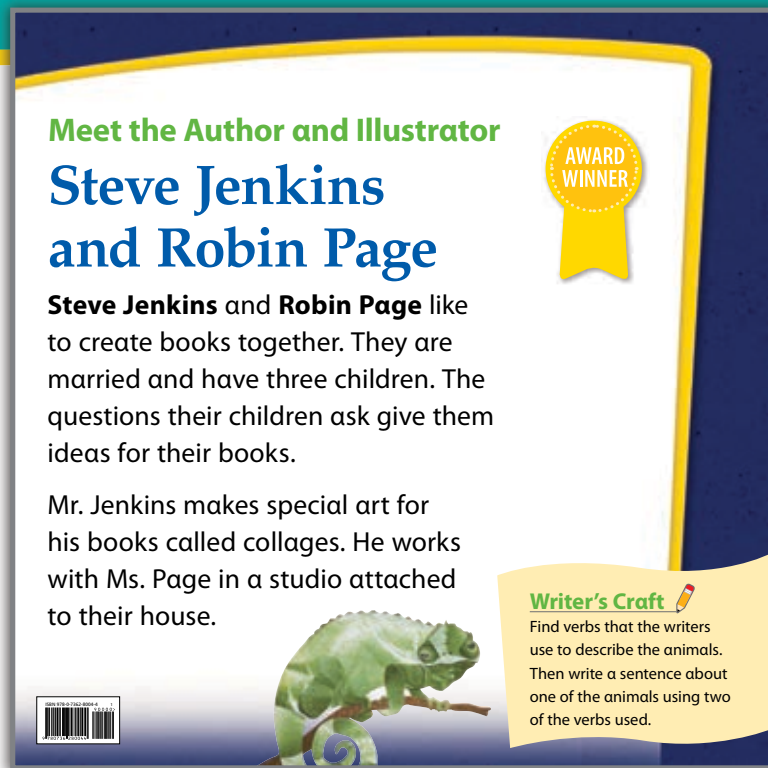
5 Build Comprehension **Big Book** pages 4–27

Use the **Listen and Analyze** questions on pages T6a–T6d as you reread *What Do You Do With a Tail Like This?* and practice making connections.



6 Meet the Author and Illustrator **Big Book** back cover

Display and read the biography aloud. Say: *Steve Jenkins and Robin Page like to get their book ideas from their children. Their children probably asked lots of questions about animal **body parts**. How do Steve Jenkins' collages help you make **connections**?* (The collages show me how the animals use their **body parts**. His artwork supports images in my mind of animals I have seen.)



Big Book back cover

Writing

7 Writer's Craft: Use Verbs Big Book back cover

Read aloud the **Writer's Craft**. Explain that the authors use verbs to tell what the animals do. Display page 9 of *What Do You Do With a Tail Like This?*

Read	Think Aloud
If you're an alligator, you breathe through your nose while hiding in the water.	<i>The verbs breathe and hiding tell me what the alligator does. These verbs help me understand why the alligator is below the water and how it is able to stay alive there.</i>

Write a list of verbs for children to read: *break, brush, capture, catch, dance, dig, eat, feed, find, flap, fly, sniff, stand, swim, walk*. Have children use at least two verbs in a sentence that they write about an animal of their choice.



WRAP-UP Prompt a class discussion about the **Big Question: How are animals different?** Ask: *How are animals different? How are some animals alike?* Compare and contrast animals that children have read about. Have children add their comments to the unit's concept map.



Daily Language Arts

Daily Grammar

Use page 11 of the **Big Book** and read the phrase aloud: "you brush off pesky flies with your tail." Explain that unlike most possessive pronouns, *your* can be used to show one owner or more than one owner. Read aloud the following possessive pronouns and have children identify whether they describe one owner or more than one owner: *his* (one), *their* (more than one), *my* (one), *mine* (one), *ours* (more than one), *her* (one), *theirs* (more than one). Then use the Daily Grammar lesson on page T1m to teach possessive pronouns.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial and Final Sounds
- ✓ Read and Spell Words with Soft *g*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book page 49
- Sound/Spelling Cards 2, 3, 14, 17, 21, 24, 35
- Soft *g*: Practice Master PM5.7
- Write-On/Wipe-Off Board
- Read On Your Own Book 17
- High Frequency Words: Practice Master PM5.8

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 3–4
- Word Builder

MATERIALS

small chips or coins for counting sounds, 3 per child

MORNING WARM-UP

Would you rather be an alligator or a flamingo? Why?

Form a circle and roll a ball to different children in turn. Invite children who catch the ball to talk about features of each animal, such as its legs or its nose.

Phonological Awareness

1 Substitute Initial and Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *me*.
- **Segment sounds:** /m/ /ē/. Have children use sound boxes and repeat sound.
- **Substitute a sound:** *Let's change /m/ to /j/: /j/ /ē/.*
- **Say the new word:** *gee. Say the new word with me: gee.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children substitute ending sounds, using the word *neck* and changing it to *net*. Continue with the words *firm/germ*, *high/by*, *him/gym*, *cake/cage*, *fun/fudge*.

Check & Reteach

OBJECTIVE: Substitute Initial and Final Sounds ✓

Tell children: *Change the /d/ in dart to /p/. (part) Change the /t/ in part to /k/. (park)*

If children cannot answer, use **Phonological Awareness Routine 1** as children identify changing sounds in *cage*, *page*, and *pave*. Repeat with *bug/mug/mud* and *keep/heap/heat*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Learn Words with Soft *g* ✓

Sing with Me Phonics Songs Book page 49

Play Tracks 3 and 4 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 Pat neck.
- 2 Stretch arms up high.
- 3 Make grabbing motion with hands up high.
- 4 Pat head and raise arms up high.

COMMON CORE STANDARDS

Reading

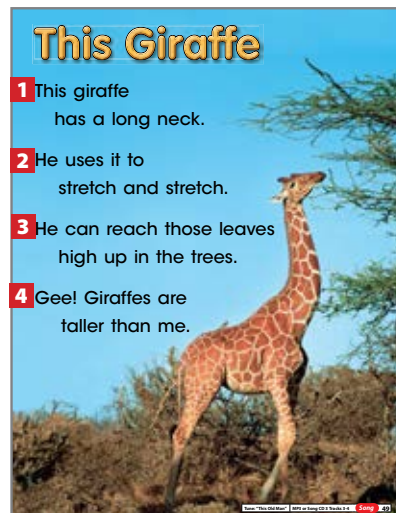
- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with Soft *g* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

- Spell Words with Soft *g* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e



This Giraffe

- 1 This giraffe has a long neck.
- 2 He uses it to stretch and stretch.
- 3 He can reach those leaves high up in the trees.
- 4 Geel Giraffes are taller than me.



Sing with Me Phonics
Songs Book page 49

Use the routine below to connect sound and spellings /j/ge, gi_, _dge and to blend words.

Step 1 Develop Phonological Awareness		/j/ ge, gi_, _dge
1. Tell children: <i>These words have /j/ at the beginning. These words have /j/ at the end.</i>		gym, giraffe, giant age, huge, fudge, judge
2. Tell children: <i>I will say a word. Listen for /j/. If you hear /j/, jiggle around in your seat. If you don't hear /j/, don't do anything.</i>		gee, neck, gentle, reach, high, gem, edge
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 17 . Say: <i>jar</i> . Have children repeat.		 <p>Card 17 jar, /j/, ge, gi_, _dge</p>
2. Say: /j/. Have children repeat.		
3. Turn the card over. Point to all the spellings and name them. Have children repeat. Cover the spelling for the rest of steps 2 and 3.		
4. Give examples of words with <i>ge</i> , <i>gi_</i> , and <i>_dge</i> .		giant, giraffe, germ, huge, page, edge, hedge
Step 3 Blend Sound-by-Sound		
1. Write <i>g</i> . Tell children that the sound for <i>g</i> depends on the vowel that comes after it.		g
2. Add <i>e</i> . Point to the <i>ge</i> spelling on Sound/Spelling Card 17 . Blend /j/ /ě/, sweeping your hand below the spellings. Have children blend the sounds with you.		ge → 
3. Add <i>m</i> . Say: /m/. Blend /j/ /ě/ /m/, sweeping your hand below the spellings. Have children blend the sounds with you.		gem →
4. Repeat for the remaining words. Explain that: <ul style="list-style-type: none"> • <i>At the end of a word with a long vowel, /j/ can be spelled ge, and the e is silent.</i> • <i>At the end of a word with short vowel, /j/ can be spelled dge, and both the d and the e are silent.</i> 		gel, page, cage, rage; huge, edge, badge, smudge

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Spanish and Hmong there is no /j/ sound. There are similar sounds in Cantonese, Vietnamese, and Korean, but children speaking these languages may need help creating a /j/ sound.

STRATEGY Have children:

- tell whether the /j/ sound is used in their home languages.
- practice making the /j/ sound.
- Practice pronouncing classmates' names that begin with /j/, such as *Jim*, *Jennifer*, and *Jamal*.



Read On Your Own Book 17

Name _____ Date _____

Phonics

Words with Soft g gem cage bridge

Circle the word that names the picture. Read and answer the question.

1. hut hug huge	2. jam jog gel
3. fringe fling flag	4. stack stag stage
5. bang badge bag	6. smudge smug smile

Read It Together Would you sing or jog on a huge stage?

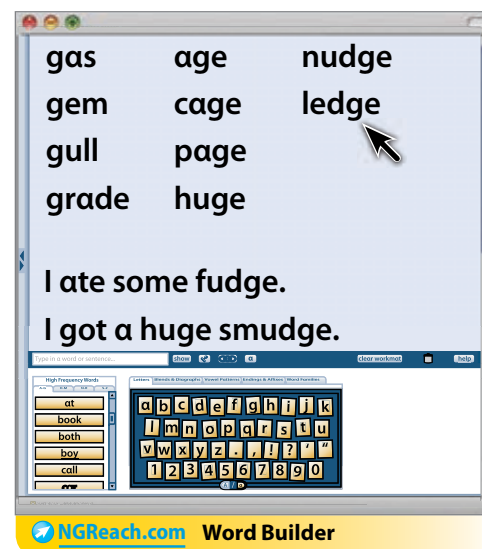
PM5.7 Unit 5 | Creature Features

NGReach.com Practice Master PM5.7

3 Read Words with Soft g

Read On Your Own Book 17 page 14

Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in step 3 on page T7d. Then point out High Frequency Words *I* and *some*.



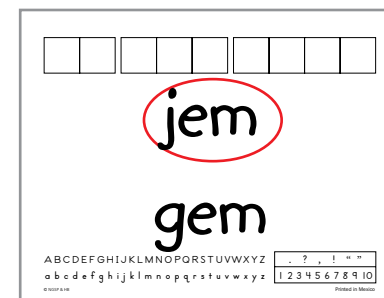
Have children turn to **Read On Your Own Book 17**, page 14. Review the sound/spellings /j/, *ge*, *gi*, *_dge* and read the labels for the pictures on page 14 together. Assign **Practice Master PM5.7** for more practice.

4 Spell Words with Soft g

Use **Dictation Routine 1** to have children practice writing words with soft *g* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *gem*.
- **Segment sounds:** /j/ /ě/ /m/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 17 /j/, 21 /ě/, 2 /m/)
- **Repeat the word:** *gem*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *cage* and *fudge*, using **Sound/Spelling Cards** 3 /f/, 14 /k/, 17 /j/, 24 /ű/, 35 /ă/.

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



Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence: *The ring has a huge gem*. Have children say and write the sentence. Write the sentence and have children use it to check and correct their spellings.

High Frequency Words

5 Read and Spell Key Words

Read aloud page 15. Point to the list of High Frequency Words in the upper right corner of the page. Then reread the sentences. Have children raise a hand when they hear a High Frequency Word.



Words with Soft g

Look at each picture. Read the words.



Example:



gem



page



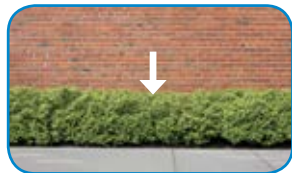
stage



fringe



bridge



hedge

Key Words

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

High Frequency Words

eyes
far
small
three
through
under

1.



2.



3.



One, Two, Three Giraffes

1. One giraffe stands **under** a tree.
2. A mother keeps her **eyes** on her **small** baby.
3. The mother does not let the baby go **far**.
4. **Three** giraffes walk **through** the trees.

How many small giraffes do you see?



Phonics Games

NGReach.com

STUDENT TECHNOLOGY



Student Edition



Word Builder

NGReach.com

Read On Your Own Book 17
pages 14–15

Play Memory.

- Use index cards to create two cards of each High Frequency Word.
- Partners lay the cards face down and take turns turning two cards face up and reading them.
- If the cards match, the child keeps them.
- If the cards do not match, they are turned face down again and play continues.
- When all cards are matched, the child with the most matches wins.

REVIEW Check children's retention of High Frequency Words from Unit 4. Have children play **Memory** with *new, play, sleep, because, don't, carry, was, two, both, kind, over, and almost*.

For **Memory Game**, see page BP38.

Assign **Practice Master PM5.8** for more practice.

Check & Reteach

OBJECTIVES: Read and Spell Words with Soft *g* ✓
Read and Spell High Frequency Words ✓

Have pairs of children make up sentences that include one High Frequency Word and one word with soft *g*. Ask them to share their sentences with the class and then spell the High Frequency Word and soft *g* word used in their sentence.

If children misspell words, use **Dictation Routine 1** to dictate High Frequency Words and words with soft *g* for children to write.

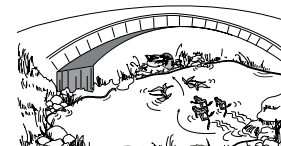
For **Dictation Routine 1**, see page BP35.

Name _____ Date _____

High Frequency Words

The Duck Can Swim

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words
eyes
far
small
three
through
under

1. How far will the duck swim?
2. She swims by three frogs.
3. She swims under a small bridge.
4. She swims through some plants.
5. Then she shuts her eyes to nap!

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For use with TE p. T77

PM5.8

Unit 5 | Creature Features

NGReach.com Practice Master PM5.8



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T11



Anthology

OBJECTIVE

Thematic Connection: Creature Features

Preview a Story and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

MATERIALS

strips of colored paper • glue • crayons or colored markers

Power Writing

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

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

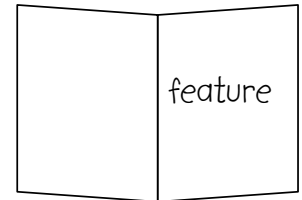
Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model making a portrait for the **Key Word** *feature*.

- Fold an 8 1/2" x 11" sheet of paper in half, gluing the top edge to the bottom.
- Glue small strips of colored paper to the outside edges of the cover to form a picture frame.
- In the frame, draw a picture to illustrate the meaning of the word. Write the word on the inside.

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



Portrait

Assign a **Key Word** to a small group of children. Have each group create a portrait. Display the portraits in the classroom.

Key Words

- alike · beak · body
 coverings · different · feature
 fur · look · mouth · parts
 paw · scales · tail

Academic Talk

2 Preview and Predict Anthology pages 8–9

Read aloud the story title. Explain: *“For Pete’s sake” is an expression that some people use to say, “That is silly!”* 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 flamingos and alligators.) *Why do you think that?* (Possible response: I see flamingos and alligators playing in sand and water.)

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 cover picture. Ask:

What are the alligator and the flamingos doing here? (Possible response: going somewhere)

Do you predict the book will be about what the alligator and flamingos do together?

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 Possessive Pronouns CC.1.L.1.d
 Use Conjunctions CC.1.L.1.g
 Determine the Meaning of New Words CC.1.L.4

Read a Story

An **animal fantasy** is a story that is not true. The animals act like people.

Characters

Characters are the people or animals in the story.



Pete



Pete's Friends

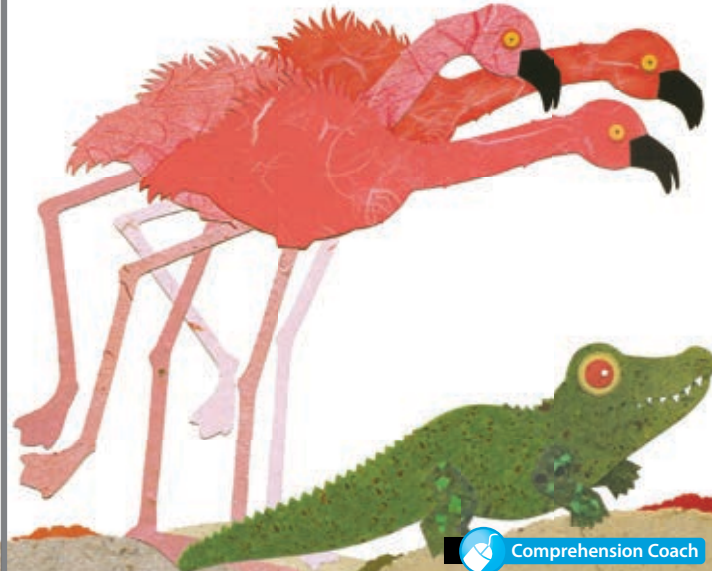
Reading Strategy

Make connections as you read.

How are your feelings like Pete's feelings?

For Pete's Sake

by Ellen Stoll Walsh



Comprehension Coach

STUDENT TECHNOLOGY



Digital Library



Read with Me



Student eEdition



My Vocabulary Notebook

NGReach.com

Anthology
pages 8–9

Shared Reading

3 Read a Story Anthology pages 8–9

GENRE AND CHARACTER Explain: *This story is an animal fantasy like Ruby in Her Own Time. The characters are animals.* Have children identify what animals the characters are.

SCIENCE BACKGROUND Share information to build background:

- Alligators and flamingos always live around water.
- An alligator is a reptile and a great swimmer. An alligator's strong **tail** moves it quickly through water.
- Flamingos' **feathers** can become a very bright pink when the flamingos eat food such as shrimp and water plants called algae and plankton.

Read pages 10–28 to the class. Use questions on pages T10–11 to T28 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

- Make and Confirm Predictions
- Active Reading
- Critical Thinking

SECOND READ

Day 4 Reread and Analyze

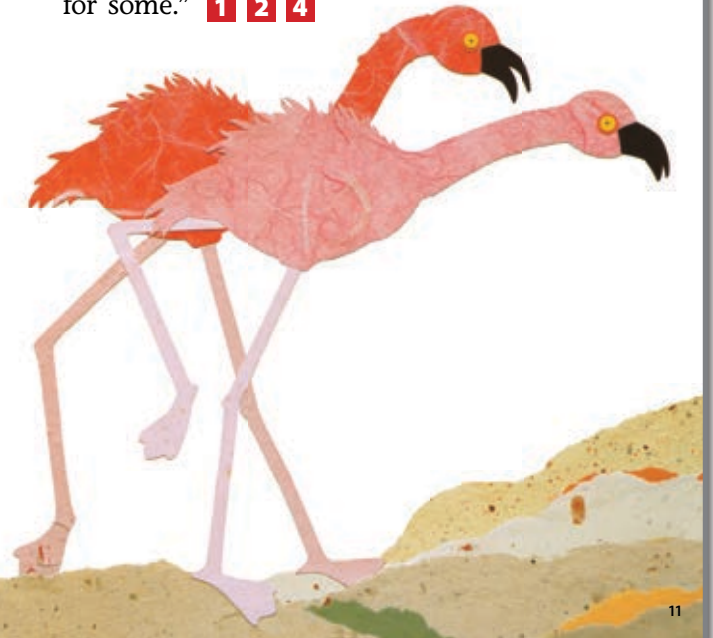
- ✓ Compare and Contrast
- ✓ Make Connections
- Critical Thinking

"I'm green," said Pete. "I want to be pink. Everyone else is." **3**



10

"Don't worry," said the others. "You probably aren't ripe yet. It takes longer for some." **1 2 4**



11

Anthology
pages 10–11

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Convey differences in the animals' tones as you have one group of children read Pete's words with you and another read the flamingos' words. Pete should sound worried or sad, and the others should be reassuring.
- 2 Make Predictions** *Do you think that Pete will believe what the flamingos told him and that he will change colors?* (Possible response: Yes, he will believe friends.)

SECOND READ

Day 4 Reread and Analyze

- 3 Character's Motive** *Why does Pete want to be pink?* (Possible response: His friends are pink.)
- 4 Character's Feelings** *Do Pete's friends care that he is different?* (No.) *How do you know?* (They tell him not to worry.)

6 7 “Is that true?” Pete wondered.
“Probably,” they said. “Let’s play in
the sand!”



12



13

Anthology
pages 12–13

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 Confirm Predictions** *Did Pete believe what the flamingos told him?* (No.) *What did he think?* (He was not sure whether it was true.) *Did Pete change colors?* (No, alligators are green.)
- 6 Active Reading** Have two groups read only the dialogue, one group as Pete and the other group as the flamingos. Remind children that quotation marks tell them the exact words a character says.

SECOND READ

Day 4 Reread and Analyze

- 7 Make Connections** ✓ Guide children to make connections with Pete’s question. *What is Pete wondering?* (whether the flamingos are right) *What does this remind you of?* (Possible response: When my sister told me that I acted like a baby, I wondered if she was right.) *How does this help you understand?* (Possible response: Maybe Pete wonders just as I did.)

See **Differentiate**

- 8 Compare and Contrast** ✓ Point to the illustration. Ask: *How are Pete’s legs different from the flamingos’ legs?* (Possible response: Pete’s legs are short and thick; the flamingos’ legs are long and thin.)

Differentiate

SN Special Needs

ISSUE Children have trouble relating the text to personal meanings.

STRATEGY Prompt with questions, such as:

- *How do you feel if someone doesn’t really answer your question?*
- *How do you feel if someone changes the subject instead of answering your question?*

BL Below Level

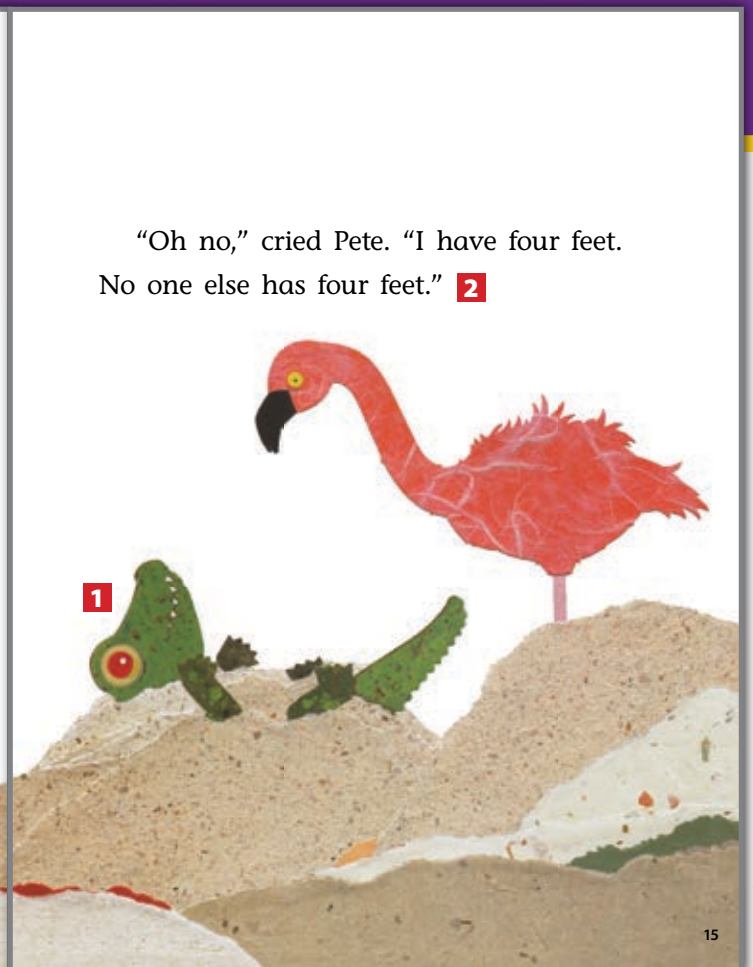
ISSUE Children have trouble making connections between text and self.

STRATEGY Prompt with questions, such as:

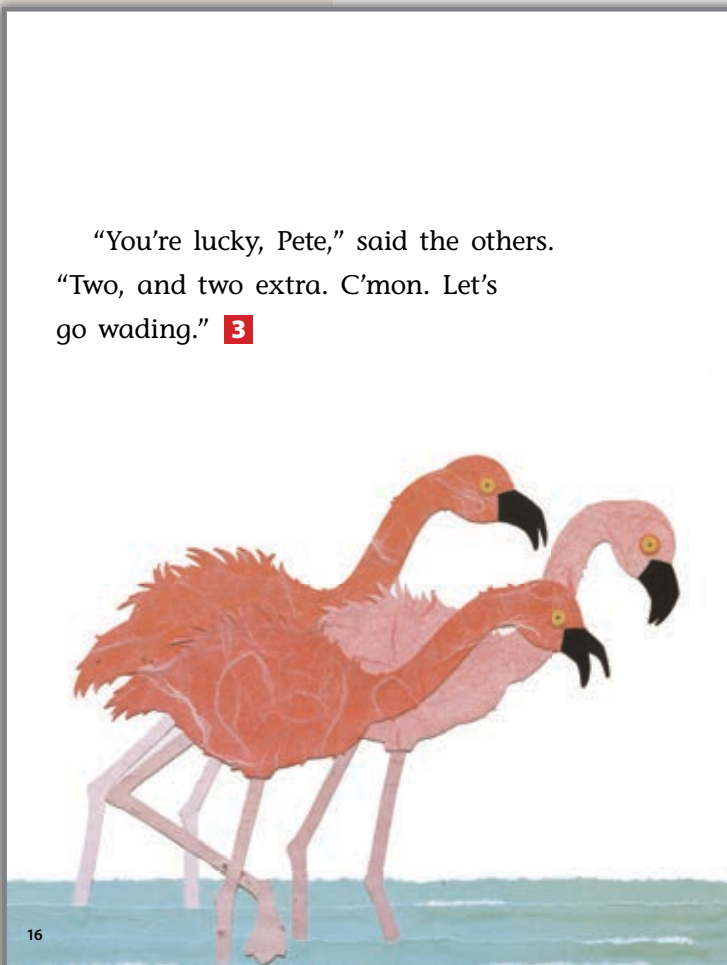
- *How does the flamingos’ answer remind you of an answer an adult may have given you?*
- *How did you feel when you got that answer?*



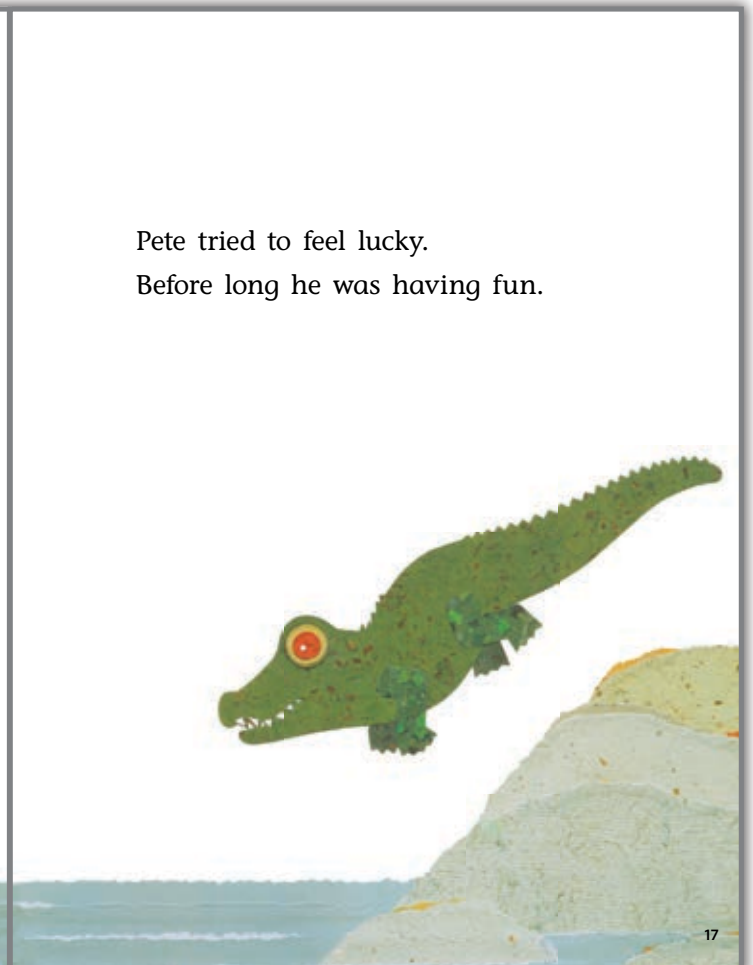
Anthology
pages 14–15



“Oh no,” cried Pete. “I have four feet.
No one else has four feet.” **2**



Anthology
pages 16–17



“You’re lucky, Pete,” said the others.
“Two, and two extra. C’mon. Let’s
go wading.” **3**

Pete tried to feel lucky.
Before long he was having fun.

“Stop!” said the others, laughing.
“You’re getting our **feathers** wet.”
Uh-oh. Pete didn’t have any feathers. **4**



“The best feathers take the longest to grow,” they said. “Hurry, it’s getting late.” **2**



Anthology
pages 18–19

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children chime in as you read the sentences.

SECOND READ

Day 4 Reread and Analyze

- 2 Compare and Contrast** ✓ *What **features** does Pete notice about himself and his friends?* (He has four feet, and his friends have two. He doesn’t have **feathers** like the flamingos have.)
- 3 Character’s Motive** Ask: *Why do Pete’s friends tell him he is lucky?* (Possible response: They want him to feel better about being **different**.)
- 4 Draw Conclusions** *How does Pete feel when his friends tell him he is getting their **feathers** wet?* (Possible responses: He is sad that he got their **feathers** wet. He wishes he had **feathers**.)

Fluency ✓

Expression Explain the concept: *Reading with correct expression means matching your voice to what you read.* Read aloud the text on page 18. Tell children that even though the flamingos tell Pete to stop, they are laughing. Model reading the text in a playful way. Then show Pete’s disappointment through, “Uh-oh.” Then have children read the passage aloud together several times, mimicking the expression you modeled.

The others hurried home.



20



21

Anthology
pages 20–21

But poor, green, featherless Pete poked
along on his four feet...



22

very, very slowly. **3 4**



23

Anthology
pages 22–23

Nothing could cheer him up. **1** **2**



Anthology
pages 24–25

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Read the word *nothing* slowly for emphasis and lower your voice when you say *up*. Have children point to the words as you read them and chime in when they feel comfortable.
- 2 Make Predictions** *What do you predict will cheer up Pete?* (Possible response: seeing someone who looks like him)

SECOND READ

Day 4 Reread and Analyze

- 3 Make Connections** ✓ Have children make a connection to Pete's feelings. If children have difficulty, ask: *What did you read about Pete?* (Pete is walking very, very slowly; the author calls him "poor Pete." Nothing can cheer up Pete.) Model walking slowly, with your head down. Ask: *What does this remind you of? Have you ever felt this way?* (Possible response: This reminds me of when I feel sad.) *How does this help you understand?* (Possible response: This helps me understand that Pete feels very sad.)
- 4 Categorize** *How was the way the flamingos went home different from the way Pete went home?* (Possible response: The flamingos hurried home, and Pete went very, very slowly.)

1 Then one day some strangers stopped by on their way to the swamp. Flamingos who **looked** just like Pete. Pete almost popped with joy. **2 3**



26

Anthology
pages 26–27



27

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Point out the paragraph indentations. Explain to children that the first paragraph is about the strangers and the second paragraph is about Pete. Have children point to the words as you read them aloud.
- 2 Confirm Predictions** *Give a thumbs up if your predictions about what would cheer Pete up were correct.*

SECOND READ

Day 4 Reread and Analyze

- 3 Draw Conclusions** *Why is Pete so excited?* (Possible response: He finally meets someone that looks like him.)
- 4 Clarify Meaning** *What does Pete mean when he says he is **different** but **the same**?* (Possible response: He means that he looks different from the flamingos but the same as the alligators.)

See **Differentiate**

Differentiate

BL Below Level

ISSUE Children are unsure about the meaning.

STRATEGY Have partners ask and answer questions, such as:

- *How are Pete and the flamingos **alike**?*
*How are Pete and the strangers **alike**?*
- *How are Pete and the flamingos **different**?*
*How are Pete and the strangers **different**?*

"I'm **different** but the same,"
he told the others.

"Well, for Pete's sake, Pete,"
they said. "You always have been." ❖ 4



Anthology page 28

Writing

4 Write About Animal Features

Say: *Think about how Pete and the flamingos are **different** and **alike**.* Display sentence frames:

Pete is _____, but his friends are _____.


Pete and his friends _____.

Explain that the first sentence tells how Pete is different from his flamingo friends. The second tells how they are alike. Tell children to use the text and illustrations in their anthologies for ideas. Encourage them to use **Key Words** if possible. Have children share their writing with the class.

Daily Language Arts

Daily Grammar ✓

Point out the possessive pronoun *his* in the sentences. Ask: *What does the possessive pronoun tell you?* (The friends belong to Pete.) Then use the **Daily Grammar** lesson on page T1n to review possessive pronouns.



WRAP-UP *What do you think now? Would you rather be an alligator or a flamingo? Did your answer change?* Have children talk about the alligators and flamingos in the story.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial and Final Sounds
- ✓ Read and Spell Words with Soft *g*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Words with Soft *g*: Practice Master PM5.10
- Write-On/Wipe-Off Boards
- Read On Your Own Book 17

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

small chips or coins for counting sounds, 5 per child



MORNING WARM-UP

How is an alligator different from a flamingo? How are they both different from giraffes?

Have children turn and talk with a partner. Encourage them to think about how the animals have different colors, sizes, necks, and legs. Then go around the room and ask each pair to share their answer.

Phonological Awareness

1 Substitute Initial and Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *neck*.
- **Segment the sounds:** /n/ /ě/ /k/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /k/ to /t/: /n/ /ě/ /t/.*
- **Say the new word:** *net. Say the new word with me: net.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with the words *net/set, feet/meet, meet/meal*.

Check & Reteach

OBJECTIVE: Substitute Initial and Final Sounds ✓

Ask: *What word do I get if I change the /k/ in coat to /b/? (boat) What word do I get if I change the /t/ in boat to /th/? (both)*

If children have trouble, have them put a chip in their sound boxes for each sound in *coat*.

Then say: *boat*. Have children point to the sound that changed and repeat the word. Repeat with the words *bone, loan, load, and road*.

Phonics

2 Read and Spell Words with Soft *g* ✓

REVIEW Distribute **Letter Cards**. Model how to build *edge*. Have partners build the words in the Word Bank, pointing out the long vowel, silent *e*, and final blend in *strange* and *change*. Then have them sort and write the words according to the sound/spellings of soft *g*, and add other rhyming words they know. Assign **Practice Master PM5.10** for more practice.

<u>d</u> ge	<u>a</u> ge	<u>a</u> ng <u>e</u>
ed <u>g</u> e	ca <u>g</u> e	cha <u>ng</u> e
hed <u>g</u> e	pa <u>g</u> e	stra <u>ng</u> e
led <u>g</u> e	sta <u>g</u> e	

Word Bank

COMMON CORE STANDARDS

Reading

- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with Soft *g* 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 Soft *g* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Animals change as they age.*
- **Repeat the sentence.** Have children write it. Ask children to read and check their sentence as you repeat it again.
- **Write the sentence.** Write the sentence on the board and have children use it to correct their spelling.

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

Check & Reteach

OBJECTIVE: Read and Spell Words with Soft *g* ✓

Draw a two-column chart, label the columns *Soft g: gem* and *Hard g: gate*, and have children take turns sorting the words *page*, *leg*, *ledge*, and *gill* in the appropriate column.

If children have trouble, point out the letters and vowel sounds that appear with *g* and review how these letters and vowel sounds affect the sound of *g*.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's words. Have children chant and spell the words three times as you point to each of them on the Word Wall: *eyes*, *far*, *small*, *three*, *through*, *under*.

REVIEW Have children review previously taught words *new*, *play*, *sleep*, *because*, *don't*, *carry*, *was*, *two*, *both*, *kind*, *over*, and *almost*. Have children take turns saying the words to a partner and spelling them.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Dictate the following sentence: *The animal's three small eyes are under its ears.* Have children identify the four High Frequency Words in the sentence and write them.







If children misspell words, point to the misspelled words on the Word Wall and have children write them three times.

Name _____ Date _____

Phonics

Words with Soft *g*

Write the letters to complete the word. Read the sentence. Tell what else you see.

1.  _____ <i>page</i> _____	2.  _____ <i>cage</i> _____
3.  _____ <i>stage</i> _____	4.  _____ <i>gem</i> _____
5.  _____ <i>bridge</i> _____	6.  _____ <i>hedge</i> _____

Read It Together I see a hedge and a bridge on this page.

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[NGReach.com](https://www.ngreach.com) Practice Master PM5.10




Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T11




Read On Your Own Book 17



Giraffes

by Kelsey Bruce

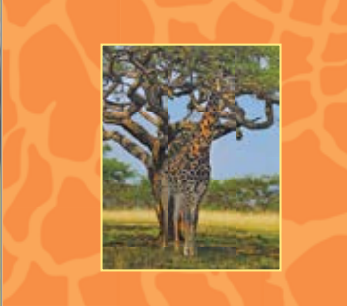
What do giraffes look like? Giraffes are big!



You can stand up under them. Each hoof is huge. It is the size of a plate.



Giraffes have big eyes. They can see far. Look at that thick fringe of lashes! Giraffes have thick lips as well. Branches and twigs do not poke their lips.



Why does a giraffe have spots? The spots are not strange. They help it hide. The spots look like sun and shade.

- Legend**
- words with soft g
 - high frequency words
 - * story words

Read On Your Own Book 17
pages 16–19

Decodable Reading

4 Read “Giraffes” Read On Your Own Book 17 pages 16–24

REVIEW Use the photographs to preview the story words *giraffes* (page 16), *hoof* (page 17), and *leaves* (page 20). Then use **Decoding Routine 4** to conduct two readings of “Giraffes.” 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 are giraffes’ eyes like? Tell details from the text.* (Giraffes’ eyes are big. They can see far. They have thick lashes.)
- 2 Draw Conclusions** *Why do giraffes need long necks?* (Their long necks help them get food and reach high leaves.)
- 3 Analyze** *The author wrote this text by asking and answering questions. What questions does the text answer?* (Children should identify the questions that begin pages 16 and 19–23.)
- 4 Make Connections** *Which of the giraffe’s body parts is the best? Why?* (Possible responses: Their long legs because they can stand over other animals; their spots because they are in interesting patterns.)

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 17	Teacher’s Edition
words with double consonants	giraffes (pages 16, 18, 20, 21, 22, 23, 24) well (page 18) will (page 20) full (page 20) small (page 20)	double consonants (page T87m)
blends with /	plate (page 17) close (page 23) sleep (page 24)	blends with / (page T93m)

AL Above Level

ISSUE Children can quickly decode the text.

STRATEGY Have partners try to find out answers to the question *Why does a giraffe have spots?* (to help it hide)

What do giraffes eat? They like leaves* best. A big giraffe will walk **through** a wide **range** to find leaves. It must eat a lot of leaves to get full!

How do giraffes drink? They go to the edge of a lake. They must stretch their legs so wide!

20 21

How do giraffes use their legs? They walk or run. But they **change** how they use their legs.

How do giraffes rest? They rest a lot. But they may not close their **eyes**.

22 23

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Giraffes start out **small**. They walk, run, sleep, eat, and drink. Then they grow up to be **huge**! What is the best thing a giraffe's body has? You be the **judge**.

24

Practice Phonics

Words with Soft g
Read these words.
gem jumped bridge crossed
cage tire changed hedge

Find the words with soft g.
Use letters to build them. g e m

Talk Together
Choose words from the box above to tell your partner how the man got to the giraffe.

The man **crossed** a **bridge**.

25

Read On Your Own Book 17
pages 20–25

Practice Phonics

5 Words with Soft g Read On Your Own Book 17 page 25
Distribute **Letter Cards**. Read aloud the first activity on page 25. Have partners find the words with soft g and build each one.



6 Talk Together Read On Your Own Book 17 page 25
Display the **Talk Together** illustration. Have children choose words from the box to tell their partners how the man got to the giraffe. Encourage them to think about how he used different objects and the actions he took to meet his goal. (Possible responses: *The man crossed a bridge/hedge, changed a tire, jumped a hedge.)*

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Giraffes." 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 BP36.



Anthology

OBJECTIVES

Thematic Connection: Creature Features

- ✔ Compare and Contrast
- ✔ Make Connections

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3

MATERIALS

children's word portraits from Day 3 • for class book: construction paper • paper punch • yarn

Power Writing

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

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

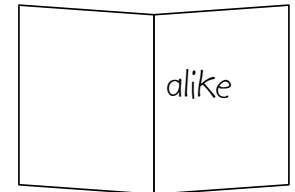
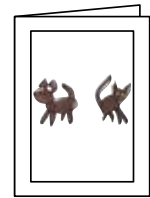
Vocabulary Practice

1 Share Word Knowledge ✔

Have children use the word portraits they made on Day 3 (see page T8). Remind them that they became **Key Word** experts by creating these portraits and that today they will share what they know. Pair children and have them follow the steps of **Vocabulary Routine 3** to share their word knowledge.

- Children take turns reading their definitions and sentences.
- Children discuss how the pictures show the meanings of the **Key Words**.
- Children create one sentence using two **Key Words**.
- Children create a sentence using their **Key Word** and another **Key Word**. They write this sentence on the back page of their portraits.

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



Portrait

Key Words

alike · beak · body · coverings
 different · feathers · feature
 fur · look · mouth · parts
 paw · scales · tail

Academic Talk

2 Compare Animals

REVIEW Remind children that when you compare and contrast two people, animals, or things, you tell how they are alike and different. Ask: *Do you remember what makes a flamingo and an alligator alike and what makes them different?* Encourage children to use **Key Words** in their answers.

Use **Corners**.

- Organize the class into four groups.
- Assign each group to one of the corners, with two animals per group.
- Have groups list what is alike and different for their animals. Encourage children to think about animal facts they have read in other texts that may help them.
- Ask groups to share their lists.

For **Corners**, see page BP60.

Check & Reteach

OBJECTIVE: Compare and Contrast ✔
 Make Connections ✔

After groups share their lists, ask children what connections they thought of when they were comparing animals.

If any information given is not a comparison as children **Reread and Analyze** the story, give explicit reteaching. For example, if children have difficulty comparing Pete with the flamingos, explain: *The text on page 18 tells me that the flamingos have feathers and Pete does not. In the picture, the flamingos' feathers look fluffy. Pete's covering looks hard. An alligator is different from a flamingo.*

COMMON CORE STANDARDS

Reading

Use Illustrations and Details to Describe CC.1.Rlit.7

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 Possessive Pronouns CC.1.L.1.d

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

Read a Story

An **animal fantasy** is a story that is not true. The animals act like people.

Characters

Characters are the people or animals in the story.



Pete



Pete's Friends

Reading Strategy

Make connections as you read.

How are your feelings like Pete's feelings?

For Pete's Sake

by Ellen Stoll Walsh



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Student
eEdition



Read
with Me

NGReach.com

Anthology
pages 8–9

Reread and Analyze

3 Build Comprehension Anthology pages 8–28

Read page 8. Say: *Look at the cover illustration. Pete and the flamingos are friends. They do things together. What do you like to do with your friends? How do you feel when you are with your friends?* (Responses will vary.) Tell children to make connections as they reread. Use the **Reread and Analyze** questions on pages T10–11 to T26–27 as you reread *For Pete's Sake*.

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 ✓

Expression Model reading with appropriate expression as you reread the text.

Use **Fluency Routines** on page BP40.

Mini Lesson

Describe Characters

Explain: *You can describe characters by telling what they **look** like and what they do. Looking at the pictures will show you the characters' size and color. Then model describing characters:*

- Point to the illustration on **Anthology** pages 10 and 11. Think aloud: *This illustration helps me describe Pete. Pete has short legs, and he is green.*
- Point to the illustration on pages 14 and 15. Think aloud: *This picture shows all four of Pete's legs. Pete has four short, green legs.*

Point to the illustration on **Anthology** pages 16 and 17. Ask: *How does this picture help you describe what the characters like to do?* (Possible response: It shows me the characters like to play in the water.)

Explain: *Sometimes the picture shows you how a character feels.* Have children look at the illustration on pages 18 and 19. Ask: *What happens when Pete splashes water on the flamingos?* (They get out of the water.) *How can you describe the flamingos' feelings?* (Possible response: They do not like to get their **feathers** wet.)

Point to the illustration on **Anthology** pages 26 and 27. Ask children to describe the characters they see by telling what the characters look like, what they are doing, and how they feel. If children can't answer, model a Think Aloud using page 28. Then ask again.

4 Meet the Author **Anthology** page 29

Read aloud the biography of Ellen Stoll Walsh. Use the biography to build comprehension:


- **Make Connections** ✓ *Ellen can't imagine doing anything but writing stories. What do you want to do most when you grow up?*

See page LR12 for additional books by Ellen Stoll Walsh.

Meet the Author
Ellen Stoll Walsh

Ellen Stoll Walsh has nine brothers and sisters. Ellen was the family storyteller.

Ellen grew up and started writing stories to read to her children. Now she can't imagine doing anything else!



AWARD WINNER

Writer's Craft
 Find words that Ellen Stoll Walsh used to show what Pete and his friends look like. Can you add some words?

29

Anthology page 29



Daily Language Arts

Daily Grammar

Point out the possessive pronoun *his* in the writing model. Have children complete the Grammar and Writing lesson on page T1n and apply it as they edit possessive pronouns in their writing.

Writing

5 **Writer's Craft: Word Choice** Anthology page 29

Read aloud **Writer's Craft**. Work together to identify words chosen to show what Pete and his friends look like. Display them. Use one of the words in a sentence describing Pete. For example, say: *His body is green.*

Have each child create a page for a class book about the characters in the story. Encourage them to use **Key Words** in their writing. After children share their sentences and pictures, put all the pages together to make a class book.


See **Differentiate**

Differentiate

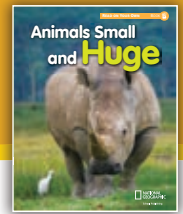
EL English Learners

ISSUE Children lack the vocabulary to write what they want to describe.

STRATEGY Have children 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 character.



WRAP-UP Discuss what children read today and refer back to the Morning Warm-Up discussion. Ask: *What did you learn about giraffes? What other animals did you learn about? How are giraffes, flamingos, and alligators alike and different?* (Giraffes and flamingos have long necks. Giraffes have spots. Giraffes have four feet like an alligator, but long legs like a flamingo.)



Read On Your Own Book 17

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Read and Spell Words with Soft c
- ✓ Read and Spell Words with Soft g
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Story
- ✓ Compare and Contrast
- ✓ Make Connections

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 5
- Vocabulary: Practice Master PM5.12
- Venn Diagram: Practice Master PM5.13
- Read On Your Own Book 17

TECHNOLOGY ONLY

- Online Vocabulary Games

MATERIALS

bingo markers

MORNING WARM-UP

How are the members of your family alike? How are you different from them?

Explain that animal families have some things that are alike and some that are different, too. Have children use their completed **Family Newsletters** to discuss the question in small groups. Then have each group share at least one sentence with the class.

Vocabulary Review

1 Apply Word Knowledge ✓

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

Power Writing

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

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

VOCABULARY GAME

Introduce **Vocabulary Bingo**. Display the **Key Words** and distribute **Practice Master PM5.12**.

Key Words

alike · beak · body
coverings · different
feathers · feature · fur
look · mouth · parts
paw · scales · tail

To play, call out clues and have children copy **Key Words** to fill in their bingo cards. For example, you might say: *One way that an alligator is _____ from a flamingo is that an alligator has four legs. (different)*

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

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Use Illustrations and Details to Describe | CC.1.Rlit.7 |
| Decode Words with Soft c | CC.1.Rfou.3 |
| Decode Words with Soft g | 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.1 |
|------------------------------|-----------|

Language and Vocabulary

- | | |
|------------------------------------|------------|
| Use Possessive Pronouns | CC.1.L.1.d |
| Use Conjunctions | CC.1.L.1.g |
| Spell Words with Soft c | CC.1.L.2.d |
| Spell Words with Soft g | CC.1.L.2.d |
| Spell High Frequency Words | CC.1.L.2.d |
| Determine the Meaning of New Words | CC.1.L.4 |

Review Phonics and High Frequency Words

What Is It?

Look at the pictures with a partner. Take turns reading the clues. Then name the animal.

1 I walk far through a wide range of space.

2 I am almost twice as big as this small truck.

3 My small eyes look through a fringe of lashes.

4 I have a strange nose on my face.

5 I have huge feet.

6 What animal am I?

STUDENT TECHNOLOGY

Vocabulary Games

Resources

NGReach.com

Legend

— words with soft *c* or *g*

■ high frequency words

Read On Your Own Book 17
pages 26–27

Phonics Review

2 Play What Is It? ✓ Read On Your Own Book 17 pages 26–27

Read aloud the directions and clues on pages 26–27. Have children take turns reading the sentences on page 3. Form pairs and have children play the game. Gather the group and discuss the clues and pictures. Then have children find and read:

- three words with soft *c* (*space, twice, face*)
- four words with soft *g* (*range, fringe, strange, huge*)
- High Frequency Words *far, small, eyes, and through*.

Check & Reteach

- OBJECTIVES:** Read and Spell Words with Soft *c* ✓
 Read and Spell Words with Soft *g* ✓
 Read and Spell High Frequency Words ✓

Have children do a word hunt in the classroom for words that have soft *c* or *g* and for High Frequency Words. Ask them to look in books and magazines and write each word on an index card as they find it. Time children, and then see who found the most words. Have partners exchange cards and challenge each other to spell the words without looking.

Name _____ Date _____

Vocabulary

Vocabulary Bingo

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

Children should add a Key Word to each paw.

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For use with TE, p. T29a

PM5.12 Unit 5 | Creature Features

NGReach.com Practice Master PM5.12



Daily Language Arts

Spelling & Word Work ✓

Practice options on pages T1k–T1l



Answers Talk About It

- 1. Identify Details** Pete and his friends play in the sand and go wading.
- 2. Draw Conclusions** Pete wants to look like his friends. He doesn't want to be **different**.
- 3. Opinion** I think Pete's friends like him the way he is. They try to make him feel better and don't care that he is **different**.

Name _____ Date _____

Venn Diagram
For Pete's Sake
Compare Pete and Pete's friends.

Pete

- green
- 4 feet
- has scales
- has teeth

Both

- like to play
- have two eyes

Pete's friends

- pink
- 2 feet
- have feathers
- have beaks

Take turns with a partner. Tell about Pete and Pete's friends. Use your Venn diagram.

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NGReach.com Practice Master PMS.13



Daily Language Arts

Daily Grammar

Point out the possessive pronouns on page 18 (*our*), page 22 (*his*), and page 26 (*their*). Ask what the possessive pronouns tell the reader. (*our*: the feathers belong to the flamingos; *his*: the four feet are Pete's; *their*: the way is the route the strangers are taking) Ask why *my* is used in the **Write About It**. (*My* tells that the friends belong to me.) Then use the Review and Assess on page T1n.

Academic Talk

3 Talk About It Anthology page 30

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 30

Tell children that they will write about how their friends are like Pete's friends and how they are different. Read aloud the directions on page 30 and point out the sentence frames. Give an example for the first frame that shows how friends are alike: *Pete's friends are funny, and my friends are funny*. Before modeling an example for the second frame, ask: *How are Pete's friends **different** from your friends?* Project **Student eEdition** pages 10–11 and say: *Pete's friends have wings, but my friends have arms*. Share a written example for the second frame: Pete's friends are flamingos, but my friends are people.

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 similarities and differences.

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 Compare Characters Anthology page 31

REVIEW Remind children: *When you **compare** characters, you tell how they are **alike** and **different***. Review **Key Words** *alike, body, different, feature, and look*.

Read aloud the directions. Model how to complete the Venn diagram using the example on page 31. (Pete is green. Both Pete and the flamingos like to play.) Distribute **Practice Master PMS.13**. Have each child complete the diagram. Remind children that the text and the illustrations give them clues about how the characters are alike and different. Tell children they can also use information they have read about in other texts. Circulate and guide children as they complete their diagrams.

Have partners share and compare their completed Venn diagrams. Then, as a whole class, have volunteers tell how Pete and the flamingos are different and how they are alike.

Talk About It

1. What do Pete and his friends do together?
Pete and his friends ____.
2. What does Pete want? Why?
Pete wants ____ . He ____ .
3. Do you think Pete's friends like him the way he is? Explain.
I think Pete's friends ____ .

Learn test-taking strategies.
NGReach.com

Write About It

Make connections. How are your friends like Pete's friends? How are they **different**?

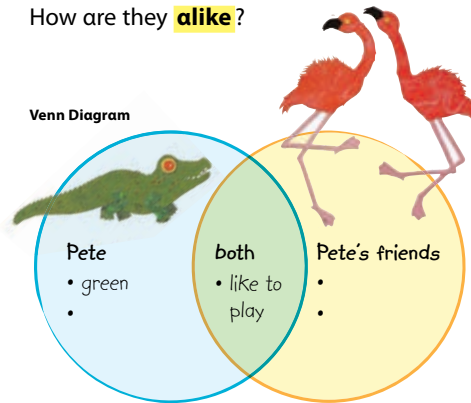
Pete's friends ____ and my friends are ____ .
Pete's friends ____ but my friends are ____ .



Compare Characters

How are the characters different?
How are they **alike**?

Venn Diagram



Use your diagram. Tell a partner about Pete and Pete's friends.

Pete's friends have feathers.



STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 30–31

Check & Reteach

OBJECTIVES: Compare and Contrast ✓
Make Connections ✓

Listen to children as they describe the characters.

For children who are unable to compare and contrast the characters, flip through the book using different selections and ask: *How does this character look?* Record answers as a Key Points List and have children use it to make comparisons between Pete and the flamingos.

WRAP-UP

Have each child review his or her Weekly Folder. Form heterogeneous groups and ask children to use what they've learned to discuss the **Big Question: How are animals different?** Have children add any new information to their concept maps. Circulate and prompt discussion:

- What **different coverings** can animals have?
- What **different parts** do animals have?
- What **different sounds** do animals make?

Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Initial Sounds
- Substitute Initial & Final Sounds

Phonics

- Decode Words with Soft c
- Decode Words with Soft g

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Soft c
- Spell Words with Soft g
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Compare and Contrast
- Make Connections

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Possessive Pronouns Test
- Write a Comparison

ASSESSMENTS

Foundational Skills Test Unit 5, Week 1

Assess the part of the test individually with each child. Record responses on a copy of the Student Profile on page A5.7.

Standard Skill	Assessment Question	Items
Substitute Initial Sound	Have you ever seen a <u>snake</u> in a zoo? Draw a picture of a snake.	1. new (final) 2. left (initial) 3. three (final) 4. seeds (initial)
Substitute Initial & Final Sound	Have you ever seen a <u>snake</u> in a zoo? Draw a picture of a snake.	1. hat (final) 2. me (final) 3. hat (initial) 4. me (initial)

Decoding **XXX**

Soft c
-Soft c
The Decoding Test on page A5.6 is a multiple-choice test that is 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 A5.7.

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 each word aloud to you. Record the child's responses on a copy of the Student Profile on page A5.7.

Week 1

eye
far
small
three
through
under

Grade 1 Assessment A5.5

Foundational Skills Test Unit 5, Week 1

1. went face cent face city face

2. hem cake gem cage game gate

3. mile bat mice bike mite badge

Grade 1 Assessment A5.6

Spelling Words

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

Words with soft c

- pencil I took a **pencil** to the zoo to draw animals.
- fence I drew the **fence** in front of the animals.

Words with soft g

- page I used a new **page** for each animal.
- giraffe The first animal I drew was a **giraffe**.

High Frequency Words

- eyes The giraffe's **eyes** were big and brown.
- far Giraffes live in places **far** away.
- small They eat leaves and **small** buds.
- three Next, I drew **three** monkeys on a tree swing.
- through One monkey climbed **through** the swing.
- under Another monkey sat **under** the swing.

More Words

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

- ice We got cups of flavored **ice** as we walked.
- center The elephants were in the **center** of the zoo.
- face I looked right into an elephant's **face**.
- giant The father elephant was a real **giant**.
- gentle He was very **gentle**, though.
- cage I was glad many animals didn't have to be in a **cage**.

Foundational Skills Test

A5.5–A5.6

Spelling Pretest/ Spelling Test

See page T1k

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a crack. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

Grade 1 Assessment A5.1

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a crack. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

Grade 1 Assessment A5.2

Oral Reading Assessment Unit 5

Item	Score	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Grade 1 Assessment A5.3

Oral Reading Assessment

A5.1–A5.4

Use these passages throughout Unit 5. Work with Below Level readers this week.

Reading Comprehension Test Unit 5, Week 1

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

A New House

It is almost winter. Cat and her kittens are getting cold. Cat needs a house to keep them warm. Friends come to help Cat build a house.

Bear and Cat work together. They build the floor of the house first. Next, Dog builds the walls. After that, Duck builds the roof.

At last, the house is done! Now, Cat and her kittens are warm in their new house.

Grade 1 Assessment A5.8

Reading Strategy Assessment Unit 5

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the strategy list on page A5.9 to help you determine how well the child used the strategy. Circle the strategy.

Ask: **What did you do with your reading?**

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 LRS.5

Reading Strategy Assessment Unit 5

Strategy	4	3	2	1
Determine Importance				
Make Connections				
Visualize				

Grade 1 Assessment LRS.6

Reading Comprehension Test

A5.8–A5.9

Reading Strategy Assessment

LR5.5–LR5.6

Vocabulary Test Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This is a .
 nest beak seed

2. This is a .
 store petal mouth

3. This is a .
 job bud paw

Grade 1 Assessment A5.10

Grammar and Writing Test Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. These flowers belong to the boy. They are .
 his hers mine

2. The horse belongs to my cousins. It is .
 theirs yours his

3. I see your pencil, but I don't see my pencil. Where could be?
 hers mine ours

Grade 1 Assessment A5.15

Writing Rubric

Item	4	3	2	1
Content				
Organization				
Style				
Conventions				

Grade 1 Assessment A5.55

Vocabulary Test

A5.10–A5.14

Grammar and Writing Test

A5.15–A5.16

Writing Rubric

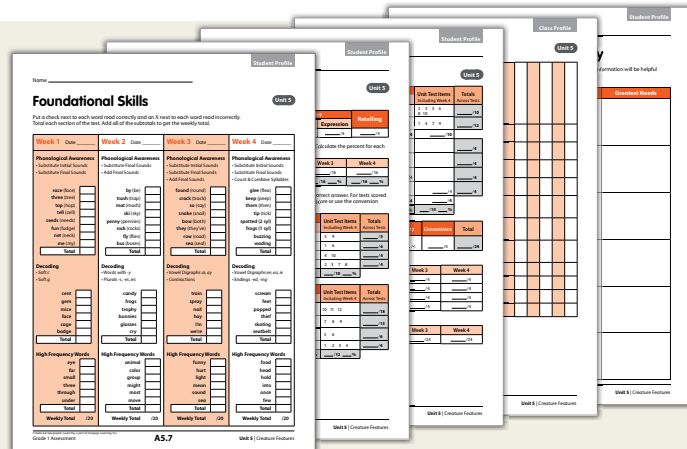
A5.55



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A5.7
- Student Profile: Weekly and Unit Tests** A5.51–A5.52
- Class Profile: Weekly and Unit Tests** A5.53
- Student Profile: Strengths and Needs** A5.54
- Student Profile: Oral Reading Progress Tracker** ONLINE ONLY

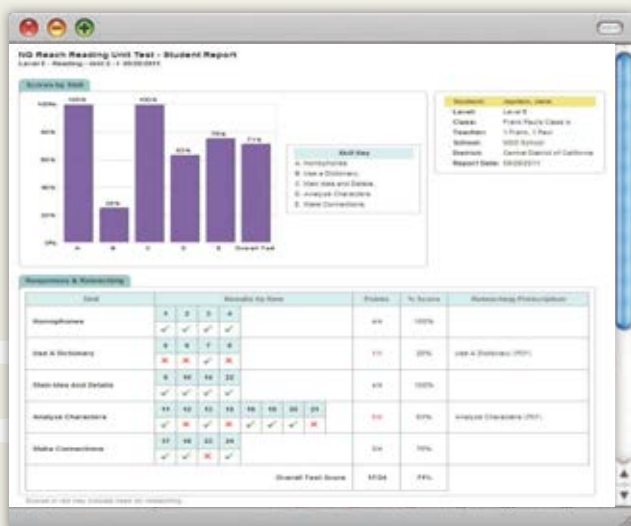
Foundational Skills, Spelling, Fluency

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, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

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

Reading

RETEACH

- Compare and Contrast: Reteaching Master RT5.1**
- Make Connections: Reteaching Master RT5.2**

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing

RETEACH

- Possessive Adjectives: Reteaching Master RT5.3**
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE




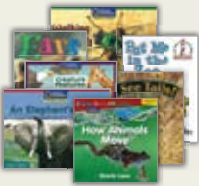

- More Grammar Practice RT5.4

Week 2 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Final Sounds T31k	☑ Substitute Final Sounds T37a
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.3 ☑ Words with -y T31k Spelling CC.1.L.2.d–e ☑ Words with -y T31g, T31k	Phonics CC.1.Rfou.3; CC.1.L.2.d; CC.1.L.2.e ☑ Words with -y T37a Spelling CC.1.Rfou.3; CC.1.L.2.d–e ☑ Words with -y T31g; T37b
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T31g; T31n CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T31g; T37b Handwriting T37b CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a
WHOLE GROUP TIME		Read and Comprehend	
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Preview and Predict T32a CC.1.SL.1	Discuss Alligators T37e CC.1.SL.1
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Use Complete Sentences T31i Vocabulary CC.1.L.5 ☑ Identify Synonyms T31o	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Use Complete Sentences T31i Vocabulary CC.1.L.5 ☑ Identify Synonyms T37e
	Reading 🕒 20–40 minutes	Read CC.1.Rinf.10 ☑ Shared Reading: Science Article T32a 	Reread CC.1.Rlit.5; CC.1.Rinf.10 ☑ Shared Reading: Science Article T37f Comprehension CC.1.Rinf.2 ☑ Identify Main Idea and Details T37e 
	Writing 🕒 15 minutes	Power Writing T31o CC.1.W.5 Writing CC.1.W.2 Write About Alligators T36–37	Power Writing T37e CC.1.W.5 Writing CC.1.W.5 Write a Comparison T38
LEVELED READING TIME		Reread and Analyze	
Fiction & Nonfiction	🕒 20 minutes 	Read Book 1 CC.1.Rlit.10; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Make Connections ☑ Compare and Contrast ☑ Categorize	Reread Book 1 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.SL.1 ☑ Read and Integrate Ideas LR2 ☑ Make Connections ☑ Compare and Contrast ☑ Categorize
LEARNING STATION TIME		Read and Comprehend	
🕒 20 minutes		Speaking and Listening T31e CC.1.SL.1; CC.1.L.5 Language and Vocabulary T31e CC.1.L.4 Writing T31e CC.1.W.2 Cross-Curricular T31f CC.1.SL.2 Reading and Intervention T31f; RT5.5 CC.1.Rfou.3–4	

Big Question How Are Animals Different?

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"/> Add Final Sounds T38a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Add Final Sounds T38i CC.1.Rfou.2.c 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T38o
<p>Phonics CC.Rfou.2.b; CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Plural -s, -es, -ies T38a <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Plural -s, -es, -ies T31h; T38c 	<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 Plural -s, -es, -ies T38i Read with Fluency T38k <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Plural -s, -es, -ies T31h; T38i 	<p>Phonics CC.2.Rfou.3; CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with -y and plural -s, -es, -ies T38o <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with -y and plural -s, -es, -ies T31g; T38o
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T31h; T38c CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T31h; T38i CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T31g, T38o CC.1.Rfou.3.g; CC.1.L.2.d
Listen and Comprehend	Listen and Analyze	Review and Apply
<ul style="list-style-type: none"> Preview and Predict T38e CC.1.SL.1 	<ul style="list-style-type: none"> Discuss Tide Pool Creatures T38n CC.1.SL.1 	<ul style="list-style-type: none"> Relate Readings to the Big Question T39b CC.1.SL.1
<p>Daily Grammar CC.1.L.1; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Complete Sentences T31j <p>Vocabulary CC.1.L.1.j</p> <ul style="list-style-type: none"> Review Science and Academic Vocabulary T38e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T31j <p>Vocabulary CC.1.L.5</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Synonyms T38m 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T31j <p>Vocabulary CC.1.L.5</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T39
<p>Read CC.1.SL.2; CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interactive Read Aloud: Science Article T38e  	<p>Reread CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interactive Read Aloud: Science Article T38m  <p>Comprehension CC.1.Rinf.2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Main Idea and Details T38m 	<p>Comprehension</p> <ul style="list-style-type: none"> Compare Genres T39a 
<p>Power Writing T38e CC.1.W.5</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write About Tide Pools T38h 	<p>Power Writing T38m CC.1.W.5</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write the Main Idea and Details T38n 	<p>Power Writing T38o CC.1.W.5</p> <p>Writing CC.1.W.5</p> <ul style="list-style-type: none"> Write About Animals T39b

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

- Introduce LR2
- Read LR4–LR11
- Make Connections
- Compare and Contrast
- Categorize

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

- Read and Integrate Ideas LR2
- Make Connections
- Compare and Contrast
- Categorize

Reading CC.1.W.1–3; CC.1.SL.1.a

- Connect Across Texts LR3

Writing

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T39c–T39d

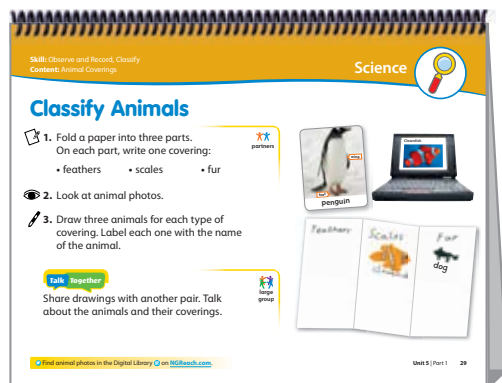
- Foundational Skills A5.17–A5.18 CC.1.Rfou.2.a–c;
CC.1.Rfou.3; CC.1.Rfou.3.c
- Spelling Test T31g CC.1.Rfou.3.g; CC.1.L.2.d
- Oral Reading Assessment A5.1–A5.4 CC.1.Rfou.4

- Reading Comprehension Test A5.19–A5.20 CC.1.Rlit.3
- Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
- Vocabulary Test A5.21–A5.22 CC.1.L.4; CC.1.L.6
- Grammar and Writing Test A5.23–A5.24 CC.1.L.1
- Reteaching Masters RT5.5–RT5.8

Week 2 Learning Stations

Speaking and Listening

Option 1: Classify Animals



Classify Animals

1. Fold a paper into three parts. On each part, write one covering: feathers • scales • fur

2. Look at animal photos.

3. Draw three animals for each type of covering. Label each one with the name of the animal.

Talk Together
Share drawings with another pair. Talk about the animals and their coverings.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 29

Digital Library: Language Builder Picture Cards B53–B65

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

colored markers • crayons

Participate in Conversations
Demonstrate Understanding
of Word Relationships

CC.1.SL.1
CC.1.L.5

Option 2: Talk About Coverings



MATERIALS

drawing paper • colored markers • crayons

Have each child draw a bird, fish, or other animal. In small groups, ask children to display their drawings and discuss coverings. Prompt discussions with questions such as:

- *Does the animal have fur, scales, or feathers?*
- *What color is it? Is it always this color?*
- *How is the covering helpful?*

Have children sort the drawings by color or type of covering.

Participate in Conversations
Add Visuals to Clarify

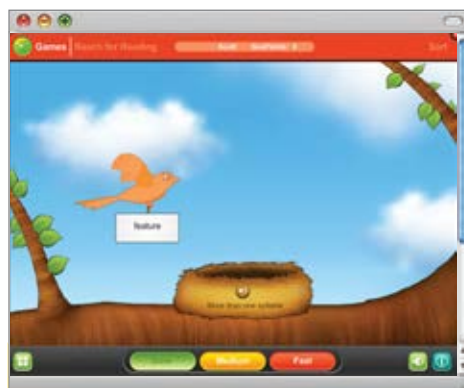
CC.1.SL.1
CC.1.SL.5

Language and Vocabulary

Key Words

alike • beak • body • coverings • different
feathers • feature • fur • look • mouth • parts
paw • scales • tail

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:

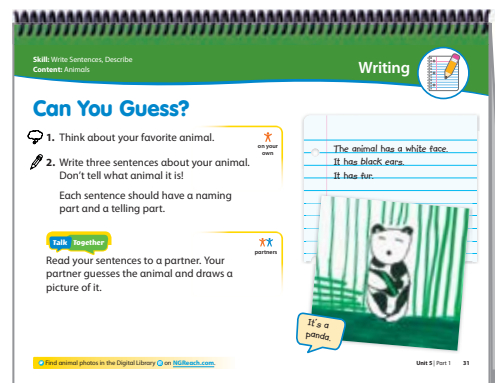
- looking up words
- writing synonyms
- using the words in simple declarative sentences.

Determine the Meaning of Words

CC.1.L.4

Writing

Option 1: Can You Guess?



Can You Guess?

1. Think about your favorite animal.

2. Write three sentences about your animal. Don't tell what animal it is! Each sentence should have a naming part and a telling part.

Talk Together
Read your sentences to a partner. Your partner guesses the animal and draws a picture of it.

The animal has a white face.
It has black ears.
It has fur.

It's a panda.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 31

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

colored markers • crayons

Write About Topics

CC.1.W.2

Option 2: Describe an Alligator



PROGRAM RESOURCES

Digital Library Image B57

Display Digital Library image B57 and have children write about the alligator. Remind children to describe features such as the alligator's mouth, tail, and feet.

Write About Topics

CC.1.W.2

Cross-Curricular

Option 1: Tell About a Country 



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 30

Teacher's Guide on NGReach.com

research books • computer

Ask and Answer Questions CC.1.SL.2

Option 2: Ask the Expert 



NGReach.com Student Resources

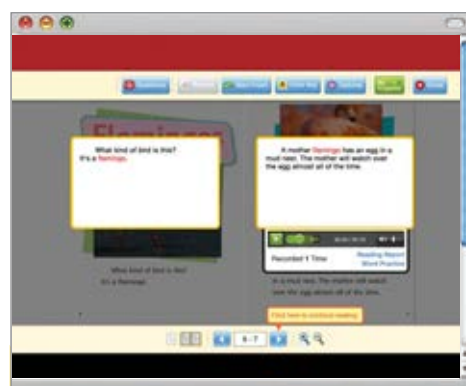
Have partners research and describe an animal of their choice. To select their animal, have children go to Resources > Unit 5 > Learning Stations > Week 2 > Animals.

- Have partners select an animal and study the photos, videos, and animal facts.
- Then have one partner be the “expert” and answer questions posed by the other partner.
- After four questions, have partners switch roles.

Ask and Answer Questions CC.1.SL.2

Reading

Option 1: Comprehension Coach 



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

Option 2: Animals in Books 

My book title is ____.

The author is ____.

An animal in this book is ____.

This animal ____.

Have children write or draw responses to these sentence starters to tell about a book that features an animal. Have children complete the final sentence by explaining the role the animal plays in the book or story.

See **Recommended Reading** on page LR12.

Use Technology in Writing CC.1.W.6

Intervention

Option 1: Reteach Words with -y 

PROGRAM RESOURCES

Phonics Picture Card 34

Use **Reteaching Routine 1**.

- **Display Phonics Picture Card 34.**
- **Say the word: any.** Have children repeat.
- **Read the word.** Point to the -y and ask: *What is this letter? What is the sound?*
- **Scaffold spelling.** Say: *any.* Have children say the last sound and write its spelling.

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

Decode Words with -y CC.1.Rfou.3

Option 2: Phonics Games 



NGReach.com Online Phonics Games

PROGRAM RESOURCES

Online Phonics Games

Decode Words with -y CC.1.Rfou.3
 Read with Fluency CC.1.Rfou.4

For **Reteaching Masters**, see pages RT5.5–RT5.8.

Additional Resources

ESL Kit 



ESL Teacher's Edition pages T31k–T39b

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Spell Words with -y
- ✓ Spell Words with Endings -s, -es, -ies
- ✓ 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.

Words with -y

- puppy We see a **puppy** in the park.

Words with -s, -es, and -ies

- dogs People walk their **dogs** in this park.
- foxes Some **foxes** live in the woods.
- cities Parks in big **cities** are great places to go.

High Frequency Words

- animal Do you have a favorite **animal**?
- color What **color** is your favorite animal?
- group A **group** of bird watchers goes to the park.
- might They **might** see some unusual birds.
- most **Most** people at the park are having fun.
- move Let's **move** closer to the pond.

More Words

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

- sky The **sky** looks so blue today.
- dry The grass is warm and **dry**.
- pony Once I saw a man with a **pony** in the park.
- frogs I listen to the croaking **frogs** in the pond.
- peaches **Peaches** are my favorite fruit.
- cherries You can also have some **cherries**.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.17

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the sound of the -y ending.

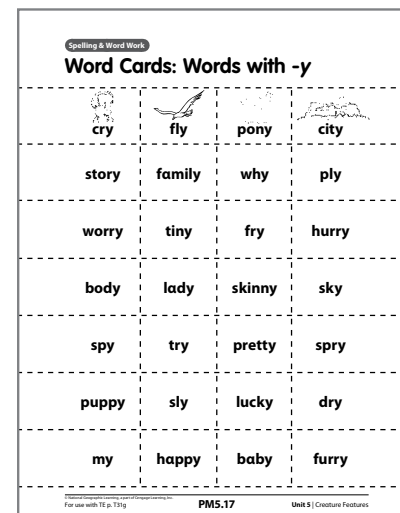
Play a Game

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

Extend the activity by having children take turns saying a sentence using one word with each of the endings.

Decode Words with -y
Spell Words with -y
Spell New Words Phonetically

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



NGReach.com Practice Master PM5.17

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM5.18

MATERIALS

scissors

Prepare

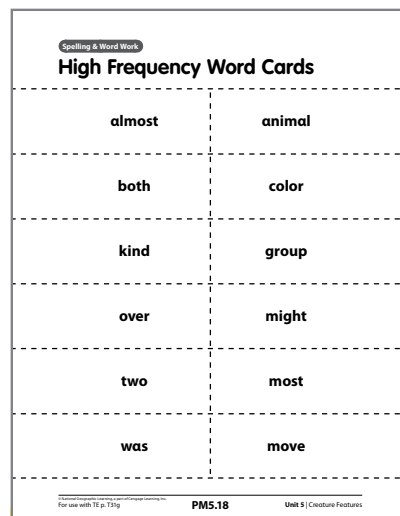
Ask children to form groups of three. Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

Play a Game

- Have one child deal the cards to each member of the group.
- One player begins by laying down a card.
- The next player also lays down a card and places it in alphabetical order next to the previous card. The next player does the same.
- Play continues until all cards have been alphabetized. Have children play two rounds.

Spell High Frequency Words

CC.1.L.2.d



NGReach.com Practice Master PM5.18



Riddles

Day 3



Option 1

Prepare

Post the Spelling Words.

Play a Game

- Children work in groups to ask and answer riddles about the words. Ask one child to choose a word, but keep it hidden.
- The child asks a riddle that includes clues about the word. Share this example: *We are tiny, red, round, and delicious. What are we?* (cherries)
- The child who answers the riddle correctly chooses the next word and says a new riddle. Continue play until all the words have been used.

I am tiny, red, round, and delicious.

Extend the activity by having children say a sentence using each word.

Spell Words with -y	CC.1.L.2.d
Spell Words with Endings -s, -es, -ies	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Build Words Online

Day 3



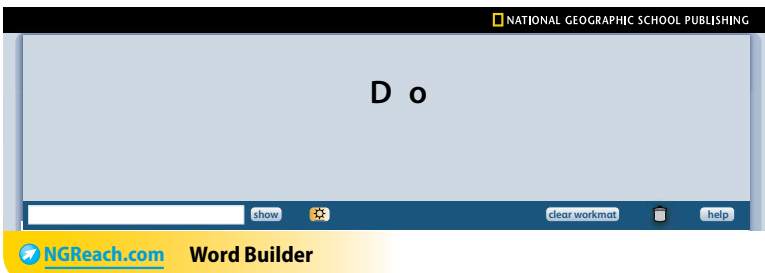
Option 2

Prepare

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

Play a Game

- Have one partner choose a word and write a question using it, such as: Do foxes live in cities?
- The other child answers the question with a complete sentence, such as: Foxes live in the woods.
- Have the partners continue play until all the words have been used.



Extend the activity by having children write another answer to the original question.

Spell Words with -y	CC.1.L.2.d
Spell Words with Endings -s, -es, -ies	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Word Search

Day 4



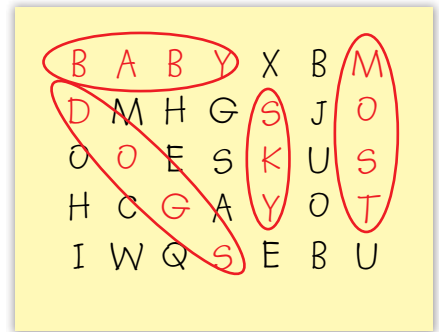
Option 1

Prepare

Display the Spelling Words.

Play a Game

- Have children make their own word search puzzles.
- To complete the word search puzzle, have children go to Resources > Unit 5 > Learning Stations > Week 2 > Word Search Activity.



Spell Words with -y	CC.1.L.2.d
Spell Words with Endings -s, -es, -ies	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Odd One Out

Day 4



Option 2

MATERIALS

word cards from Day 2

Play a Game

- One partner starts with all the cards and lays down three cards, two of which have the same ending.
- The other partner identifies the odd card that does not match the ending of the other two cards.
- Children continue play for four more hands. Then have children switch roles.

Extend the activity by having children use the words in sentences.



Spell Words with -y	CC.1.L.2.d
Spell Words with Endings -s, -es, -ies	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Week 2 Daily Grammar

OBJECTIVE

Thematic Connection: Creature Features

✔ Use Complete Sentences

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Simple Declarative Sentences

CC.1.L.1

CC.1.L.1.j

Day 1

PROGRAM RESOURCES

Sentences: eVisual 5.5

Teach the Rules

Use page T36–37 to introduce sentences. Explain that a sentence is a complete thought. Then teach the rules.

Sentences

- A sentence has a **naming part** and a **telling part**.
Alligators swim.
Birds fly.
- A sentence begins with a **capital letter**.
Foxes play.
Two frogs croak.
- A sentence ends with an **end mark**.
A lion runs.
Alligators leap.

NGReach.com Sentences: eVisual 5.5

Play a Game

Explain the game: *I'm going to say a naming part of a sentence.*

Raise your hand if you can complete it with a telling part.

Give an example: *If I say "The cat," you could say "catches a mouse."*

After a child completes the sentence, display it without the beginning capital letter or ending period. Ask two more children to make these corrections.

Continue play until each child gives a response and has an opportunity to correctly mark a sentence.

Differentiate

EL English Learners

ISSUE In Spanish, sentences do not always have a subject.

STRATEGY Review the required use of a subject in all simple declarative sentences. Remind children that, even if the subject is understood, it is always included in declarative sentences. Have them practice together by having one child say a verb and the other add a suitable subject.

Day 2

PROGRAM RESOURCES

More Sentences: eVisual 5.6

MATERIALS

white index cards, 5 per group • colored index cards, 5 per group

Teach the Rules

Use page T38 to practice identifying sentences. Remind children that for a group of words to be a sentence, there must be a naming part and a telling part.

More Sentences

- The **naming part** of a sentence names someone or something.
Alligators live in swamps.
Two frogs are croaking.
- The **telling part** tells what the naming part does.
Alligators **live in swamps.**
Two frogs **are croaking.**

NGReach.com More Sentences: eVisual 5.6

Play a Game

Have groups of children write naming parts on white cards: A big snake, The little bird, The boy, The mother, A tall tree. Then have them write telling parts on colored cards: hides in the grass., flies in the sky., likes to see birds., rides a bike., grows in the woods.

Then have children play "Match Sentence Parts." Explain:

- *Mix up the cards and place them facedown.*
- *One child turns over a white card and says the naming part.*
- *A second child turns over a colored card and says the telling part.*
- *A third child says the sentence and decides if it makes sense. If it doesn't, the child keeps drawing colored cards until it does.*

Continue until children have all had a turn saying each part.

Differentiate

EL English Learners

ISSUE In Spanish, word order is much freer than in English. The subject can come after the verb in a sentence in order to emphasize it.

STRATEGY Have children place the numbers 1 and 2 above subjects and predicates in sentences such as: Alligators swim in the water.



Day 3

PROGRAM RESOURCES

Expand Sentences: eVisual 5.7

Expand Sentences: Practice Master PM5.22

Teach the Rules

Use page T38h to explain how to expand sentences.

Expand Sentences

- | | |
|---|---|
| • Add words to the naming part to tell more about someone or something. | The snails crawl.
The slimy snails crawl. |
| • Add words to the telling part to tell more about the action. | The snails crawl.
The snails crawl slowly . |

NGReach.com Expand Sentences: eVisual 5.7

Play a Game

Have the class sit in a circle. Play "Add Details." Explain:

- Say the naming part of a sentence: "A crab."
- The next player completes the sentence with a telling part: "A crab scuttles." Then, the player points to a third player who expands the naming and telling parts: "A spider-legged crab scuttles quickly." Start again.

Then have children complete Practice Master PM5.22.

Name _____ Date _____

Grammar: Sentences

Expand Sentences

Read each sentence. Then add words to the naming and telling parts of the sentence.

1. Fish eat coral. Colorful fish
eat the pointy coral.
2. A fish hides. A little fish
hides in the rocks.
3. A starfish clings. A blue starfish
clings onto a rock.
4. Birds fly. Red birds fly away.
5. The explorers watch. The young
explorers watch carefully.

For use with TE p. T31 PMS.22 Unit 5 | Creature Features

NGReach.com Practice Master PM5.22

Differentiate

BL Below Level

ISSUE Children may have difficulty understanding that each part of the sentence can have more than one word.

STRATEGY Create a list of simple subjects and predicates. Use them in sentences. Then add modifiers to each part and have children repeat after you. Finally, have them do the same activity in pairs.

Day 4

PROGRAM RESOURCES

Write Complete Sentences: Practice Master PM5.24

Grammar and Writing

Use page T38n to explain adding details in writing. Then distribute Practice Master PM5.24. Read the sentence parts paragraph, emphasizing where words need to be added. Have children complete each sentence with words from the box. Then have children underline words that add details to each sentence.

Name _____ Date _____

Grammar & Writing

Write Complete Sentences

Read the paragraph. Write a naming part or a telling part from the box to complete each sentence. Then underline words that tell more about each part.

Naming Parts	Telling Parts
Colorful fish	laps onto the rocks
A large tide pool	scuttle on their spindly legs

At high tide, a wave laps onto the rocks.

Water covers the spiny coral and forms a pool. Shellfish cling to the ledge.

Colorful fish swim between the plants and

dart under the rocks. Crabs scuttle on

their spindly legs to avoid the water.

A large tide pool fills the dip in a rock.

For use with TE p. T31 PM5.24 Unit 5 | Creature Features

NGReach.com Practice Master PM5.24

Day 5

PROGRAM RESOURCES

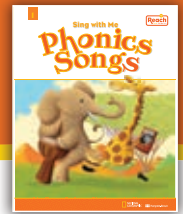
Grammar and Writing Test: Assessment Masters A5.23–A5.24

Review and Assess

See page T39 for a review of complete sentences.

Administer the Grammar and Writing Test.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Final Sounds
- ✓ Read and Spell Words with -y
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Read On Your Own Book 18
- Write-On/Wipe-Off Boards
- Sing with Me Phonics Songs Book, page 50
- Sound/Spelling Cards 1, 2, 3, 5, 6, 7, 11, 13, 14, 33, 34
- Words with -y: Practice Master PM5.14

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 5–6
- Word Builder
- Phonics Games

MATERIALS

small chips or coins for counting sounds, 3–4 per child



MORNING WARM-UP

How is an alligator's body different from your body?

Children should turn to a partner and talk about how alligators have long, scaly bodies with short legs and a long tail. They also have long noses.

Phonological Awareness

1 Substitute Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *tree*.
- **Segment the sounds:** /t/ /r/ /ē/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ē/ to /ī/. /t/ /r/ /ī/.*
- **Say the new word:** *try. Say the new word with me: try.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with other words: *be/by, me/my, race/rake, fry/free, rode/rope*.

Check & Reteach

OBJECTIVE: Substitute Final Sounds ✓

Ask: *Change the ending sound in trap to /sh/. What is the new word? (trash)*

If children cannot answer, have them say *trap*, emphasizing the ending sound /p/. Then say *tra /sh/* as children repeat. Have them say *trash*. Repeat with *ride/right* and *flee/fly*.

Phonics

2 Learn Words with -y ✓

Sing with Me Phonics Songs Book page 50

Play Tracks 5 and 6 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 2 Put palms together and move hands in a winding path.
- 3 4 Put palms together and move hands up and out in a jumping motion.

COMMON CORE STANDARDS

Reading

- Decode Words with -y CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

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



That's Fishy!

- 1 A slimy and slippery eel
- 2 Moves on a curvy, wet path.
- 3 But a shiny, shimmery trout
- 4 Jumps up and out with a flash.



Sing with Me Phonics
Songs Book page 50

Use **Decoding Routine 1** to connect sounds and spellings /ē/y and /ī/y and to blend words.

Step 1 Develop Phonological Awareness	/ē/y	/ī/y
1. Tell children: <i>These words have /ē/ at the end.</i>	shiny, berry, seventy	supply, why, July
2. Tell children: <i>I will say a word. Listen for /ē/. If you hear /ē/, tug your ear. If you don't hear it, do not tug your ear. (Mice and yum do not have /ē/.)</i>	early, puppy, mice, yum, heavy, silly	cry, place, fuzzy, will, by, fry
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 33 . Say <i>easel</i> . Have children repeat.		
2. Say /ē/. Have children repeat.	Card 33 easel, /ē/, y	Card 34 ice, /ī/, y
3. Turn the card over. Point to and name the spelling /ē/e_e. Then cover all but the _y spelling. <i>You already know the y can stand for the /y/ sound at the beginning of words like yam. The letter y can also stand for the /ē/ sound at the end of words.</i>	4. Give examples of long e words with -y.	shy, spy, fly
	story, family, lady	
Step 3 Blend Sound-by-Sound		
1. Write <i>h</i> . Say /h/ and have children repeat.	h	f
2. Add <i>a</i> . Blend /h/ /ă/ and have children blend the sounds with you.	ha →	fl →
3. Add <i>pp</i> . Say /p/. Blend /h/ /ă/ /p/, sweeping your hand below the spellings. Have children blend the sounds with you.	happ →	fly
4. Add <i>y</i> . Say /ē/. Model blending the whole word and then have children blend with you. Repeat the routine, blending <i>fly</i> .	happy	
5. Write and blend other words with /ē/y.	lucky, baby, city, trophy, penny	by, try, sky, my, why
<ul style="list-style-type: none"> Explain that y often stands for /ē/ at the end of two-syllable words. Point out the /s/ci and /f/ph spellings in <i>city</i> and <i>trophy</i> and review Sound/Spelling Cards 1 and 3. 		

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

See **Differentiate**

Weekly Folder

- ✓ Writing (T36–37, T38, T38h, T38n, 39b)
- ✓ Compare Genres: **Practice Master PM5.19**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In many languages, there is no sound/symbol correspondence for /ē/ or /ī/ spelled y.

STRATEGY Have children practice decoding familiar words with -y at the end: *sky/dry/fly, penny/happy/pony*. Use realia and pantomime to promote understanding.

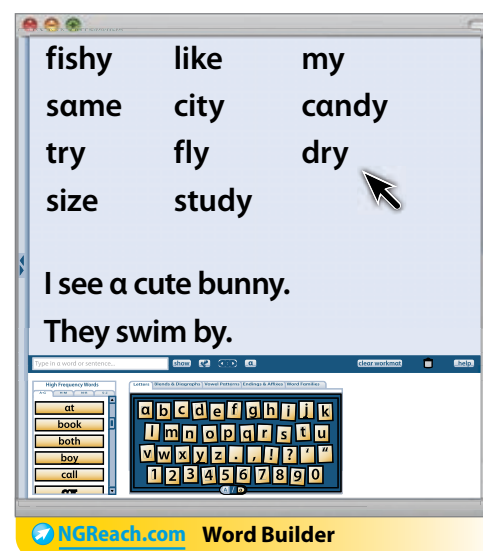


Read On Your Own Book 18

3 Read Words with -y

Read On Your Own Book 18 page 2

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



Have children turn to **Read On Your Own Book 18**, page 2. Review the sounds for y and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.14** for more practice.

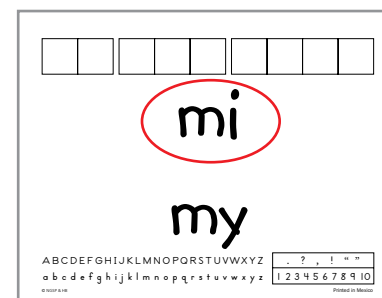
Children can also play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with -y

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

- **Say a word:** *my*.
- **Segment sounds:** /m/ /ī/. *What is the first sound you hear in my?* (/m/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 2 /m/ and 34 /ī/)
- **Repeat the word:** *my*. Have children write the word.
- **Write the spelling.** Have children check and correct their spelling. Repeat for *city* and *candy*. (cards 1 /s/, 11 /ī/, 5 /t/, 33 /ē/, 14 /k/, 6 /ă/, 7 /n/, 13 /d/)

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



Write-On/Wipe-Off Board

Check & Reteach

OBJECTIVE: Read and Spell Words with -y

Check dictation sentences for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Decoding Routine 2** to reteach the long vowel sounds of -y. Then dictate: *Why did the fly land on my candy?*

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

Name _____ Date _____

Phonics

Words with -y

Circle the word that names the picture. Read and answer the question.

1. post pen penny	2. my muddy man
3. fly fox fish	4. cry candy cave
5. hand hatch happy	6. silly sky sea
7. buggy by bone	8. cake candy cry

Read It Together Do you see a buggy or a fly in the sky?

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NGReach.com Practice Master PM5.14

Daily Language Arts

Daily Spelling and Word Work

Practice options on page T31g



Words with y

Look at each picture. Read the words.

Example:



baby



fly



study



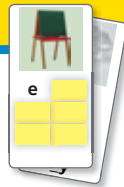
tiny



city



sky



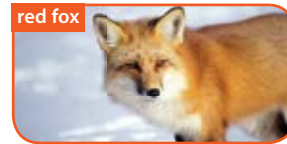
2

Key Words

Read the sets of sentences.
Match each set to a picture.

High Frequency
Words

animal
color
group
might
most
move



red fox



ants

Which One?

Set A

1. This **animal** has a **color** in its name.
2. You **might** see it by its den.
3. It hides **most** of the time.

Set B

1. This animal lives in a **group**.
2. It is very strong.
3. It can **move** big things for its size.

Which animal is a red fox? Which is an ant?



Phonics Games
NGReach.com

3

STUDENT
TECHNOLOGY



Student
eEdition



Word
Builder



Phonics
Games

NGReach.com

Read On Your Own Book 18
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 18 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:** *move*
- **Say a sentence with the word:** *We **move** when we play.*
- **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 Set A and Set B sentences 1–3. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to match each set of sentences to a picture.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children work with partners to take turns dictating a word from the list on page 3. Partners should repeat the word, write it, and hold up the paper for the dictating partner to spell and correct if necessary.

Guide children to make a set of flash cards for the words. Pair children to practice the words together.

Differentiate

EL English Learners

ISSUE English Learners may not know the meanings of words.

STRATEGY Use the examples to convey meaning.

animal (Point to the picture of an animal.) *This is an animal. A cat is an animal. A dog is an animal.*

color (Hold up a brown crayon.) *Some animals are brown. This is the color brown.*

group *A group is more than one of something. Some animals live in a group. We are a group. (Open arms to indicate that children are all part of one group.)*

might *Might means "may." I might have a book about animals to read to you!*

most *Most means "more than half." Most people like animals, but some do not.*

move *Most animals can move. You can move, too. Move your arms and legs with me. (Shake arms and legs.)*



Anthology

OBJECTIVES**Thematic Connection: Creature Features**
 Identify Synonyms

Preview an Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 5.4

My Vocabulary Notebook

Power Writing

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

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

Vocabulary Strategy**1 Identify Synonyms** Anthology page 32

Have children point to the two images and ask: *What do you notice about these pictures?* (They are **alike**.)

Read the sentences beneath each picture. Explain: *Saying "The flamingos are the same" is another way of saying "The flamingos are alike."* The words *same* and **alike** are synonyms. *Synonyms are words with the same meaning.*

Display and read aloud **eVisual 5.4**. Then reread and have children echo the sentences. Divide the class into four groups and assign one set of sentences to each group. Have each group work together to identify the synonyms in each set of sentences.

**Vocabulary Practice**

1. The alligator rests on land. It does not sleep under the water.
2. The alligator's skin is bumpy. Its body feels rough.
3. The alligator has a large mouth. It is very big with sharp teeth.
4. The alligator can eat many things. It can feed on snails, turtles, or birds.

NGReach.com Vocabulary Practice: eVisual 5.4



INTERACTIVE WHITEBOARD TIP: Have children underline the synonyms in each set of sentences.

Have each group share results with the class. Volunteers from each group can:

- read aloud the sentences
- identify the synonyms.

Encourage children to add the synonyms *rest/sleep*, *bumpy/rough*, *large/big*, and *eat/feed on* 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 Simple Declarative Sentences CC.1.L.1.j

Demonstrate Understanding of Word Relationships CC.1.L.5



Synonyms

alike	same
	
The flamingos are alike .	The flamingos are the same .

Alike and **same** are **synonyms**. They have the same meaning.

Try It Together

Talk about these pairs of words. Are they synonyms? Why or why not?

object	thing
sick	happy
bad	paw
quickly	fast

32

STUDENT
TECHNOLOGY



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My Vocabulary
Notebook

NGReach.com

Anthology page 32

2 Try It Together Anthology page 32

Read the directions and words aloud. Have partners talk about the word pairs and identify the ones that are synonyms. (*object, thing; quickly, fast*)

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Synonyms ✓

Ask: *Which word is a synonym for the word **paw**: foot or head? (foot)*

If children are unable to identify a synonym, provide a model: _____ means the same as _____. Then have children use one of the words in a sentence. Repeat the child's sentence, but substitute the synonym. Ask: *Do both sentences mean the same thing?*

Differentiate

EL English Learners

ISSUE Children do not understand the meaning of *synonym*.

STRATEGY Focus on a pair of words: *sick* and *happy*. Act out the meaning of each word. Explain that, because these words mean different things, they are not synonyms.

BL Below Level

ISSUE Children do not correctly identify synonyms.

STRATEGY Provide a list of words: *big, fast, hot*. Have children think of another word for each that has about the same meaning. Emphasize that these words are synonyms.



Academic Talk

3 Preview and Predict Anthology page 33

Read aloud the title of the science article. Have children preview pages 34–37. Ask: *What do you think we will learn about alligators?* Have children share their predictions with the rest of the class. (Possible response: We will learn about alligator **body parts** and how they work.) Ask: *Why do you think that?* Have children explain their thinking.

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 alligators. Ask: *Do you think this article is about alligators?* Point out and read aloud the section titles. Ask: *What word appears in each title? (alligator) What other words in the titles tell about things you might learn about alligators? (home, **bodies**, **tails**)* Ask questions and point to photos until you are sure the child understands that the selection will tell about alligator body parts.

Shared Reading

4 Read a Science Article Anthology page 33

CONNECT ACROSS TEXTS Ask children to think about Pete’s problem in *For Pete’s Sake*. Remind children that *For Pete’s Sake* is an animal fantasy. Then have a volunteer read aloud **Connect Across Texts**.

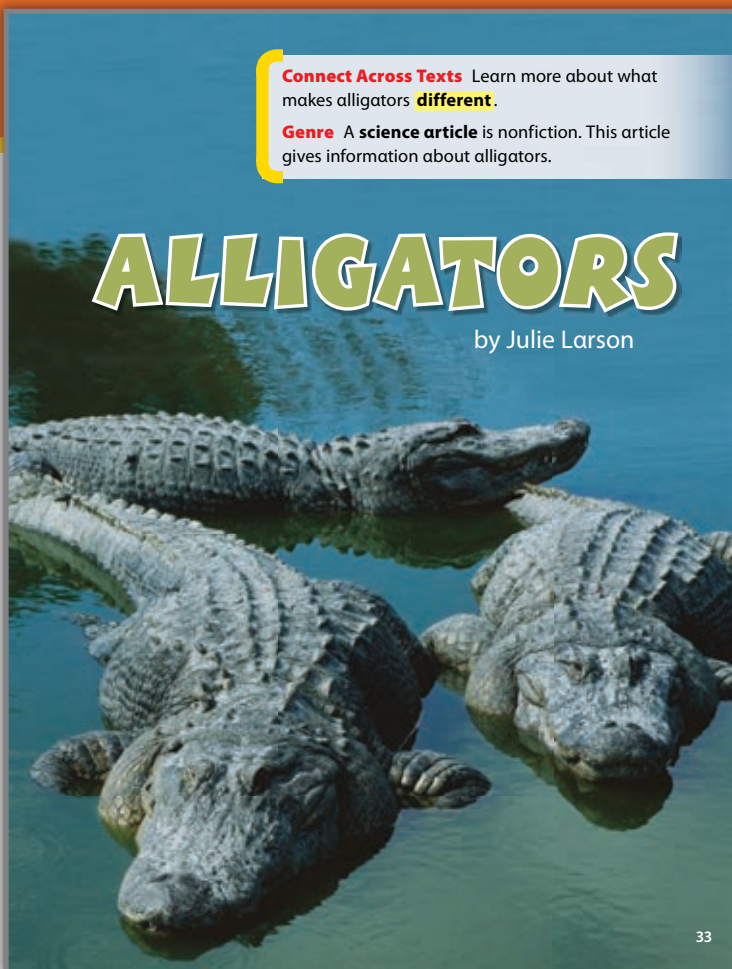
GENRE Read aloud the genre description and elaborate: *A science article gives information about real things. It includes facts and might have photos.*

SCIENCE BACKGROUND Explain some facts about alligators:

- *In the United States, alligators are found mostly in Florida, Louisiana, and Texas. They make their homes in swamps and slow-moving rivers.*
- *Alligators have **body parts** that help them live in water. Their nostrils are at the ends of their snouts. Alligators only have to put the tips of their snouts above the water’s surface to breathe.*
- *Their **bodies** have a hard **covering**.*
- *They have a strong, flat **tail** and webbed back feet. These **body parts** help alligators swim fast.*

Connect Across Texts Learn more about what makes alligators **different**.




Genre A **science article** is nonfiction. This article gives information about alligators.



Anthology page 33

REVIEW MAKE CONNECTIONS Remind children how to make connections:

How to Make Connections

-  1. Look for details in the text.
-  2. What do they remind you of?
-  3. Use what you know to understand the text.

I read _____.

This reminds me of _____.

This helps me understand _____.

Read pages 34–37 to the class. Use the questions on T34–35 to build comprehension on the first read (Day 1) and the second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

SECOND READ

Day 2 Reread and Analyze

- Identify Main Idea and Details
- Compare Genres
- Critical Thinking

An Alligator Home

Many alligators live in the Florida Everglades. The Everglades has many rivers and islands.



The Everglades



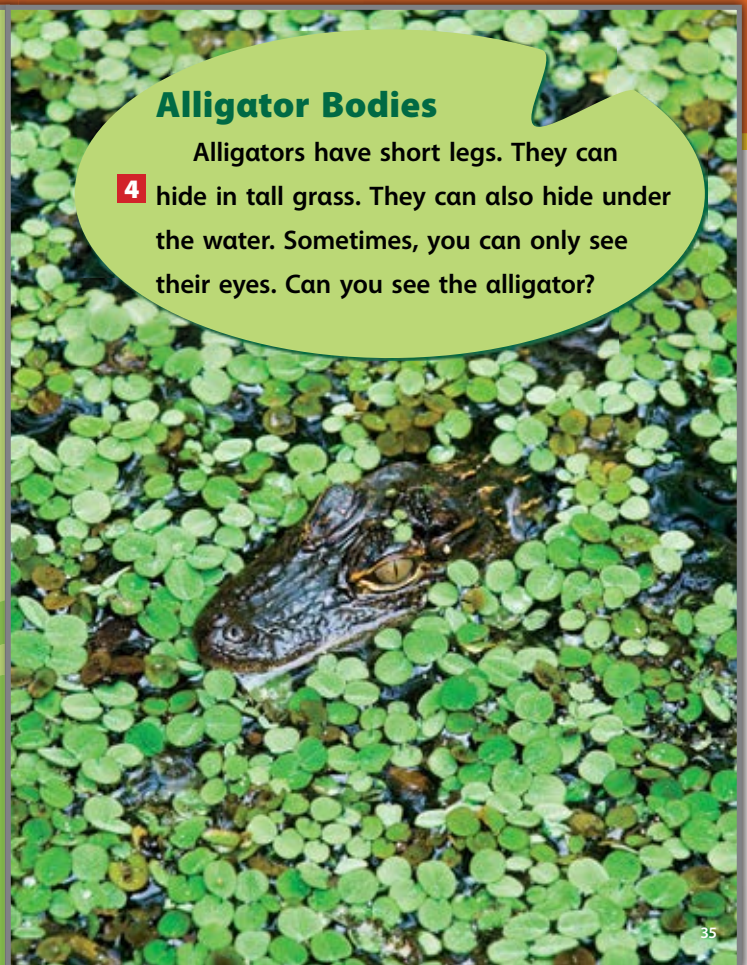
How do alligators' **bodies** help them live in the Everglades? Let's find out.

34

Anthology
pages 34–35

Alligator Bodies

Alligators have short legs. They can **4** hide in tall grass. They can also hide under the water. Sometimes, you can only see their eyes. Can you see the alligator?



35

Build Comprehension

FIRST READ

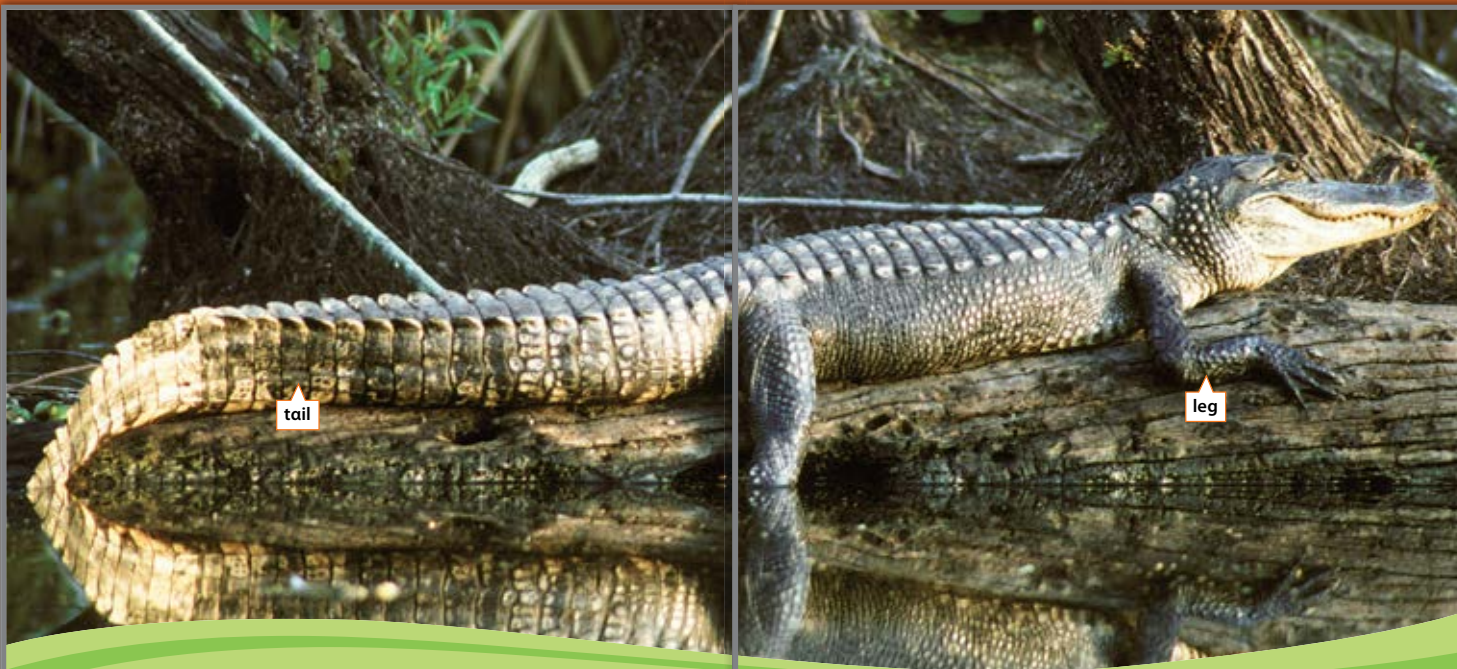
Day 1 Read and Comprehend

- 1 Use Visuals** Point to the photo. Ask: *What does the photo tell you about the Everglades?* (It is very wet; the path of the water is curvy.)
- 2 Active Reading** As you read through the selection, have children point to their legs, heads, or where a tail would be, and say the body part chorally.

SECOND READ

Day 2 Reread and Analyze

- 3 Identify Main Idea and Details** ✓ *How do alligators use their **tails**?* (for swimming, moving through mud, and leaping up to catch food)
- 4 Make Connections** *The article says that alligators like to hide. What does this remind you of?* (Possible response: It reminds me of when I hide to play hide-and-seek.) *What does this help you understand about alligators?* (They like to hide from other animals.)



2

Alligator Tails

Alligator **tails** can be more than 5 feet long. This is probably taller than you! Tails help alligators swim and move through the mud.

36

leg

Tails help alligators leap up to catch food. Alligators can leap 5 feet into the air!

3 37

Anthology
pages 36–37

Writing

5 Write About Alligators

Have children suggest adjectives that describe alligators and display the words. Then have children identify any synonyms for the words.

Display the following sentence frame: Alligators are _____.

Have children form pairs. Ask one partner to complete the frame by using one of the displayed words. Then have the other partner complete the frame by using a synonym for the partner's word. Have children share their sentences with the class.



Daily Language Arts

Daily Grammar ✓

Point out the capital letter and period in the first sentence on **Anthology** page 36. Then use the Daily Grammar lesson on page T31i to teach sentences.

WRAP-UP

Have children make connections with the text. Explain that alligators sometimes do things similar to people, such as stick their noses out of the water when they swim. Ask: *How are you and an alligator alike?* Have children share their ideas.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Final Sounds
- ✓ Read and Spell Words with -y
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 3, 5, 7, 8, 9, 12, 32, 33, 34
- Words with -y: Practice Master PM5.15
- Handwriting: Practice Master PM5.16
- Read On Your Own Book 18

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

- small chips or coins for counting sounds, 3–4 per child • self-stick notes, one pack per child



MORNING WARM-UP

How does an alligator move through the water?

Discuss how an alligator hides in the grass. Sometimes, you can only see its eyes. Have children act this out and discuss why alligators hide. (to get food)

Phonological Awareness

1 Substitute Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *fly*.
- **Segment the sounds:** /f/ /l/ /i/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /i/ to /ē/: /f/ /l/ / ē /.*
- **Say the new word:** *flee. Say the new word with me: flee.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children substitute ending sounds with these word sets: *ski/sky, ride/ripe, tape/tale, mash/mat, train/trail*.

Check & Reteach

OBJECTIVE: Substitute Final Sounds ✓

Ask: *Change the ending sound in same to /l/. What is the new word? (sale)*

If children cannot answer, tell them to listen to the word *chick*. Ask: *Take away the /k/. What do you hear? (/ch/ /i/). Add /l/. What is the new word? (chill)* Repeat with *reach/read* and *hill/hid*.

Phonics

2 Read Words with -y ✓

REVIEW Display **Sound/Spelling Cards 33** and **34** and review spelling -y. Then have children fold paper in half to make two columns labeled *baby* and *cry*. Have children use **Letter Cards** to build and sort the following words: *baby, fly, cozy, study, sky, tiny,* and *my*.



<i>baby</i>	<i>cry</i>
<i>cozy</i>	<i>fly</i>
<i>study</i>	<i>sky</i>
<i>tiny</i>	<i>my</i>

Assign **Practice Master PM5.15** for more practice.

COMMON CORE STANDARDS

Reading

- Decode Words with Digraph -y 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 -y CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e

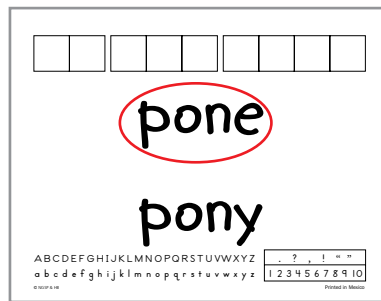
3 Spell Words with -y ✓

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

- **Say a word:** *pony*.
- **Segment sounds:** /p/ /ō/ /n/ /ē/. *What is the last sound you hear in pony?* (/ē/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 9 /p/, 32 /ō/, 7 /n/, and 33 /ē/)
- **Repeat the word:** *pony*. Have children write the word.
- **Write the spelling.** Have children check and correct their spelling.

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

Repeat for *fly* and *try*. (cards 3 /f/, 8 /l/, 34 /ī/, 5 /t/, and 12 /r/) Then dictate: *A pony does not fly.* Have children write the sentence. Then display the correct sentence and have children check and correct.




Write-On/Wipe-Off Board

Name _____ Date _____


Phonics

Words with -y

Cut out the cards. Paste each picture under the word that has the same sound for y. Use each word in a sentence.



fly




candy

cry


sky

penny


bunny




cry



penny



bunny



sky

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NGReach.com Practice Master PM5.15

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Repeat the underlined words:

animal

I see an animal.

color

What color is it?

move

How does it move?

group

Does it live in a group?

might

It might be a fish.

most

Where do most fish live?

Reread each sentence and have children repeat the High Frequency Word. Post High Frequency Words on the Word Wall. Assign **Practice Master PM5.16**.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

animal animal animal

color color color

group group group

might might might

most most most

move move move

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NGReach.com Practice Master PM5.16

Check & Reteach

OBJECTIVES: Read and Spell Words with -y ✓

Read and Spell High Frequency Words ✓

Dictate: *Which **animal** can fly? A pony can **move** fast!* Have children write the sentences.

If children spell a -y word incorrectly, use **Decoding Routine 2** to reteach the words. If they misspell a High Frequency Word, have them use their flashcards with a partner to review.

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



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T31g



Read On Your Own Book 18

Not the Same
by Dee Wallis

kangaroo wallaby

Some animals might look or act the same. But these animals are not quite the same.
Study each group of animals. Try to see which one is not the same.

Read On Your Own Book 18
pages 4–7

Legend

- words with -y
- high frequency words
- * story words



These animals are birds. Most can fly, but one can not. Which one?

em u

An emu can move fast on land. It runs on long legs. But you will not see it in the sky!



These tiny animals are bugs. Which one is very, very strong for its size?

Decodable Reading

5 Read “Not the Same” Read On Your Own Book 18 pages 4–12

Use the photos to preteach story words *birds* (page 5), *emu* (page 6), *weight* (page 8), and *catfish* (page 10). Use **Decoding Routine 4** to conduct two readings of “Not the Same.” 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 **Classify** *Which bird can't fly?* (An emu can't fly.)
- 2 **Identify Details** *How does the catfish move?* (It swims and it walks with its fins.)
- 3 **Draw Conclusions** *Look at the picture. Why do you think the sloth can stay in the tree for a long time?* (Possible responses: It has food in the tree. Nothing in the tree will eat it. Its long claws help it hang from the branch.)
- 4 **Make Connections** *How are you the same as your friend? How are you different?* (Children might compare clothing, color of hair and eyes, or special hobbies and talents.)

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

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

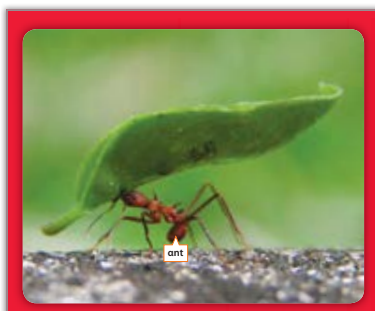
STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 18	Teacher's Edition
words with digraphs	these (pages 4, 5, 7, 9, and 11) they (pages 9, 10, and 11) things (page 8) which (pages 4, 5, 7, 9, and 11) fish (page 9)	/th/th (page T165d) /th/th (page T165d) /hw/wh (page T189I) /sh/sh (page T194b)
words with long vowel a	same (pages 4 and 11) place (page 11)	/ā/a (page T201b)

AL Above Level

ISSUE Children can quickly decode the passage.

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



A tiny ant is strong. It can **move** things that are **fifty** times its weight! Can you?

8



These **animals** are fish. They can all swim. But one can walk, too! Which one?

9



This kind of catfish can walk on land. Its fins are like legs. They move the fish's body.

10

2



These animals live in the same place. They all move. Which one moves less than the others?

11

STUDENT TECHNOLOGY

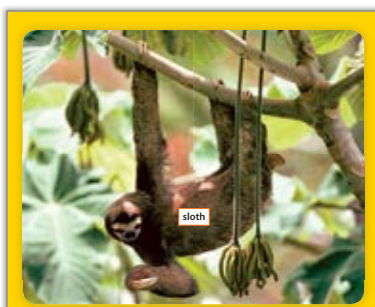


Student eEdition



Comprehension Coach

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The sloth does not **move** much. It hangs from a branch and is still for a long time. It must be **cozy** up there!

12

3 4

Practice Phonics

Words with y

Read these words.

baby fly lucky tiny
body huge strong key

Find the words with **y**.
Use letters to build them.

f l y

Talk Together

Choose words from the box above to tell your partner about the animal and her baby.



Her **body** is **huge**.

13

Practice Phonics

6 Words with -y Read On Your Own Book 18 page 13

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 13. Have partners work together to read and build words with -y.

See **Differentiate**

7 Talk Together Read On Your Own Book 18 page 13

Have partners turn and talk about what they see in the illustration. Then share **Talk Together** answers. (Possible answers: Her body is huge/strong. Her baby is strong/tiny/lucky.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Not the Same." 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.

Read On Your Own Book 18
pages 8–13

Differentiate

SN Special Needs

ISSUE Children need additional practice with words that end with -y.

STRATEGY Tell children to look for additional -y words in "Not the Same." Have children write each word on a self-stick note. Read aloud each word as children chant the word three times: *study, study, study!* Or *cozy, cozy, cozy!* Then have children build those words with their **Letter Cards**.



Anthology

OBJECTIVES

Thematic Connection: Creature Features

- ✔ Identify Synonyms
- ✔ Identify Main Idea and Details
- Compare Genres

PROGRAM RESOURCES

PRINT & TECHNOLOGY

T-Chart: Practice Master PM5.19

Power Writing

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

For *Writing Routine 1*, see page BP56.

Vocabulary Practice

1 Identify Synonyms ✔

REVIEW Remind children that synonyms are words with the same meaning.

Ask: *What is a synonym for large?* (Possible response: *big*)

Divide children into two groups. Read aloud the first sentence on page 35 of the **Anthology**. Have one group act out the sentence. Then have the group name a synonym for *short*. (*tiny*) Next, read aloud the last sentence on page 37 of the **Anthology**. Have the other group act out the sentence. Then have the group name a synonym for *leap*. (*jump*)

Check & Reteach

OBJECTIVE: Identify Synonyms ✔

Display a picture of an alligator. Explain: *The alligator has a powerful tail that helps it move, swim, and leap.* Ask: *What word means about the same thing as powerful?* (*strong*)

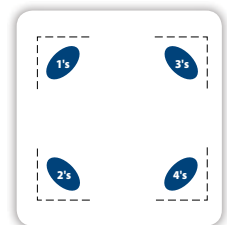
If children cannot answer, ask: *What quality would a tail need to have to help the alligator move, swim, and leap?* (Possible response: It would have to be strong.)

Academic Talk

2 Discuss Alligators Anthology page 33

Use **Corners** to have children discuss main ideas about alligator body parts. Each corner represents a different body part: coverings, snout, legs, and tail. Have groups discuss their assigned body parts and share their ideas with the class.

For **Corners**, see page BP60.



Corners

Comprehension

3 Identify Main Idea and Details ✔ Anthology pages 36–37

Review with children that “Alligators” is nonfiction. This means that it gives true information about alligators. *For Pete’s Sake* is fiction because it includes characters and is a made-up story. Nonfiction includes main ideas and factual details.

Define main idea and details: *The main idea is what the text is mostly about. Details tell more about the main idea.* Have children review pages 36–37.

Point to the section title and read it aloud: *What is the title of this section?*

(Alligator **Tails**) Explain: *A section title often helps you identify the main idea of the section.* Ask: *What is this section about?* (alligator **tails**) Ask: *What is one detail the author gives about alligator tails?* (Possible response: Alligator **tails** can be more than five feet long.) Explain: *As we reread “Alligators,” think about the main idea. Look for details that give more information about it.*

COMMON CORE STANDARDS

Reading

- Compare Fiction and Nonfiction CC.1.Rlit.5
- Identify Main Topic and Retell Key Details CC.1.Rinf.2
- Read Informational Text CC.1.Rinf.10

Writing

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

Speaking and Listening

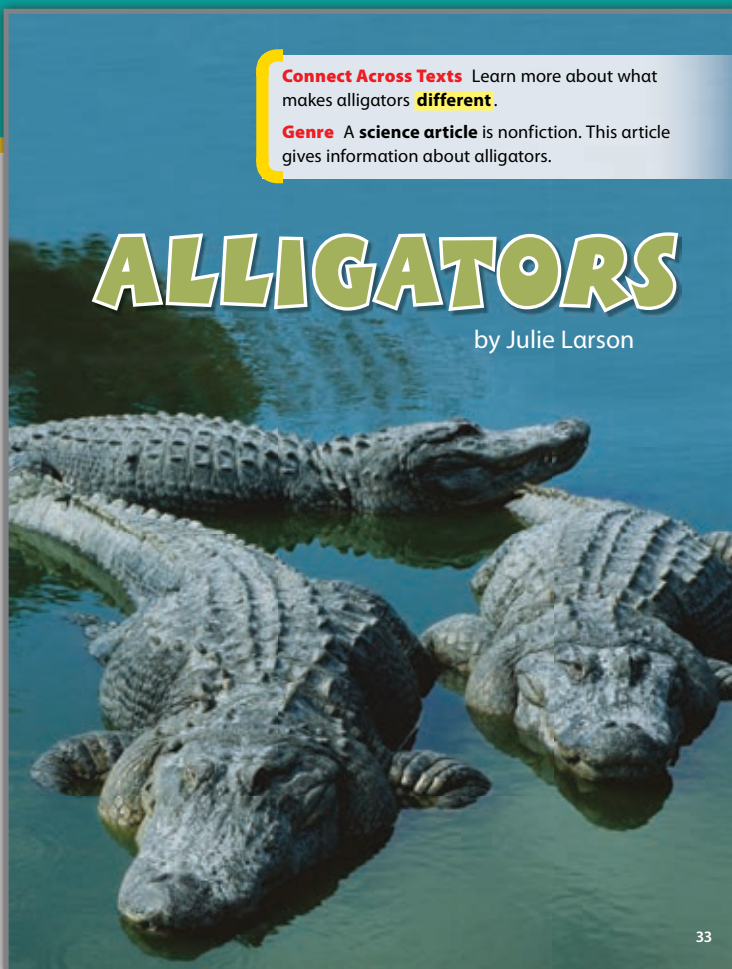
- Participate in Conversations CC.1.SL.1

Language and Vocabulary

- Use Simple Declarative Sentences CC.1.L.1.j
- Demonstrate Understanding of Word Relationships CC.1.L.5

Connect Across Texts Learn more about what makes alligators **different**.

Genre A **science article** is nonfiction. This article gives information about alligators.



STUDENT
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Resources

NGReach.com

Anthology page 33

Check & Reteach

OBJECTIVE: Identify Main Idea and Details ✓

Ask: *How can you tell what the main idea of the article is? How do details help tell you this?*

If children are unable to tell how to identify a main idea or describe how details help them understand it, have them fill in these sentence frames:

- The title of the article is "Alligators." This tells me the article is about _____.
- The section head on page 35 is "Alligator Bodies." This tells me the section is about _____.
- On page 35, I read that alligators have short legs. This detail tells me about an alligator's _____.

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T34–35 as you reread "Alligators."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children recall the article by discussing with a partner before conducting the whole-class reading.

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 38

Read aloud page 38. Remind children that *For Pete's Sake* is an animal fantasy and "Alligators" is a science article.

To help children compare genres, discuss features that would be found in each. Ask: *Would you find photos and labels in an animal fantasy or a science article?* (science article) *Would you find talking animals in an animal fantasy or a science article?* (animal fantasy) Have each child think about other differences between the genres. Children should record their answers on **Practice Master PM5.19**.

Name _____ Date _____

Respond and Extend: T-Chart

Compare Genres

Compare a story and a science article.

Animal Fantasy	Science Article
no labels no headings or captions illustrations or pictures talking animals that are not real	has labels headings and captions photographs and maps real animals that don't talk

Tell a partner how a story and a science article are different.

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Check & Reteach

OBJECTIVE: Compare Genres

Ask children to name one difference between an animal fantasy and a science article. If children cannot name a difference between the two genres, explain that an animal fantasy includes made-up characters, while a science article tells about real people or things. Have children fill in these sentence frames to help guide them:

- What I am reading includes facts. This tells me the writing is _____. (a science article)
- What I am reading includes characters having adventures. This tells me the writing is _____. (an animal fantasy)

6 Talk Together Anthology page 38

Read aloud the **Talk Together**. Prompt a whole-class discussion by asking: *How are an alligator's **body parts different** from a flamingo's? How is an alligator's **covering different** from a dog's? Does an alligator have a **beak** or a **mouth**?* Invite children to discuss animals from their Unit 5 reading.



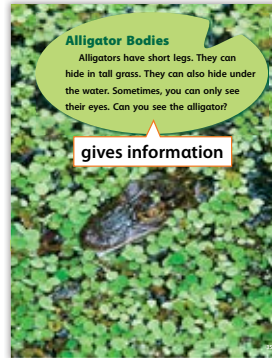
Compare Genres

How are *For Pete's Sake* and "Alligators" different?

Animal Fantasy



Science Article



Talk Together

Think about what you read and learned. How are animals different?

38

Anthology page 38

Writing

7 Write a Comparison

Have children compare the alligators in *For Pete's Sake* and "Alligators." Display the following sentence frame:

The real alligators are different from Pete because _____.

Have partners discuss one difference between the alligators in the science article and Pete in the story. Then have partners complete the sentence frame together.



Daily Language Arts

Daily Grammar

Have children count the number of sentences on **Anthology** page 36. Then use the Daily Grammar lesson on page T31i to review complete sentences.

WRAP-UP

What else did you learn about how an alligator moves?

Write verbs as children give them. Make sure children understand that alligators can leap, swim, and hide.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Add Final Sounds
- ✓ Read and Spell Words with Plural *-s, -es, -ies*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

Sing with Me Phonics Songs Book page 51

Read On Your Own Book 18

Plurals *-s, -es, -ies*: Practice Master PM5.20

Write-On/Wipe-Off Board

Sound/Spelling Cards 1, 5, 6, 7, 8, 9, 10, 14,
21, 22, 32, 33

High Frequency Words: Practice Master PM5.21

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 7–8

Word Builder

Letter Cards

MATERIALS

Bean bag or small soft ball

MORNING WARM-UP

What would you do if your home disappeared every night and then came back the next morning?

Explain that tide pools get smaller or bigger when the tide changes. Introduce some animals that live in tide pools, such as crabs and anemones.

Phonological Awareness

1 Add Final Sounds ✓

- Use **Phonological Awareness Routine 4**.
- **Say a word:** *bee*
- **Add a sound:** *I will add /z/ to the end of bee. bee /z/.*
- **Say the new word:** *bees. What is the word? (bees)*

For **Phonological Awareness Routine 4**, see page BP29.

Continue with other words: *key, /z/ (keys), hat, /s/ (hats), bus, /è//z/ (buses), toe, /z/ (toes), fly, /z/ (flies), bunny, /z/ (bunnies).*

Check & Reteach

OBJECTIVE: Add Final Sounds ✓

Ask: *If I add /z/ to the end of sneeze, what is the word? (sneezes)*

If children identify the word, ask them to say the word *sneeze* three times as if to sneeze.

Then say */z/ /z/ /z/* and have children repeat. Then chant *sneezes, sneezes, sneezes*. Repeat for *puppies* and *dishes*.

Phonics

2 Words with Plurals *-s, -es, -ies* ✓

Sing with Me Phonics Songs Book page 51

Define *suggests*. Play Tracks 7–8 and follow the directions. Practice gestures until children can perform smoothly.

- 1 4 Motion “come” with both hands.
- 2 5 Nod.
- 3 Put hands up by mouth as if shouting through them.
- 6 Put hands together under head as if resting.

COMMON CORE STANDARDS




READING

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Add Final Sounds	CC.1.Rfou.2.c
Decode Words with Plural <i>-s, -es, -ies</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 Plural <i>-s, -es, -ies</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d



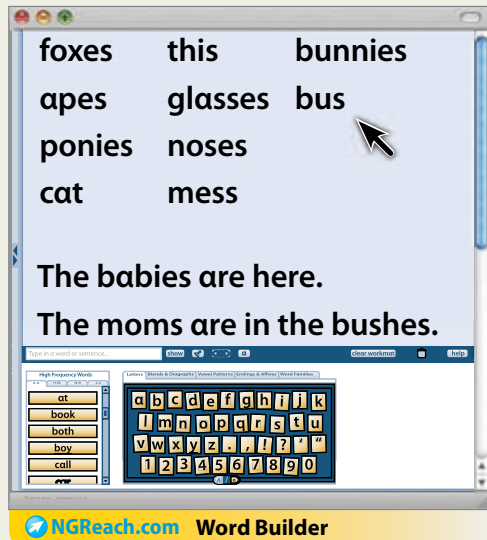
Sing with Me Phonics
Songs Book page 51

Use **Decoding Routine 1** to teach plural *-s*, *-es*, and *-ies*.

Step 1 Associate Sounds and Spellings	-s	-es	-ies
<ol style="list-style-type: none"> 1. Show the words <i>frog</i> and <i>frogs</i>. Say: <i>The word frog tells about one thing. The word frogs tells about more than one.</i> Have children repeat the words. 2. Repeat with <i>box</i> and <i>boxes</i>. Say: <i>The word boxes tells about more than one.</i> Have children repeat. 3. Repeat with <i>baby</i> and <i>babies</i>. Say: <i>The word babies tells about more than one.</i> Have children repeat. 	<p>frog</p> <p>frogs</p>	<p>box</p> <p>boxes</p>	<p>baby</p> <p>babies</p>
Step 2 Spell Words with <i>-s</i> , <i>-es</i> , <i>-ies</i>			
<ol style="list-style-type: none"> 1. Use Letter Cards to build <i>frog</i>. Read <i>frog</i>. 2. Add <i>-s</i>. Say: <i>To make most words tell about more than one thing, add -s to the end: frogs</i> 3. Build <i>box</i>. Add <i>-es</i>. Say: <i>When a word ends in s, x, ch, or sh, add -es to make the word tell about more than one thing: boxes.</i> 4. Build <i>baby</i>. Take off the <i>y</i> and add <i>i</i>, then add <i>-es</i>. Say: <i>When a word ends in a consonant and y, change the y to i and add -es: babies. When a word ends in a vowel and y, just add -s.</i> Build <i>key</i> and <i>keys</i>. 	<p>frog</p> <p>frog + s</p> <p>frogs</p>	<p>box</p> <p>box + es</p> <p>boxes</p>	<p>baby</p> <p>bab - y + i + es</p> <p>babies</p>
Step 3 Blend Sounds to Read Words			
<ol style="list-style-type: none"> 1. Write <i>nests</i> and cover <i>-s</i>. Say: <i>Cover the -s. Look at the letters before -s.</i> Have children blend the sounds with you: /n/ /ĕ/ /s/ /t/. 2. Uncover <i>-s</i>. Have children blend: /n/ /ĕ/ /s/ /t/ /s/. 	<p>nests</p> <p>nest</p> <p>→ </p> <p>nests</p> <p>→</p>	<p>wish</p> <p>wish</p> <p>→ </p> <p>wishes</p> <p>→</p>	<p>city</p> <p>citi</p> <p>→ </p> <p>cities</p> <p>→</p>
<ol style="list-style-type: none"> 3. Repeat the procedure to blend <i>apes</i>, <i>days</i>, <i>mosses</i>, <i>branches</i>, <i>pennies</i>, and <i>candies</i>. <p>For words that end in consonant + <i>y</i>, cover up <i>-es</i> and point to <i>i</i>. Say: <i>When i is at the end, I know the base word ends in y. To read the whole word, I blend it and the sound of the ending.</i></p>	<p>apes, days</p>	<p>mosses, branches</p>	<p>pennies, candies</p>

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

See **Differentiate**



3 Read Words with Plural -s, -es, -ies

Read On Your Own Book 18 page 14

Use the **Word Builder** to display the words and sentences shown. Have children blend the words. Then point out High Frequency Words *The, are,* and *here.* Ask children to read the sentences.

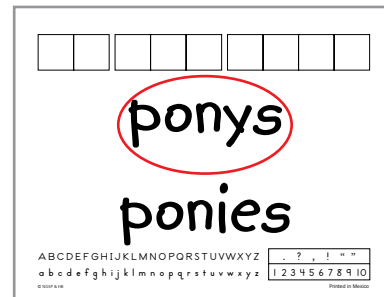
Have children turn to **Read On Your Own Book 18**, page 14. Review making plurals and complete the examples together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.21** for more practice.

4 Spell Words with Plural -s, -es, -ies

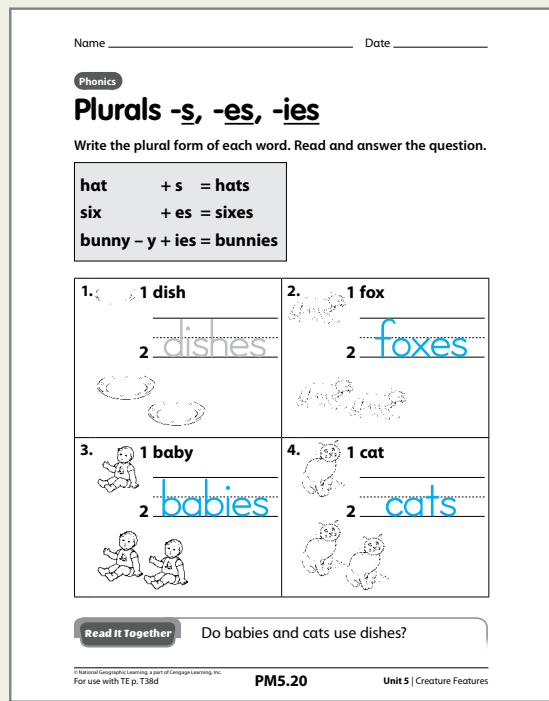
Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *ponies*
- **Segment sounds:** /p/ /ō/ /n/ /ē/ /z/. Have children write each sound they hear. Remind children of the spelling rules for making plurals.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 9/p/, 32/ō/, 7/n/, 33/ē/, and 22/z/)
- **Repeat the word:** *ponies*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *cats* and *glasses*. (cards 14/k/, 6/ă/, 5/t/, 1/s/, 10/g/, 8/l/, 21/ē/, and 22/z/)

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



Write-On/Wipe-Off Board



NGReach.com Practice Master PM5.20

Check & Reteach

OBJECTIVE: Read and Spell words with Plural -s, -es, -ies

Check dictation sentences for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Corrective Feedback Routine 2** to blend *ponies, glasses, foxes, pennies,* and *dogs.*

For **Corrective Feedback Routine 2**, see page BP36.

High Frequency Words

5 Read and Spell Key Words

Read On Your Own Book 18 page 15

Read aloud page 15. Then reread the sentences. Have children clap when they hear a High Frequency Word.



Plurals **-s**, **-es**, **-ies**

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



ape

ape



apes



fox

fox



foxes



puppy

pupp



puppies

Key Words

Look at the picture.
Read the sentences.

High Frequency Words

animal
color
group
might
most
move



Find the Male

1. Can you spot the male **animal** in the **group**?
2. The male animal **might** be big.
3. He might have the **most color**.
4. He might **move** fast.

Which animal is the male?



Phonics Games

NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 18 pages 14–15

Use a Word Wall chant to develop automatic recognition. Together, chant the spelling of each word (for example, *a, n, i, m, a, l*) and snap for each letter. Then clap as you say the whole word.

Assign **Practice Master PM5.21** for more practice.

REVIEW Check children's retention of Unit 4 High Frequency Words by playing **Toss and Spell** with *because, carry, don't, new, play, sleep, almost, both, kind, over, two, and was*.

- Use a beanbag and sit in a circle. Say the first word and toss the beanbag to the first child.
- That child repeats the word, says the first letter, and tosses the beanbag to the next child, who then says the next letter.
- Tossing continues until the word is spelled. The child who says the last letter also uses the word in an oral sentence.

For **Toss and Spell 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 15.

Circulate and listen for errors.

If children misspell words, use **High Frequency Words Routine 2** to reteach the words.

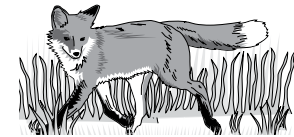
For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

High Frequency Words

A Red Fox

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words

animal
color
group
might
most
move

1. A red fox is a kind of animal.
2. What color is a red fox?
3. Most red foxes are rusty red.
4. Red foxes do not hunt in a group.
5. Look! You might see one move through the grass.

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For use with TE p. T38d

PM5.21

Unit 5 | Creature Features

NGReach.com Practice Master PM5.21

Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T31h

OBJECTIVE**Thematic Connection: Creature Features**

Preview an Article to Make Predictions

PROGRAM RESOURCES**PRINT & TECHNOLOGY**Interactive Read-Aloud 9 or Interactive Read-Aloud 9
PDF R11–R13**TECHNOLOGY ONLY**

Digital Library Images B63, B57

MATERIALS

index cards, 15

Power WritingHave children write as much as they can as well as they can in one minute about the word *scales*.For *Writing Routine 1*, see page BP56.**Vocabulary Practice****1 Review Science and Academic Vocabulary**Review the **Key Words** to prepare children for reading “The World of Tide Pools.” Display the words. Chorally read the words as a class.

Have children work in small groups. Children write each **Key Word** on one side of an index card and the definition or a picture on the other side. Have them place the cards in a pile. Have one child turn over the first card and read it aloud. The first child to correctly define the word or use it in a sentence gets to read the next card. Continue until all cards are drawn.

Key Words

alike · beak · body · compare
 connection · contrast · coverings
 different · feathers · feature
 look · mouth · part
 paw · scales · tail

Academic Talk**2 Preview and Predict** Interactive Read-Aloud 9 **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?* (tide pools) *Why do you think that?* (Possible response: I see a picture of a tide pool and hear the words in the title.) Set a purpose: *Let’s read to find out more about tide pools.*

Check & Reteach**OBJECTIVE:** Preview an Article to Make Predictions

Check children’s predictions about what the article will be about.

If children respond off topic, read aloud the title and the heads on screens 1–5. Ask: *What words are repeated?* (tide pools, animals, world) *What do you see in the pictures?* (plants and animals underwater) Have children continue looking through the screens until you are sure they understand that this article is about tide pools and what lives in them.

Interactive Read-Aloud**3 Share a Science Article** Interactive Read-Aloud 9 **SCREEN 4**

GENRE Explain: “*The World of Tide Pools*” 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 “Alligators” is also a science article. Have children think about where alligators live. Ask: *Do they live on land or in water?* (in water) Point out the pictures of the tide pool on screen 4 of “The World of Tide Pools.” Ask: *What kinds of animals do you think live here?* (Possible response: starfish) Set a purpose: *Let’s read to find out what other animals live in tide pools.*

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

Ask and Answer Questions About CC.1.SL.2

Information Presented

Through Media

Language and Vocabulary

Use Simple Declarative Sentences CC.1.L.1.j



SCREEN 1

The World of Tide Pools
by Ben Keller

Exploring Tide Pools
The tide pools in the Grand Caymans look quiet and even lifeless from far away. These tide pools are actually crowded with bright, colorful plant and animal life. What makes tide pools such a great underwater place to live? **1 2**

A main idea is the author's most important point. **More**

Main Idea

NGReach.com Interactive Read-Aloud 9

SCIENCE BACKGROUND Share information on tide pools:

- *The level of the sea changes every day. The rise and fall of the water each day is known as the tide.*
- *When the tide comes in, the water comes up on the shore. When the tide goes out, the water flows back to sea.*
- *When the water fills in rocky areas along the shore, it forms tide pools.*
- *Many **different** creatures live in tide pools.*

Read screens 1–5 to the class. Use the questions on T38g–T38h 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 Main Idea and Details
- Compare Genres
- Critical Thinking

SCREEN 2

Life In Tide Pools

Animals and plants that live in tide pools have everything they need. The tides bring food to the animals. The sunlight helps plants grow. Rocks give animals places to hide.

1 2

Details tell more about the main idea. → More

◀ ▶ Main Idea Details

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SCREEN 3

Different Kinds of Animals

Animals in tide pools come in wild shapes and crazy colors. A sea anemone and a sea slug look like beautiful flowers. An octopus looks like a slimy, gray bag with eight long legs.

3 4

sea slug

sea anemone

octopus

◀ ▶ Main Idea Details

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Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 **Make Predictions** *What other things do you think the team saw in the tide pools?* (Possible response: crabs)
- 2 **Active Reading** Remind children: *Authors use exclamation points to show excitement. You can use your voice to show excitement when you read.* Model reading with expression: *The team even saw an octopus!* Discuss with children why it might be exciting for the team to see an octopus.

SECOND READ

Day 4 Listen and Analyze

- 3 **Identify Main Idea and Details** ✓ *What is the main idea of the paragraph on screen 2?* (Animals and plants that live in tide pools have everything they need.) *What details does the author use to support the main idea?* (Tides bring food to the animals. Sunlight helps plants grow. Rocks give animals places to hide.)
- 4 **Draw Conclusions** Direct children to screen 4. *What would happen if a starfish lost one of its arms?* (It would grow a new arm.) *How do you know?* (The text says that a starfish has five arms that can grow back.)
- 5 **Compare Genres** *How is this science article like "Alligators"?* (Both tell facts about water animals.) *How is it different from the animal fantasy For Pete's Sake?* (Possible response: The animals in *For Pete's Sake* can talk. "The World of Tide Pools" is about real animals that live in tide pools.)



SCREEN 4

How Do Animals in Tide Pools Survive?

Animals in tide pools survive in different ways. A shellfish has a **hard shell**. Its shell keeps it safe from a bird's sharp beak. A starfish has **five arms that grow back** if an animal snatches them for a yummy treat. **4**



Navigation: Main Idea Details

SCREEN 5

A Different World

The Grand Cayman tide pools are surrounded by beaches. But these beaches are unusual. There is no sand—just sharp, **pointy coral**. It is a different world. But a world full of fascinating life! **5**



Navigation: Main Idea Details

Writing

4 Write About Tide Pools

Ask children: *Would you like to explore a tide pool? Why or why not?* Have children discuss their answers and then write a sentence telling why they would or would not like to explore a tide pool. Have children use **Key Words** in their sentences.

Key Words

and · animal · beak
 but · color · different
 might · most · move
 or · scales


Remind children that they can use words such as *colorful*, *beautiful*, *slimy*, or *sharp* to expand their sentences.



Daily Language Arts

Daily Grammar

Point out the words *beautiful* and *colorful* on screen 3 that tell more about the animals. Then have children complete the Daily Grammar lesson on T31j.



WRAP-UP Display a picture of a crab and an alligator. Have partners talk about ways a crab's home is like an alligator's home and how it is different.

For images, use the **Digital Library**.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Add Final Sounds
- ✓ Read and Spell Words with Plurals *-s*, *-es*, *-ies*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Plurals *-s*, *-es*, *-ies*: Practice Master PM5.23


Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 9, 11, 14, 21, 22, 24, 27, 33

Read On Your Own Book 18

TECHNOLOGY ONLY

Letter Cards



MORNING WARM-UP

Can you name some animals that live in tide pools?

Display children's answers, such as crabs, snails, sea slugs, anemones, and fish. If needed, display the Interactive Read-Aloud and have children identify the animals in the photos.

Phonological Awareness

1 Add Final Sounds ✓

Use **Phonological Awareness Routine 4**.

- **Say a word:** *box*. Say the word with me: *box*.
- **Add a sound:** Let's add /ě/ /z/ to the end of *box*: *box /ě/ /z/*. What is the new word? (*boxes*)
- **Say the new word:** *boxes*. Say the new word with me: *boxes*

For **Phonological Awareness Routine 4**, see page BP29.

Then continue with other words: *duck /s/*, *ducks*; *cub /z/*, *cubs*; *rock /s/*, *rocks*; *mop /s/*, *mops*; *dime /z/*, *dimes*; *penny /z/*, *pennies*.

Check & Reteach

OBJECTIVE: Add Final Sounds ✓

Say: *If I add /z/ to tree, what is the word?* (*trees*)

If children did not say *trees*, remind them that many words add /z/ for more than one, and words ending in *s*, *x*, *ch*, or *sh* add /ě/ /z/. Ask: *How do you say more than one lake?* (*lakes*)

Repeat with *beach* (/ě/ /z/), *bus* (/ě/ /z/), and *baby* (/z/).

Phonics

2 Read and Spell Words with Plural *-s*, *-es*, *-ies* ✓

REVIEW Distribute **Letter Cards**. Tell children to make a chart with the headings *-s*, *-es*, and *-ies*. Model how to build and blend *apes*. Have partners build and blend *apes* and write it in the first column on their paper. Continue with *cages*, *classes*, *ponies*, *puppies*, *sixes*, *bikes*, *legs*. Once the chart is complete, have partners take turns reading each group of words. Assign **Practice Master PM5.23** for more practice.

a	p	e	s
---	---	---	---

<u>-s</u>	<u>-es</u>	<u>-ies</u>
apes	classes	ponies
cages	sixes	puppies
bikes		
legs		

COMMON CORE STANDARDS

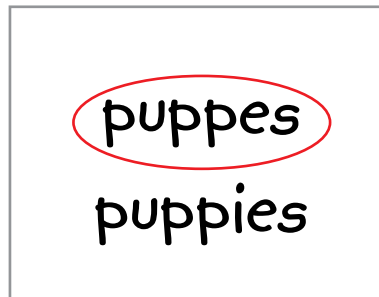
Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Add Final Sounds	CC.1.Rfou.2.c
Decode Words with Plural <i>-s</i> , <i>-es</i> , <i>-ies</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 Plural <i>-s</i> , <i>-es</i> , <i>-ies</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

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

- **Say a word:** *puppies*.
- **Segment sounds:** /p/ /u/ /p/ /ē/ /z/. Have children write each sound they hear. Remind children of the spelling rules.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 9 /p/, 24 /u/, 33 /ē/, 22 /z/)
- **Repeat the word:** *puppies*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat with *chicks* and *kisses*. (cards 27 /ch/, 11 /i/, 14 /k/, 1 /s/, 21 /ē/)

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



Write-On/Wipe-Off Board

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: *animal*, *color*, *group*, *might*, *most*, *move*.

REVIEW Use the High Frequency Words from this week along with previously taught words *because*, *carry*, *don't*, *new*, *play*, *sleep*, *almost*, *both*, *kind*, *over*, *two*, and *was* to play **Memory**.

For **Memory Game**, see page BP38.

Check & Reteach

OBJECTIVES: Read and Spell Words with Plural *-s*, *-es*, *-ies* ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2** with this sentence: *We like baby puppies the most.*

If children have trouble, display a model and have them circle any misspelled words and write them correctly. Then dictate: *Why do ponies move so fast?*

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

Name _____ Date _____

Phonics

Plurals -s, -es, -ies

Read the word. Add *-s*, *-es*, or *-ies* and write the new word on the line. Read the sentences.

ant	+ s	= ants
fox	+ es	= foxes
puppy	+ y + ies	= puppies

finch

1. Two finches sit on branches.

bunny

2. Three bunnies hop through the grass.

snake

3. Four snakes sit on the rocks.

buddy

4. Five buddies watch the animals.

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NGReach.com Practice Master PMS.23



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T31h

Differentiate

BL Below Level

ISSUE Children confuse the sound for *-es* and *-ies*.

STRATEGY Review the endings:

- Write *box* and have children blend. Add *-es* and say *boxes*. Have children repeat.
- Write *city* and have children blend. Ask children what sound they hear at the end. Then write *cities*. Point out the *i* and remind children that *i* has taken the place of the *y*, so it still stands for the /ē/ sound.



Read On Your Own Book 18



Male Animals

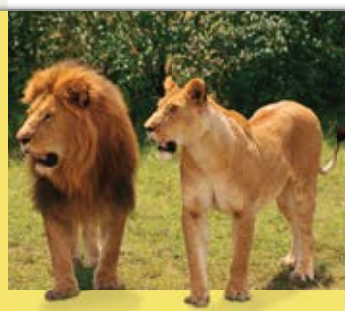
by Kelsey Bruce

Legend

- words with -s, -es, -ies
- high frequency words
- * story words

Animal babies are cute! Their mom is a female. Their dad is a male. The male and female do not always look like each other. Can you tell which animals are male?

1



These are lions. Which is the male?

2



The male lion is the one with the mane. The mane makes the lion look very big.

18



These are apes. Which is the male?

19

Read On Your Own Book pages 16–19

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 18	Teacher's Edition
words with digraphs <i>th, wh</i>	their (page 16) with (pages 18, 22) which (pages 16, 17, 19, 21) when (page 24)	/th/th (page 165d) /th/th (page 165d) /hw/wh (page 189l)
words with long <i>a</i>	male (pages 16, 17, 18, 19, 20, 21, 22) mane (page 18) makes (page 18) apes (page 19)	/ā/a (page T201b)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Ask children to choose their favorite animal from "Male Animals" and write sentences about it. Examples:

I like the lion because it has a mane.

I like the frog because it has pretty colors.

Decodable Reading

4 Read "Male Animals" Read On Your Own Book 18 pages 16–25

Use the photos to preteach the story words *female* (page 16), *lions* (page 17), and *trees* (page 20). Then use **Decoding Routine 4** to conduct two readings of "Male Animals." 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** *Are male animals moms or dads?* (They are dads.)
- 2 Make Comparisons** *How is the male lion different from the female lion?* (The male lion is bigger. The male lion has a mane.)
- 3 Draw Conclusions** *Female ducks are brown. How does that help them stay safe?* (The female ducks are the same color as the pond. They blend in.)
- 4 Make Connections** *Which of these male animals do you like best? Why?* (Responses should include reasons for liking an animal, such as color, size, or skill.)

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



The male ape is the big one. **Most** male apes are too big to **move** through trees. But females can!


20



These are **ducks**. Which is the male?


3

21



The male duck is the one with all the **colors**. The female duck **might** blend in with the pond. But you can see the male duck because of his **colors**.

22



Frogs hatch **masses** of **eggs**. This frog is sitting on **eggs**. Is it male or female?

4

23

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book
pages 20–25



It's a male! His job is to sit on the **eggs**, so they don't get dry. When they hatch, the **babies** ride on his back. ❖

24

Practice Phonics

Plurals -s, -es, -ies

Read these words.

babies bus dogs kiss spots
boxes cats finches puppies stripes

Find the plurals.
Use letters to build them. b o x e s

Talk Together

Choose words from the box above to tell your partner about the animals in the pet shop.

The cats have babies.

25

Practice Phonics

5 Words with Plural -s, -es, -ies Read On Your Own Book 18 page 25

Distribute **Letter Cards**. Read aloud the first activity on page 25. Have partners read the words in the box and do the word-building activity.

b	a	b	i	e	s
b	o	g	s		

6 Talk Together Read On Your Own Book 18 page 25

Have children work with partners to tell about the picture by using words from the box. Then share **Talk Together** answers. (Possible answers: *The cats have babies/stripes. The finches have spots/stripes. The dogs have babies/puppies/spots.)*

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Male Animals." 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: Creature Features

- Identify Synonyms
- Identify Main Idea and Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 9 or Interactive Read-Aloud 9
PDF R11–R13

TECHNOLOGY ONLY

Main Idea and Details: eVisual 5.8

MATERIALS

index cards, 4

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Identify Main Topic and Retell Key Details CC.1.Rinf.2

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

Use Simple Declarative Sentences CC.1.L.1.j

Demonstrate Understanding of Word Relationships CC.1.L.5

Vocabulary Practice

1 Identify Synonyms Interactive Read-Aloud 9 SCREEN 3

Display screen 3. Read aloud the first sentence. Ask: *Which word means the same as creatures? (animals)* Explain: *Creatures and animals are synonyms.* Give a group index cards with *survive* and *shell* written on them. Give another group index cards with *live* and *covering* written on them. Have children match the synonyms.

Check & Reteach

OBJECTIVE: Identify Synonyms

Ask: *Do the words large and big mean the same thing?*

If children cannot answer, display a picture of an octopus and write these two sentences above it: The octopus is large. The octopus is big. Explain: *Large and big are different words that mean the same thing. They are both synonyms that describe the size of the octopus.*

Comprehension

2 Identify Main Idea and Details Interactive Read-Aloud 9 SCREEN 3

REVIEW *The main idea is what the text is mostly about. Details tell more about the main idea.* Display **eVisual 5.8**. Read the text on screen 3 aloud. Have children identify the screen's main idea and details and add them to the chart.



Main Idea and Details

Complete the Main Idea and Details Chart

Main Idea	Detail	Detail	Detail

[NGReach.com](https://www.ngr.com) Main Idea and Details: eVisual 5.8



INTERACTIVE WHITEBOARD TIP: Have children clap for details that support the main idea.

Check & Reteach

OBJECTIVE: Identify Main Idea and Details

Display these three sentences: Many creatures live in tide pools. These include fish and crabs. Starfish also live there. Ask: *What is the main idea?* (Many creatures live in tide pools.) If children cannot answer, ask: *Are the sentences mostly about fish and crabs?* (No.) *Are they about starfish?* (No.) *Are they about creatures living in tide pools?* (Yes.) *This is the main idea.*

Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 9 SCREENS 1–5

Use the **Listen and Analyze** questions on T38g as you reread “The World of Tide Pools” and practice identifying main idea and details.



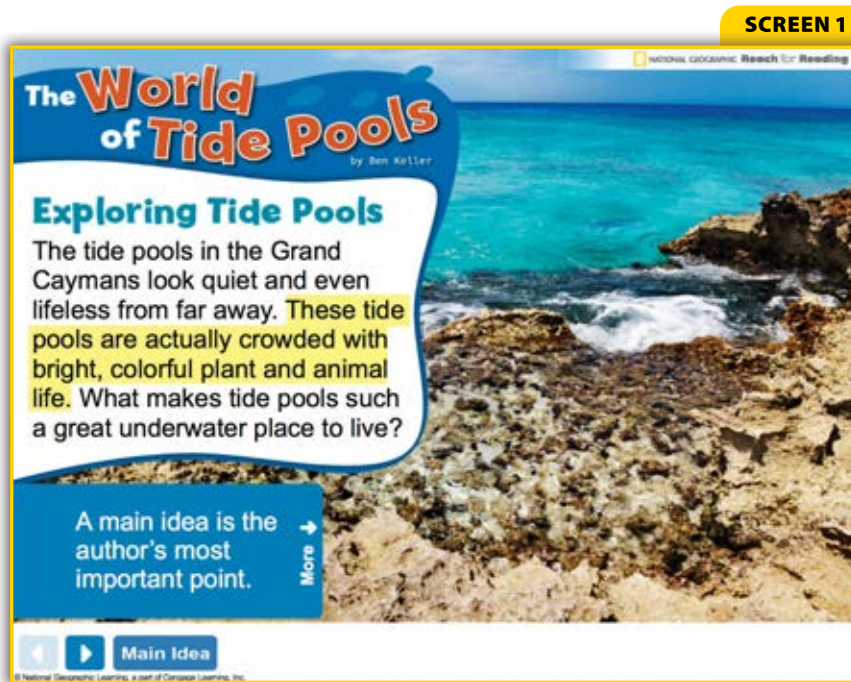
SCREEN 1

The World of Tide Pools
by Ben Keller

Exploring Tide Pools
The tide pools in the Grand Caymans look quiet and even lifeless from far away. These tide pools are actually crowded with bright, colorful plant and animal life. What makes tide pools such a great underwater place to live?

A main idea is the author's most important point. **More** →

Main Idea



Interactive Read-Aloud



Daily Language Arts

Daily Grammar ✓

Point out the describing words *sharp* and *pointy* that tell more about the coral on screen 5. Then have children complete the Grammar and Writing lesson on page T31j.

Writing

4 Write the Main Idea and Details Interactive Read-Aloud 9 SCREEN 1

Group children. Have one child in each group write the main idea of “The World of Tide Pools” while others select and write details. Model: *I look at all the **different** headings to see what each screen is about. Then I look at the details on each screen.* Have group members combine their ideas to write a summary.

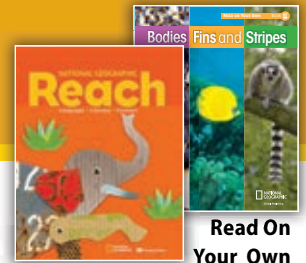
Academic Talk

5 Discuss Tide Pool Creatures

Have children discuss the creatures they read about in “The World of Tide Pools,” focusing on the main idea and details from the text. Guide the discussion by asking: *What animals live in tide pools? How do they survive?*



WRAP-UP Ask children: *Which tide pool creature do you like best? Why?* Have children discuss their responses with partners.



Anthology

Read On Your Own Book 18

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Read and Spell Words with -y
 - ✓ Read and Spell Words with Endings -s, -es, -ies
 - ✓ Read and Spell High Frequency Words
- Compare Genres

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Complete Sentences: Practice Master PM5.25

Read On Your Own Book 18

Interactive Read-Aloud 9 or Interactive Read-Aloud 9 PDF R11–R13

TECHNOLOGY ONLY

Online Vocabulary Games

Letter Cards

MATERIALS

index cards, 14 • poster boards, 4 • colored markers

MORNING WARM-UP

What facts about animals did you learn this week?

Help children remember the articles and stories they read this week. Ask: *What was the most surprising thing you learned?* Have children turn and talk.

Review Phonics and High Frequency Words

Arctic Animals

Some animals like cold, snowy places. Take turns reading the clues with a partner. Find the animals.

- 1 This animal is just one color.
- 2 This animal can fly.
- 3 These animals like to move in a group.
- 4 These babies might have the most fun on ice!
- 5 This animal has big tusks.
- 6 These animals like the tiny patches of plants.

Legend

- words with -y, -s, -es, -ies
- high frequency words

Read On Your Own Book 18
pages 26–27

Power Writing

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

For *Writing Routine 1*, see page BP56.

Phonics Review

1 Play Arctic Animals ✓ Read On Your Own Book 18 pages 26–27

Have partners look at the pictures and read the clues to answer the questions on **Read On Your Own Book 18** pages 26–27. Gather the group and discuss. Then have children play a game. Begin with a sentence such as: I went to the Arctic and saw baby bears. The next player repeats and adds another item. Examples:

- I went to the Arctic and saw baby bears and big walruss.
- I went to the Arctic and saw baby bears, big walruss, and baby seals.
- I went to the Arctic and saw baby bears, big walruss, baby seals, and big rocks.

COMMON CORE STANDARDS

Reading

Decode Words with -y	CC.1.Rfou.3
Decode Words with Plural -s, -es, -ies	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g

Writing

Focus on a Topic	CC.1.W.5
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Speaking and Listening

Participate in Conversations	CC.1.SL.1
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Language and Vocabulary

Use Simple Declarative Sentences	CC.1.L.1.j
Spell Words with -y	CC.1.L.2.d
Spell Words with Plural -s, -es, -ies	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Check & Reteach

- OBJECTIVES:** Read and Spell Words with -y ✓
 Read and Spell Words with Endings -s, -es, -ies ✓
 Read and Spell High Frequency Words ✓

Distribute **Letter Cards** to play **Build, Mix, Fix**. Display a word and have children build it with **Letter Cards** and mix up the cards. Cover the word and have children put the letters back in order. Uncover the word and have children correct their work.

For **Build, Mix, Fix Game**, see page BP38.

Complete Sentences

A **sentence** tells a complete thought.

An alligator's tail

Not a sentence

An alligator's tail is long.

A sentence

Grammar Rules Complete Sentences

- Start with a **capital letter**.
- End with an **end mark**, like a period.

Complete Sentence

capital letter

Alligator tails can be 10 feet long.

period

Read a Sentence

Which group of words is a sentence?

How do you know?

- leap up
- Tails help alligators leap up to catch food.

Write a Sentence

Write a sentence about alligators. Read it to a partner.

39

Anthology page 39

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com

VOCABULARY GAME

Introduce children to the game **Vocabulary Concentration**.

Prepare pairs of cards with synonyms from the week's reading. Spread cards facedown. Children take turns turning over two cards. If a child turns over matching synonyms, he or she keeps them. The child with the most cards wins.

For **Vocabulary Concentration**, see page BP55.

ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of synonyms from the week's selections to play a game. Display the synonyms.

Grammar Review

3 Use Complete Sentences Anthology page 39

Read aloud the Grammar Rules box. Remind children that a sentence tells a complete thought. Complete the Read a Sentence activity with children. Ask: *Which group of words is a complete sentence?* (**Tails** help alligators leap up to catch food.) Ask: *How do you know?* (Possible response: It starts with a capital letter and ends with a period.) Have children complete the Write a Sentence activity.

Then use T31i–T31j to review complete sentences and how to expand sentences. Organize children into groups. Have them work together to decide whether each group of words below is a complete sentence. Have children suggest words to add to the incomplete sentences in order to make them complete.

- Tide pools
- Crabs try to catch the fish.
- The sea water is cold.
- Crawl along the rocks

Assign **Practice Master PM5.25**.

Name _____ Date _____

Grammar: Complete Sentences

Build a Sentence Game

Grammar Rules Complete Sentences

A complete sentence has a **naming part** and a **telling part**.

- Start a sentence with a **capital letter**. (A) tiger has paws.
- End a sentence with an **end mark**.

- Toss a marker onto one of the sentence parts below.
- Put it together with another sentence part to make a complete sentence.
- Write the complete sentence on a separate piece of paper.
- Say the sentence to your partner.

the monkey	the elephant
has a tail	the giraffe
can run	has fur
can climb	the tiger
the snake	has a mouth

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For use with TE p. T39

PM5.25

Unit 5 | Creature Features

NGReach.com Practice Master PM5.25

Comprehension

4 Compare Genres

Remind children that they have read two nonfiction science articles about animals this week. Display the story *For Pete's Sake* from week 1 and review story events with children. Ask: *What kind of text is For Pete's Sake?* (animal fantasy)

Display "The World of Tide Pools" alongside *For Pete's Sake* and ask children about the differences between the two texts. Ask: *How do they look different?* (Possible response: *For Pete's Sake* has pictures. "The World of Tide Pools" has photos.) Ask: *Do both texts have headings?* (No, only "The World of Tide Pools" does.)

Display "Alligators" alongside *For Pete's Sake*. Ask: *How are the alligators different in these texts?* (Possible response: The alligator in *For Pete's Sake* talks and has feelings. He isn't real. The alligators in the article are real and don't talk.) Ask: *How are the author's purposes different in the articles and For Pete's Sake?* (Possible response: The author's purpose in *For Pete's Sake* is to tell an entertaining story about a character. The author's purpose in the articles is to give information about tide pools and real animals.)

Check & Reteach

OBJECTIVE: Compare Genres

Display *For Pete's Sake*, "The World of Tide Pools," and "Alligators." Ask: *Which is an animal fantasy? Which are science articles?*

If children cannot answer correctly, ask: *Do "Alligators" and "The World of Tide Pools" have characters who say and do things?* (No.) *Do they give facts about real things?* (Yes.) Explain that science articles give facts about real things. Then ask: *Does the alligator in For Pete's Sake talk?* (Yes.) *Do real alligators talk?* (No.) Guide children to understand that this makes *For Pete's Sake* an animal fantasy.

Academic Talk

5 Relate Readings to the Big Question

Use **Corners**.

- Designate corners of the classroom for discussion of each of the following pairs of animals: alligator/starfish, octopus/snail, fish/crab, and bird/shellfish.
- Have children think about which pair of animals interests them most.
- Group children into the corner of their choice to discuss the pair of animals. Have children discuss the **Big Question: How are animals different?** Guide children to discuss where the animals live, what they look like, what they eat, and how they move.
- Have one child from each corner share what the group talked about.

For **Corners**, see page BP60.



Writing

6 Write About Animals

Retain the groups from **Academic Talk**. Have each group create a poster to show the differences between the animals they discussed. Each group should:

- draw the animals
- write labels or captions that tell what the animals are
- write one or two sentences about how the animals are different, for example: alligators have four short legs and a tail; starfish have five legs.

Remind children that each sentence should be complete. It should begin with a capital letter and end with an end mark. Display completed posters in the classroom. Give children a chance to read, comment on, and question the posters.



Daily Language Arts

Daily Grammar

Review and Assess on page T31j

WRAP-UP Ask: *Which animal would you like to learn more about?* Group children by the animal they are interested in. Ask groups: *What else would you like to know? How can you find out?* Display one question from each group. Help children find classroom resources that might answer their questions.

Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

Substitute Final Sounds

Add Final Sounds

Phonics

Decode Words with -y

Decode Words with

Plural -s, -es, -ies

High Frequency Words

Read High Frequency Words

Spelling

Spell Words with -y

Spell Words with Plural -s, -es, -ies

Spell High Frequency Words

Fluency

Expression

Accuracy and Rate

ASSESSMENTS

Foundational Skills Test Unit 5, Week 2

Phonological Awareness

Substitute Final Sounds

Add Final Sounds

Decoding

Decode Words with -y

Decode Words with Plural -s, -es, -ies

High Frequency Words

animal
color
group
might
most
move

AS.17

Foundational Skills Test Unit 5, Week 2

1. cans
2. frog
3. try

4. buns
5. glass
6. cry

AS.18

Spelling Words

Words with -y

Words with -s, -es, and -ies

High Frequency Words

More Words

AS.19

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a crack. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

AS.1

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a crack. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

AS.2

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a crack. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

AS.3

Reading

Identify Main Idea and Details

Reading Comprehension Test Unit 5, Week 2

Pet Dogs

Dogs are not people, but they can be like family.

Care

We feed our dogs. We give them baths. If they get sick, we take them to the doctor.

At Home

Some dogs come inside our homes. They sleep on beds and eat out of bowls.

Travel

We take our dogs places. They go to the park. They have play dates. Most dogs love to ride in the car. Some dogs even fly on airplanes!

AS.19

Reading Strategy Assessment Unit 5

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Circle the child's answer.

ASK: What did you do with your reading? What did you do to understand how the author wrote?

AS.20

Reading Strategy Assessment Unit 5

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Circle the child's answer.

ASK: What did you do with your reading? What did you do to understand how the author wrote?

AS.21

Vocabulary

Use Science Vocabulary

Use Academic Vocabulary

Grammar and Writing

Sentences Test

Write a Description

Vocabulary Test Unit 5, Week 2

Directions: Read the question. Choose the best answer.

1. Which word means the same as city?
 car
 town
 store

2. Which word means the same as small?
 little
 large
 light

AS.21

Grammar and Writing Test Unit 5, Week 2

Directions: Choose the answer that completes the sentence correctly.

1. A horse _____
 four legs
 runs fast
 big animal

2. _____ have wings.
 Birds
 Fly high
 Very light

3. The snake _____
 on the tree
 spotted skin
 moves slowly

AS.23

Writing Rubric

Directions: Use the rubric to evaluate the student's writing. Circle the score for each category.

AS.25

Foundational Skills Test

A5.17–A5.18

Spelling Pretest/ Spelling Test

See page T31g

Oral Reading Assessment

A5.1–A5.4

Use these passages throughout Unit 5. Work with On Level readers this week.

Reading Comprehension Test

A5.19–A5.20

Reading Strategy Assessment

LR5.5–LR5.6

Vocabulary Test

A5.21–A5.22

Grammar and Writing Test

A5.23–A5.24

Writing Rubric

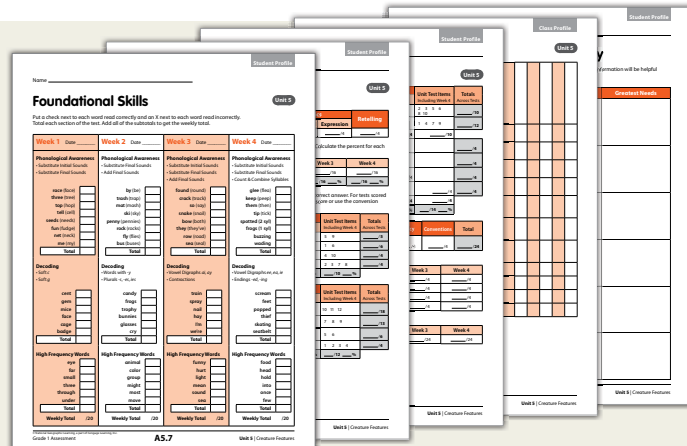
A5.25



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills A5.7
- Student Profile: Weekly and Unit Tests A5.51–A5.52
- Class Profile: Weekly and Unit Tests A5.53
- Student Profile: Strengths and Needs A5.54
- Student Profile: Oral Reading Progress Tracker ONLINE ONLY

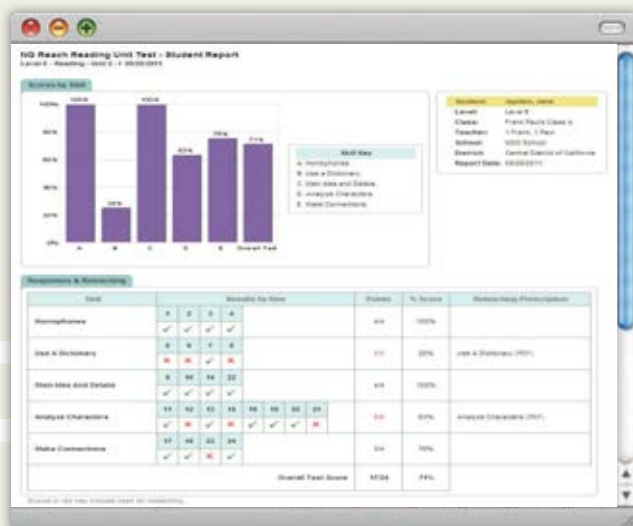
Foundational Skills, Spelling, Fluency

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, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

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

Reading

RETEACH

- Identify Main Idea and Details: Reteaching Master RT5.5
- Make Connections: Reteaching Master RT5.6

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

Vocabulary, Grammar and Writing

RETEACH

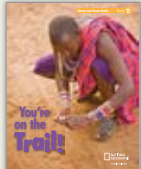
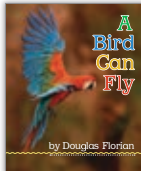


- Sentences: Reteaching Master RT5.7
 - Interactive Writing Routine, page BP58
- ADDITIONAL PRACTICE**
- More Grammar Practice RT5.8

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 Initial and Final Sounds T39m	☑ Substitute Initial and Final Sounds T42e
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.3 ☑ Words with <i>ai, ay</i> T39m ☑ CVVC Word Patterns T39n	Phonics CC.1.Rfou.3–4 ☑ Words with <i>ai, ay</i> T42e ☑ CVVC Word Patterns T42e ☑ Read with Fluency T42g
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T39i, T39p CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T39i, T42f Handwriting T42f CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Give Information T40 CC.1.SL.1	Make Connections T42i CC.1.SL.1
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Use Commands T39k Science Vocabulary CC.1.L.4 ☑ Learn Key Words T40 climb fly run slide slither swim	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Use Exclamatory Sentences T39k Academic Vocabulary CC.1.L.4 ☑ Learn More Key Words T42i back fact front movement push
	Reading 🕒 20–40 minutes	Read CC.1.Rinf.10; CC.1.Rfou.4 ☑ Read-Aloud: Fact Book T41a Comprehension ☑ Categorize Details T41a 	Reread CC.1.Rinf.10.a ☑ Read-Aloud: Fact Book T43a Comprehension CC.1.SL.1 ☑ Make Connections T43a 
	Writing 🕒 15 minutes	Power Writing T40 CC.1.W.5 Writing CC.1.W.5 Write About Movement T42d	Power Writing T42i CC.1.W.5 Writing CC.1.W.2 Writer's Craft T43b
LEVELED READING TIME		Read Book 1 CC.1.Rlit.10; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Make Connections ☑ Compare and Contrast ☑ Categorize	Reread Book 1 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Make Connections ☑ Compare and Contrast ☑ Categorize
LEARNING STATION TIME			Speaking and Listening T39g CC.1.SL.4–5 Language and Vocabulary T39g CC.1.L.4 Writing T39g CC.1.W.2 Cross-Curricular T39h CC.1.SL.2; CC.1.SL.5 Reading and Intervention T39h; RT5.9 CC.1.Rfou.3–4

BIG Question How Are Animals Different?

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"/> Add Final Sounds T43c CC.1.Rfou.2.c Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 <input checked="" type="checkbox"/> Words with Contractions T43c Spelling CC.1.Rfou.3; CC.1.L.2.d <input checked="" type="checkbox"/> Words with Contractions T39j, T43e <input checked="" type="checkbox"/> Practice High Frequency Words T39j, T43e CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Add Final Sounds T57a CC.1.Rfou.2.c Phonics CC.1.Rfou.2.b; CC.1.Rfou.3–4; CC.1.L.2.d <input checked="" type="checkbox"/> Words with Contractions T57a <input checked="" type="checkbox"/> Read with Fluency T57c Spelling CC.1.Rfou.3; CC.1.L.2.d <input checked="" type="checkbox"/> Words with Contractions T39j, T57a <input checked="" type="checkbox"/> Practice High Frequency Words T39j, T57b CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T57h CC.1.Rfou.2.c Phonics CC.1.Rfou.3 <input checked="" type="checkbox"/> Words with <i>ai, ay</i> and Contractions T57h Spelling CC.1.L.2.d <input checked="" type="checkbox"/> Words with <i>ai, ay</i> and Contractions T57h <input checked="" type="checkbox"/> Review High Frequency Words T39j, T57h 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 T44 CC.1.SL.1 Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Use Commands and Exclamatory Sentences T39l Vocabulary CC.1.L.4 <input checked="" type="checkbox"/> Expand Word Knowledge T44 Read CC.1.Rinf.10; CC.1.Rfou.4 <input checked="" type="checkbox"/> Read a Fact Book T45–T56–57  Power Writing T44 CC.1.W.5 Writing CC.1.W.2 Write About Movement T56–57 	<ul style="list-style-type: none"> Discuss Movement T57e CC.1.SL.1 Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Grammar and Writing T39l Vocabulary CC.1.L.4 <input checked="" type="checkbox"/> Share Word Knowledge T57e Reread CC.1.Rinf.10 <input checked="" type="checkbox"/> Reread a Fact Book T57f Comprehension CC.1.Rinf.6; CC.1.SL.1 <input checked="" type="checkbox"/> Categorize Details T45–T56–57 <input checked="" type="checkbox"/> Make Connections T45–T56–57  Power Writing T57e CC.1.W.5 Writing CC.1.W.2 Write About Movement T57f 	<ul style="list-style-type: none"> Talk About <i>Slither, Slide, Hop, Run</i> T58 CC.1.SL.1 Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Review T39l Vocabulary CC.1.L.4 <input checked="" type="checkbox"/> Review T57g Reread and Integrate Ideas CC.1.SL.1 T58 Comprehension CC.1.SL.1 <input checked="" type="checkbox"/> Categorize Details T58 <input checked="" type="checkbox"/> Make Connections T59  Power Writing T57g CC.1.W.5 Writing CC.1.W.5 Write About It T58

Read Book 2 CC.1.Rlit.10; CC.1.Rinf.10
 Introduce LR2
 Read LR4–LR11
 Make Connections
 Compare and Contrast
 Categorize

Reread Book 2 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.SL.1
 Read and Integrate Ideas LR2
 Make Connections
 Compare and Contrast
 Categorize

Reading CC.1.W.1–3; CC.1.SL.1.a
 Connect Across Texts LR3
Writing
 Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T59a–T59b
 Foundational Skills A5.25–A5.26 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
 Spelling Test T39i CC.1.Rfou.3; CC.1.L.2.d–e
 Oral Reading Assessment A5.1–A5.4 CC.1.Rfou.4
 Reading Comprehension Test A5.27–A5.28 CC.1.Rlit.3
 Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
 Vocabulary Test A5.29–A5.32 CC.1.L.4; CC.1.L.6
 Grammar and Writing Test A5.33–A5.34 CC.1.L.1
 Reteaching Masters RT5.9–RT5.12

Week 3 Learning Stations

Speaking and Listening

Option 1: Animal Clues

Animal Clues

1. Look at the Language Builder Picture Cards. Choose one.

2. Think of clues for your animal. How does it look? How does it move?

Flamingo **Crab**
Snail **Bee**

Flamingo: I am pink. I have feathers. I can walk.
Crab: I am pink. I have legs. I can walk.
Snail: I am pink. I have legs. I can walk.
Bee: I am pink. I have legs. I can walk.

Are you _____?
Can you _____?

I am _____. Are you _____?
I have _____. Can you _____?
I can _____. Can you _____?

Find animal photos in the Digital Library on NGReach.com

PROGRAM RESOURCES


Language and Literacy Teamwork Activities: Card 33


Digital Library Image: Language Builder Picture Cards B58, B60–B63

Teacher's Guide on NGReach.com

Describe Animals CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Option 2: Two Ways to Move

 A turtle can crawl.

 A turtle can paddle.

MATERIALS

colored markers

Have children work in pairs.

- Partners choose an animal that moves in two different ways. For example, otters slide and swim; monkeys climb and swing.
- Each partner draws one of the animal's movements and acts it out.
- Display the drawings and have partners tell about their animal and its movements.

Describe Animals CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Key Words

back · categorize · climb · fact · fly · front
movement · push · run · slide · slither · swim


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 children expand word knowledge by:

- looking up words
- adding definitions and images
- using words in commands or in exclamatory sentences.

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

Writing

Option 1: How Do Animals Move?

How Do Animals Move?

1. Think about your favorite animal.

2. Draw a picture of the animal. Label the animal with its name. Then trade pictures with your partner.

3. Write three sentences about how the animal in the picture moves. Use motion verbs.

Snake

A snake slithers.
A snake slides.
A snake glides.

Find animal photos in the Digital Library on NGReach.com

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 34

Teacher's Guide on NGReach.com

colored markers · crayons

Write Facts About Topics CC.1.W.2

Option 2: Observe and Learn



PROGRAM RESOURCES & MATERIALS

Digital Library Image B59

fish in fishbowl or aquarium (optional)

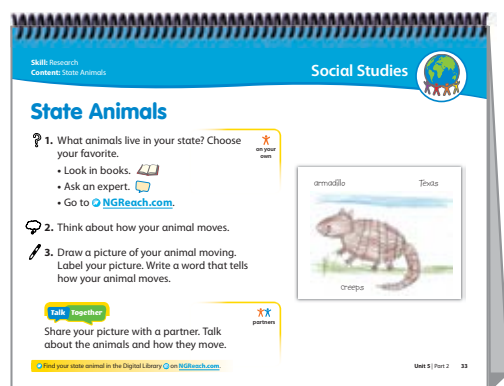
Display the photo of the goldfish. If possible, have children observe a live fish in a fishbowl or aquarium.

Have children write one sentence about how fish move from place to place and another sentence about which body parts fish use to move. Have children compare their observations with a partner.

Write Facts About Topics CC.1.W.2

Cross-Curricular

Option 1: State Animals



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 33

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

books about animals • colored markers or crayons

Ask and Answer Questions	CC.1.SL.2
Add Visuals to Clarify	CC.1.SL.5

Option 2: Animals on the Move



PROGRAM RESOURCES

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

Have children go to [NGKids.com](https://www.nckids.com) and click on the *Animal and Pets: All* tab.

- Each child selects an animal and watches the video to see how the animal moves.
- Children take turns asking questions about how their partner's animal moves.
- Children should use what they have learned to answer the questions. They can show parts of the video to clarify their points.

Ask and Answer Questions	CC.1.SL.2
Add Visuals to Clarify	CC.1.SL.5

Reading

Option 1: Comprehension Coach

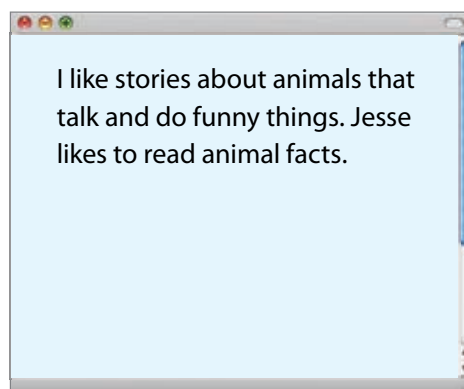


Have children use the software according to their individual needs:

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

Read with Fluency CC.1.Rfou.4

Option 2: Write About Book Choices



Have partners discuss which kinds of animal books they like best. Have children write a few sentences about the discussion.

See **Recommended Reading** on page LR12.

Use Technology in Writing CC.1.W.6

Intervention

Option 1: Reteach Words with Vowel Digraphs *ai, ay*

PROGRAM RESOURCES Phonics Picture Card 119



Use **Reteaching Routine 1**.

- **Display the word.** Use **Phonics Picture Card 119**.
- **Say the word:** *nail*. Have children repeat.
- **Read the word.**
- **Scaffold spelling.**

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

Decode Words with Vowel Digraphs *ai, ay* CC.1.Rfou.3

Option 2: Phonics Games

PROGRAM RESOURCES



Online Phonics Games

Decode Words with Vowel Digraphs *ai, ay* CC.1.Rfou.3
 Read with Fluency CC.1.Rfou.4

For **Reteaching Masters**, see pages RT5.9–RT5.12.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T39m–T59

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Spell Words with Digraphs *ai* and *ay*
- ✓ 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.

Words with *ai, ay*

- wait Please **wait** for me.
- stay I have to **stay** a moment longer.

Contractions

- I've **I've** been to the zoo many times.
- you're **You're** going to love Monkey Island!

High Frequency Words

- funny The animals at the zoo sometimes do **funny** things.
- hurt Did that lion **hurt** its paw?
- light The lion can see well in both **light** and darkness.
- mean What does this word **mean**?
- sea Many different types of fish live in the **sea**.
- sound What **sound** does an alligator make?

More Words

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

- trail Let's walk on the **trail** through the woods.
- say Did you **say** you wanted to rest?
- clay We can follow the **clay** path.
- we'll **We'll** rest here for a while.
- plain We can feed the ducks **plain** bread.
- I'm **I'm** ready to go home now.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master
PM5.31

Prepare

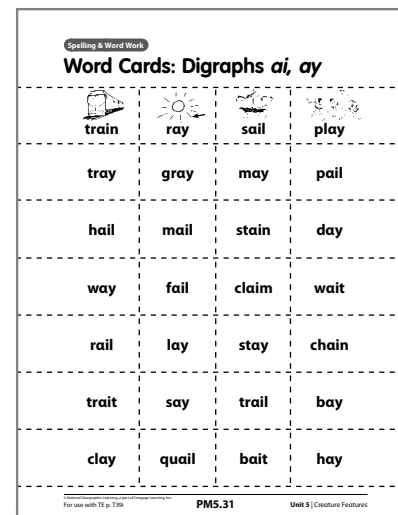
Have pairs cut out the **Word Cards** and sort them into piles by digraph.

Play a Game

- One child mixes up some words 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 words with each digraph and add them to the correct sorted pile.

MATERIALS

scissors



NGReach.com Practice Master PM5.31

Decode Words with Digraphs *ai, ay*
Spell Words with Digraphs *ai, ay*

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

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM5.32

Prepare

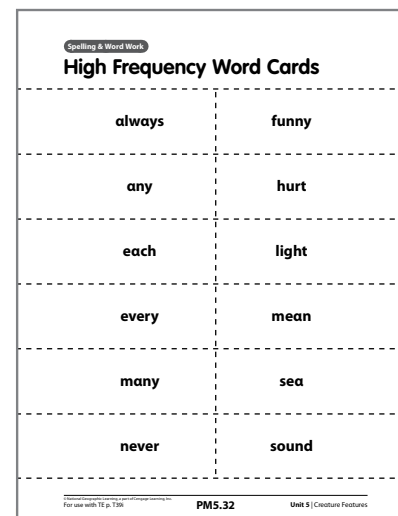
Ask children to form groups of three. Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

Play a Game

- Groups turn the cards facedown and mix them up.
 - On signal, groups turn over cards and arrange them in alphabetical order.
 - Check the words and assign a point for each correctly alphabetized word.
 - Have the groups remix the cards for another round.
- After several rounds, the group with the most points wins.

MATERIALS

scissors



NGReach.com Practice Master PM5.32

Spell High Frequency Words

CC.1.L.2.d



Crack the Code

Day 3



Option 1

Prepare

Explain that children will use a secret code that assigns a number to each letter of the alphabet: 1 = A, 2 = B, 3 = C, and so on. Have children write out the code on a piece of paper using the equal sign, or have volunteers write the numbers and letter equivalents on the board.

Post the Spelling Words.

Play a Game

- A volunteer chooses a Spelling Word and writes it on the board, using the number code and including apostrophes.
- Have the class decode the word using their code key. The first child to call out the word is the next encoder.

13 5 1 14

Decode Words with Digraphs <i>ai, ay</i>	CC.1.Rfou.3
Decode Words with Contractions	CC.1.Rfou.3
Spell Words with Digraphs <i>ai, ay</i>	CC.1.L.2.d
Spell Words with Contractions	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Build Words Online

Day 3



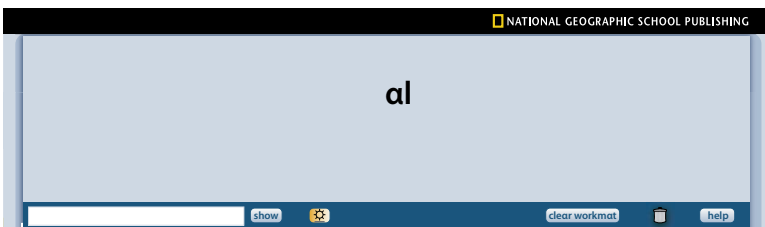
Option 2

Prepare

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

Play a Game

- Have a partner drag two letters from the middle of a Spelling Word.
- The second partner adds letters to complete the word.
- The first partner checks to make sure the new word is a Spelling Word. Then the partners reverse roles.
- Continue play until all the words have been chosen and identified.



NGReach.com Word Builder

Extend the activity by having children identify each digraph or contraction that appears in the words.

Decode Words with Digraphs <i>ai, ay</i>	CC.1.Rfou.3
Decode Words with Contractions	CC.1.Rfou.3
Spell Words with Digraphs <i>ai, ay</i>	CC.1.L.2.d
Spell Words with Contractions	CC.1.L.2.d

Double the Fun

Day 4



Option 1

Prepare

Display the Spelling Words.

Play a Game

- One child chooses a Spelling Word and uses it in a sentence.
- The second child says a new sentence using the original word and a second word of his or her choice. Have partners play until all the words have been used twice.
- Award one point for each word used correctly. The winner is the child with more points at the end of the game.
- Extend the activity by allowing the first player to say a sentence using three Spelling Words, after the second player has said a sentence using two Spelling Words.

The penguin got hurt.

Decode Words with Digraphs <i>ai, ay</i>	CC.1.Rfou.3
Decode Words with Contractions	CC.1.Rfou.3

Keep It Going

Day 4



Option 2

MATERIALS

Word Cards from Day 2

Prepare

Have one child pass out **Word Cards**, facedown.

Play a Game

- The first player places a card face up and says a sentence using the word.
- The second player places another card and says a sentence using both words, arranging the cards in the order in which they were used in the sentence.
- The third player either places a card and continues the sentence or says a new sentence.
- The first player continues the game by placing another card to continue the sentence or start a new sentence.

I'm trail

Have children play several rounds using all the cards.

Decode Words with Digraphs <i>ai, ay</i>	CC.1.Rfou.3
Decode Words with Contractions	CC.1.Rfou.3

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: Creature Features

✔ Use Commands and Exclamatory Sentences

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Simple Imperative and Exclamatory Sentences

CC.1.L.1

CC.1.L.1.j

Day 1

PROGRAM RESOURCES

Commands: eVisual 5.9

Teach the Rules

Use page T42d to introduce commands and then teach the rules.

Commands

- | | |
|--|--|
| • A command tells someone to do something. | Come here.
Please sit down . |
| • Commands usually end with a period . | Walk that way.
Look at that bird. |
| • Strong commands have an exclamation point . | Watch out for the snake! |
| • Commands always have a telling part . The subject you is understood. | Move away from that horse. |
| • Sometimes commands have a naming part . | Sarah , stop yelling . |

NGReach.com Commands: eVisual 5.9

Play a Game

Play begins with one child in a pair saying a name. The second child uses the name in a command. The first child uses the name in a sentence that is not a command. Provide an example:

- *Shauna*
- *Shauna, don't eat that bug.*
- *Shauna does not eat the bug.*

Continue play for five minutes.

Differentiate

EL English Learners

ISSUE In Korean, commands can be formed by changing verb endings.

STRATEGY Have children identify and underline the verb in commands. Point out that there is no special verb ending for commands in English.

Day 2

PROGRAM RESOURCES

Exclamatory Sentences:
eVisual 5.10

MATERIALS

white index cards, 2 per child • colored index cards, 2 per group

Teach the Rules

Use page T43b to introduce exclamatory sentences and then teach the rules.

Exclamatory Sentences

- | | |
|---|--|
| • An exclamatory sentence expresses strong emotion. It ends with an exclamation point . | Wow! That's amazing!
I can't believe it!
What an interesting bird! |
|---|--|

NGReach.com Exclamatory Sentences: eVisual 5.10

Play a Game

Form groups. Give two white cards to each child and two colored cards to each group. Have each child write a sentence that expresses strong emotion on a white card, and a sentence that does not on the other, using no end marks. Then have children write a period on one colored card and an exclamation point on the other. Have a group member mix up all white cards. Explain:

- *One child picks a white card and reads the sentence aloud.*
- *The player to the right of that child places the colored card with the correct end mark next to the sentence.*

Continue until each child has chosen several white cards.

Differentiate

BL Below Level

ISSUE Children may have difficulty understanding the difference between commands and exclamatory sentences.

STRATEGY Say a series of sentences. Have children tell if they are commands, exclamatory sentences, or both. Guide by asking: *Does this sentence tell someone to do something? Does it show strong emotion?*



Day 3

PROGRAM RESOURCES MATERIALS

Expand Commands and Exclamatory Sentences: eVisual 5.11

Word Cards: Practice Master PM5.35

Teach the Rules

Use page T56–57 to explain how to expand sentences.

Expand Sentences

- You can add words to the **naming part** of a command or exclamatory sentence.
Come here.
Tina, come here.
- You can add words to the **telling part** of a command or exclamatory sentence.
Stop the horse.
Stop the horse **right now.**

NGReach.com Expand Sentences: eVisual 5.11

Play a Game

Distribute **Practice Master PM5.35**. Have pairs cut apart the cards and play “Word Match.” Explain:

- Put the gray and white cards in separate piles, facedown.
- The first player takes a gray and a white card and reads them to the other player. The partner must use both words in a command or an exclamatory sentence.
- Continue play until all the white cards have been used.

Grammar: Expand Sentences Word Cards		
Mom	Fluffy	Jake
Sarah	Grandpa	Buster
couch	window	garden
door	pond	snake
book	TV	song
call	tell	point
eat	put	turn

NGReach.com Practice Master PM5.35

Differentiate

EL English Learners

ISSUE In Hmong and Vietnamese, commands can be formed by adding an adverb after the verb for emphasis.

STRATEGY Review the rules for forming commands in English. Have pairs turn declarative sentences into commands, without adding words.

Day 4

PROGRAM RESOURCES

Use End Marks in Sentences: Practice Master PM5.37

Grammar and Writing

Use page T57f to model the use of end marks in commands and exclamatory sentences when writing. Then distribute **Practice Master PM5.37**. Read the letter. Have children choose the end mark in the box that correctly completes each sentence and write it in the blank.

Name _____ Date _____

Grammar & Writing

Use End Marks in Sentences

Read each sentence. Then choose an end mark from the box that goes with the sentence. Write it on the blank.

_____ . _____ !

Dear Mom and Dad,

I have some great news. Just listen to this _____ We went on a hike _____ We saw a big pond. I looked at the water. I could not believe my eyes _____ What did I see in the water? You had better sit down _____ I saw a huge alligator _____ He looked as big as a car _____

Write back to me _____

Love,
Alex

NGReach.com Practice Master PM5.37

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A5.33–A5.34

Review and Assess

Display and read the sentences below. Have volunteers explain which end mark belongs in each sentence. Have them imagine how the speaker would say the sentence. Responses may vary.

- Look up in that tree
- Oh, I think it's just a hawk
- Oh my gosh
- Dad, it's an eagle
- I have never seen an eagle before

Administer the **Writing, Revising, and Editing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial and Final Sounds
- ✓ Read and Spell Words with *ai, ay*
- ✓ Read and Spell CVVC Words
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 52

Sound/Spelling Cards 1, 5, 7, 8, 12, 35

Words with *ai, ay*: Practice Master PM5.26

Read On Your Own Book 19

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 9–10

Word Builder

Phonics Games

MATERIALS

small chips or coins for counting sounds, 5 per child

MORNING WARM-UP

Would you rather be able to fly through the air, breathe underwater, or walk upside down?

Have children talk about what they would be able to see or do if they were able to do these things. Explain that animals can do many things we cannot do.

Phonological Awareness

1 Substitute Initial and Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *may*.
- **Segment the sounds:** /m/ /ā/. Have children use sound boxes and say sounds.
- **Substitute a sound:** *Let's change /m/ to /d/.* /d/ /ā/.
- **Say the new word:** *day.* Say the new word with me: *day*.

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with these words: *trail/train/drain, so/say/may*.

Check & Reteach

OBJECTIVE: Substitute Initial and Final Sounds ✓

Ask: *What word do I get if I change the /h/ in hail to /p/?* (*pail*) *If I change the /l/ to /d/?* (*paid*)

If children cannot answer, initiate nonsense rhymes: *Have a seat and meet my feet!* Point out the changing initial sounds and encourage children to make their own silly rhymes with *funny/bunny/honey/sunny* and *back, bad, bat, bam*.

Phonics

2 Learn Words with *ai, ay* ✓

Sing with Me Phonics Songs Book page 52

Play Tracks 9 and 10 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 Look at floor through “thumb/finger glasses.”
- 2 Walk open, flat hands (paw prints) across desk; hold up finger when you say, “So.”
- 3 4 Walk fingers around desk; signal to stop.

Paw Prints

One day in May, I found a trail **1**
Of paw prints in the sand, so **2**
I tracked the prints around the bay, **3**
As far as I could go. Whoa! **4**

Sing with Me Phonics
Songs Book page 52

COMMON CORE STANDARDS



Reading

Decode Words with *ai, ay* 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 *ai, ay* 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 the spelling *a* on **Sound/Spelling Card 35**. Then use **Decoding Routine 1** to connect sound and spellings /ā/, *ai*, *ay*, and to blend words.

Step 1 Develop Phonological Awareness		/ā/ ai, ay
1. Tell children: <i>These words have /ā/ at the beginning.</i> <i>These words have /ā/ in the middle.</i> <i>These words have /ā/ at the end.</i>		aim, aid, ate wait, trail, chain day, way, sway
2. Tell children: <i>I will say a word. Listen for /ā/. If you hear /ā/, touch your face. If you don't hear it, do not touch your face.</i>		pail, paw, tray, faint, track, clay, sand, snail, rain, clap
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 35 . Say: <i>acorn</i> . Have children repeat.	 <p>Card 35 acorn, /a/, ai_, _ay</p>	
2. Say: /ā/. Have children repeat.		
3. Turn the card over. Point to the spellings and name them. Have children repeat. Cover the spelling for <i>a_e</i> for the rest of steps 2 and 3.		
4. Give examples of long <i>a</i> words with the <i>ai</i> and <i>ay</i> spellings.		sail, braid, pain, nail, mail, spray, gray, stay, bray
Step 3 Blend Sound-by-Sound		
1. Write <i>t</i> . Point to <i>t</i> and say: /t/. Have children repeat.	 <p>t tai → tail → may →</p>	
2. Add <i>ai</i> . Point to the <i>ai</i> spelling on Sound/Spelling Card 35 and say: /ā/. Blend /t/ /ā/, sweeping your hand beneath the spellings. Have children blend the sounds with you.		
3. Add <i>i</i> . Say: /i/. Model blending the whole word, and then have children blend with you.		
4. Point to the <i>ay</i> spelling on Sound/Spelling Card 35 . Explain that at the end of a word, /ā/ is often spelled <i>ay</i> . Then write and blend <i>bay</i> .		
5. Write and blend other words with /ā/ <i>ai</i> , <i>ay</i> .		aim, chain, play, hay

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

See **Differentiate**

Weekly Folder

- ✓ Writing (T42d, T43b, T56–57, T57f, T58)
- ✓ Categorize Movements: **Practice Master PM5.27**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Cantonese, Vietnamese, and Hmong have a similar but different sound for the English /ā/. Spanish speakers may articulate both vowels in the vowel pairs.

STRATEGY Have children:

- tell whether the sound /ā/ is used in their home languages.
- practice saying the long *a* sound: *hay/Jay/say, rain/pain/main, sail/rail/tail*.

SN Special Needs

ISSUE Children are having difficulty associating the spellings *ai* and *ay* with the long *a* sound.

STRATEGY Hold a long *a* relay race. Children move across the floor to a table on which there are cards with *ai* and *ay* words on them. They must pick a card, read the word, and go back to the start, where they tag the next child, who does the same thing. The race continues until all children have had a turn.



Read On Your Own Book 19

aid sand stay
may jail clam
sail ray brain
track stray

Jay uses the gray clay.
He makes a snail.

NGReach.com Word Builder

3 Read Words with *ai, ay* ✓ Read On Your Own Book 19 page 2

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

Have children turn to **Read On Your Own Book 19** page 2. Review the sound/spellings for /ā/ai, ay and have children repeat. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.26** for more practice.

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

4 Spell Words with *ai, ay* ✓

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

- **Say a word:** *rail*.
- **Segment sounds:** /r/ /ā/ /l/. *What is the middle sound you hear in rail?* (/ā/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 12 /r/, 35 /ā/, 8 /l/)
- **Repeat the word:** *rail*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *rain*, *tray*, and *stay*, using **Sound/Spelling Cards 1** /s/, 5 /t/, 7 /n/, 12 /r/, and 35 /ā/.

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

Write-On/Wipe-Off Board

Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence: *The train stays on the rails in the rain.* Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVES: Read and Spell Words with *ai, ay* ✓
Read and Spell CVVC Words ✓

Check the dictation sentence for the correct spelling of *train*, *stays*, *rails*, and *rain*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach words with *ai* and *ay*. Repeat with this sentence: *I spent the day on the trail.*

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

Name _____ Date _____

Phonics

Words with ai, ay

Circle the word that names the picture. Read the question.

1. mill map mail	2. ran rain run
3. hat hay hen	4. paint pen pan
5. tap till tail	6. net nail nap
7. sand sill sail	8. pan pail pet

Read It Together Did you say the mail is in the pail?

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For use with TE p. T390 **PM5.26** Unit 5 | Creature Features

NGReach.com Practice Master PM5.26

Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T39i



Words with ai, ay

Look at each picture. Read the words.

Example:



braid



chain



paint



clay



spray



tray



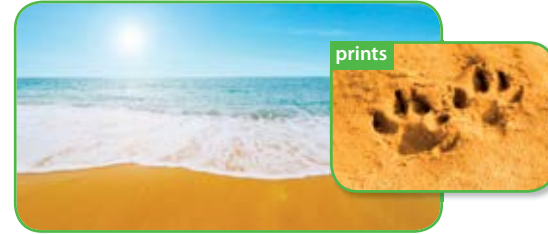
2

Key Words

Look at the pictures.
Read the sentences.

High Frequency Words

funny
hurt
light
mean
sea
sound



prints

Prints in the Sand

1. I like the **sea**.
2. I like the **sound** of the waves.
3. But the **light** can **hurt** my eyes!
4. Do you see the **funny** prints in the sand?
5. What do they **mean**?

What animal made the prints?



Phonics Games
NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 19
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 19 page 3

Read aloud page 3 to teach each High Frequency Word and review known sound/spellings. Use **High Frequency Words Routine 1**.

- Say the High Frequency Word: *funny*.
- Say a sentence with the word: *My brother is so funny that I laugh all the time.*
- 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 1–5. 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

Place the **High Frequency Word Cards** for *sea*, *light*, *sound*, *funny*, *mean*, and *hurt* in a box or other container. Children take turns reaching into the box and pulling out a word. They read the word, and give the rest of the class a clue or clues to the word. Give children an example: “*This word has five letters and rhymes with tight.*” (**light**) The class has to guess and spell the word.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

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.

funny *We laugh at something that is funny.* (Laugh.) *A lightning storm is not funny.* (Draw lightning.)

hurt *Lightning is electricity. Electricity can hurt me. If something hurts me, I say, “OUCH!”* (Flinch as you say “OUCH!”)

light *The light* (turn on the light and point to it) *from lightning makes the sky bright at night.*

mean *What does it mean if you hear thunder?*

sea *The sea* (point to picture on page 3) *is a large body of saltwater. The sea is not a safe place to be during a storm.*

sound *Thunder* (clap loudly) *makes a loud sound, or noise. Let’s all clap and make a loud sound!* (clap)



Anthology

OBJECTIVES**Thematic Connection: Creature Features**

- ✔ Use Science Vocabulary in Speaking
- ✔ Categorize Details

PROGRAM RESOURCES**PRINT ONLY**Big Book: *A Bird Can Fly!***PRINT & TECHNOLOGY**

Sing with Me MP3 or CD

Family Newsletter 5

Category Chart: Practice Master PM5.27

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Picture Cards B53–B65

Academic Talk

1 Give Information Anthology page 40

Tell children: *This chant is about how an animal moves.* Play the chant and have children follow in their books on page 40 as they chant.

Tell children that when they share facts and details, they give information. Explain: *The chant gives us information. It tells us that a fish **swims**. What other information does the chant give about fish?* (They have fins; they live in water; they move)

Write the heading *Animal* on the board. Say: *It's your turn to give information. Tell me the names of animals you know.* Write the animal names on the board as children supply them.

Say: *Let's talk about how the animals move.* Point to the list on the board. *Which of these animals **fly**? Which animals **run** or walk? Which ones **swim**?* Categorize the information. For example: *The hawk, robin, and bat are animals that **fly**.*

Have pairs categorize based on other information about the animals on the board.

Science Vocabulary

2 Key Words ✔ Anthology page 41

Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its picture: **slither**.**
- **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: To **slither** is to move by gliding on your belly.**
- **Elaborate: Snakes **slither**. They slide their bodies back and forth on the ground to move.**

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

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

Key Words

climb · fly · run
slide · slither · swim

Power Writing

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

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

COMMON CORE STANDARDS**Reading**

Read Informational Text	CC.1.Rinf.10
Read with Accuracy and Fluency	CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.1.Rfou.4.b

Writing

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

Speaking And Listening

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

Language And Vocabulary

Use Simple Imperative and Exclamatory Sentences	CC.1.L.1.j
Determine Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6



is
this
use

Give Information

Listen and chant.

How Do They Move?

Animals move.
Yes, they do.
How do they go?
Do you know?

This is a fish.
A fish swims.
A fish uses fins to
move in water!

Fish swim.
Yes, they do.
How do they go?
Now you know!

Chant (MP3)



40

Key Words

How do animals move?

swim



A fish swims.

fly



A bird flies.

run



A polar bear runs.

climb



A monkey climbs.

slide



A penguin slides.

slither



A snake slithers.

Talk Together

Act out how animals move. How are animals different?

41

STUDENT
TECHNOLOGY



Student
eEdition



Sing
with Me



Digital
Library



My Vocabulary
Notebook

NGReach.com

Anthology
pages 40–41

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 41. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 41

Have partners take turns acting out the ways animals move. One partner acts out the movement, and the other guesses the **Key Word** that describes the movement.

Then have partners talk about the ways in which the animals are different.



NGReach.com My Vocabulary Notebook

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** and have children use each one in a sentence.

Access **Family Newsletter 5** for translations in seven languages.

AL Above Level

ISSUE Children know the **Key Words** and are able to use them fluently.

STRATEGY Have children work in pairs to write a set of **Key Word** clues for a guessing game. Give children examples such as: *A snake moves like this. (slither) Lions, tigers, and bears can all do this. (run)*

Have children give the clues to children who are still learning the **Key Words**.

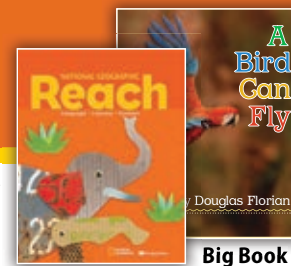
Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking ✓

Circulate as partners do the **Talk Together** activity. Listen for correct usage of the science vocabulary.

If children use words incorrectly, have them do a matching activity. Display pictures of additional animals and the **Key Words**. Have children match each animal to the appropriate word. For example: shark, *swim*; bat, *fly*; wolf, *run*; monkey, *climb*; snake, *slither*.

Anthology



Big Book

Name _____ Date _____

Category Chart

Categorize Movements

Add animals and their movements to the category chart.

Animals	Movement
fish turtle	swim
Possible response: bird	fly
Possible response: horse	run
Answers will vary.	

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For use with TE p. T41a **PM5.27** Unit 5 | Creature Features

NGReach.com Practice Master PM5.27

Comprehension

4 Categorize Details Anthology page 42

Remind children that they learned that a category is a group of things that are alike. Teach the word *categorize*. Say: *To categorize details means to group details with a common connection. Each category is a big idea. Each detail gives information about the big idea. We've been exploring the big idea of how animals move.*

Read the chart headings on page 42 aloud. Say: *These are the names of the categories. They are the big ideas.* Then point out the details in the right column. Say: *These are the details that tell something about the big idea of Movement. Each detail describes how an animal moves.*

Pair children and have them share names of animals that fly and animals that run. Have them discuss where these details go on the chart.

Check & Reteach

OBJECTIVE: Categorize Details

Listen to pairs naming animals.

If children cannot answer, prompt them with yes-or-no questions. Say: *How does a dog move?* (**runs**) *Where does the word dog go on the chart?* (under *Animals*)

Differentiate

BL Below Level

ISSUE Children struggle with placing details into categories.

STRATEGY Spread out **Picture Cards B53, 54, 55, 56, 57, 58, 62, and 65**, and tell children to look at the animals' feet. Ask: *What can you tell about the animals' feet? Are they all the same?* (No.) Have children suggest details that tell about the animals' feet, such as the number of feet each animal has.

SN Special Needs

ISSUE Children struggle to grasp the concept of categories.

STRATEGY Use visuals to help children create a category chart. Recreate the category chart from **Anthology** page 42. Fill in the right column with all six modes of locomotion.

Model the process with the first few cards while explaining what you are doing. Give children **Picture Cards B53–B65** and have them affix the cards to the chart, in the left column of the appropriate row. Guide children as they categorize:

This animal has fins, but no legs or wings. How do you think it moves? Monkeys live in trees. How do you think they move up and down in a tree?

5 Talk Together Anthology page 42

Divide the class into small groups and give each group a copy of **Practice Master PM5.27**. Have the groups sort **Picture Cards B53–B65** into categories according to the six **Key Words**, then use the animals on the cards to complete the category chart. Next, tell children to take turns picking a card from one of the piles and acting out the way the animal moves. Once each child has acted out an animal, have the groups discuss differences in the ways of moving. You may give children this sentence frame: The _____ and the _____ are different because _____.

See **Differentiate**

Big Book Read-Aloud

6 Share a Fact Book

Display the cover and read aloud the title and the name of the author. Explain: *Douglas Florian is the author of this book. He wrote the words you will read.* Do a picture walk through the book and have children predict: *What do you think this fact book is about?* (Possible response: what different animals are like) *Why do you think that?* (Possible response: The pictures show different kinds of animals, and the title talks about what one animal does.)



Categorize Details

Category Chart

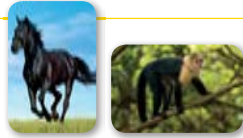
Animals	Movement
fish turtle	swim
	fly
	run

Write the big ideas here.

Write the details here.

Talk Together

Sort picture cards. Add animals to the Category Chart. Act out how the animals move. How are they different?



42

Anthology page 42

SCIENCE BACKGROUND

Discuss animal differences:

- *Each animal is different. Animals' differences help them stay alive in the places where they live.*
- *Fish live in water. They **swim**. A monkey **climbs**.*

Display and read the Share a Fact Book on **Big Book** pages 2–3. Set a purpose: *Let's read to find out what special things different animals can do.*

Distribute **Family Newsletter 5**.

GENRE Define: *Fact books give information about real people, animals, things, and events.* Read aloud pages 4–19 of *A Bird Can Fly*. Use the questions on pages T42a–T42d to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Listen and Comprehend

- Active Reading
- ✓ Categorize Details
- Critical Thinking

Day 2 Listen and Analyze

- ✓ Make Connections
- Critical Thinking

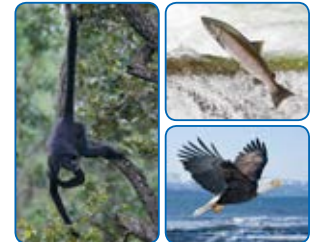
Share a Fact Book

What is this book about?



what animals can do

How do animals move?



monkeys hang
fish swim
birds fly

2

3

Big Book pages 2–3

1 2 A bird can **fly**.



A bird can **sing**.



A bird can **build a nest**.



But a bird can't **build a dam**.



3

Big Book pages 4–5

2 A beaver can **live underwater** for fifteen minutes.



A beaver can **build a dam**.



A beaver can **cut down trees** with its teeth.



But a beaver can't **live underground**.



7

Big Book pages 6–7

Fluency ✓

Intonation Review the concept: *Fluent readers raise and lower their voices as they read text to emphasize the big ideas.* Have children read the sentence at the top of page 5, raising their voices when saying the big colored words. Then have them read the same way with the sentence at the bottom of the page. Ask them which way sounds better. Model intonation as you read.

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Active Reading** As you read aloud, have children chorally repeat the last sentence and first sentence of each page.
- 2 Categorize Details** ✓ *The author gives us two categories: what an animal can do and what an animal can't do. **Fly** is what a bird can do. What is something that it can't do? (build a dam)*

SECOND READ

Day 2 Listen and Analyze

- 3 Make Connections** ✓ *How do these birds remind you of birds you have seen? (Possible response: They have wings and feathers.)*
- 4 Compare and Contrast** *What can a beaver do that a bird cannot do? (build a dam) What can a bird do that a beaver cannot do? (**fly**)*

5 6



An ant can **live underground**.



An ant can **walk upside down** on a branch.



An ant can **carry five times its own weight**.



But an ant can't **carry a boy** on its back.

Big Book pages 8–9

7



A tortoise can **carry a boy** on its back.

5



A tortoise can **live in a shell**.

A tortoise can **pull its tail into its shell**.

But a tortoise can't **hang by its tail**.



Big Book pages 10–11

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 5 Categorize Details** ✓ *What details here fit the category where animals can live?* (Ants live underground and tortoises live in shells.)
See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- 6 Make Connections** ✓ *Have you ever seen an ant? What do they look like?* (Possible responses: black, brown, or red; six funny legs) *What have you seen ants do?* (Possible responses: carry pieces of food, crawl up walls, swarm around, build an ant hill)
- 7 Make Inferences** *Why do you think an ant cannot carry a boy on its back?* (Possible response: An ant is much smaller than a boy. The boy would crush the ant.)

Differentiate

BL Below Level

ISSUE Children have difficulty thinking of a logical category.

STRATEGY Prompt children with questions: *Have you seen where some animals live? What animals did you see? Where did they live? Now think about the book. Where can a beaver live?*



A monkey can hang by its tail.



1 A monkey can travel through the jungle.



2 A monkey can live in a tree.



But a monkey can't travel across the desert.

Big Book pages 12–13



2 A camel can travel across the desert.



A camel can store food in its body.

Big Book pages 14–15

A camel can drink twenty gallons of water.



But a camel can't breathe underwater.



Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Use Visuals** *What did you learn about monkeys from the photos?* (Possible response: They can climb trees.)
- 2 Categorize Details** *What details on these pages fit the category where animals live?* (A camel can live in the desert. A monkey can live in a tree.)

SECOND READ

Day 2 Listen and Analyze

- 3 Make Connections** *Think about facts you have learned about fish from books, TV, or your own experiences. What can a bird do that a fish cannot do?* (Possible responses: build a nest in a tree, catch prey with its claws)


See **Differentiate**

Differentiate


EL English Learners

ISSUE Children struggle to express knowledge in English that was acquired from sources in a different language.

STRATEGY Have children act out what a bird can do if they cannot say it. For example, if children act out building a nest, say: *Yes, a bird can build a nest.* Then have children repeat the words.



3
A fish can breathe underwater.



A fish can swim great distances.

16




A fish can see things on both sides of its head at the same time.

But a fish can't fly.

17

Big Book pages 16–17



A bird can fly.

18

19

Big Book pages 18–19

Writing

7 Write About Movement

Have partners choose an animal and write something they can do that the animal cannot do, and something the animal can do that they cannot do. Give children the following sentence frames.

[Animal] can _____. I cannot _____. I can _____. [Animal] cannot _____.

Then have children use the action that they can do to complete this sentence frame as they act it out: Watch me _____! _____ with me!



WRAP-UP Think about the animals you read about today. Which one would you like to be? Why? Encourage children to support their answers.



Daily Language Arts

Daily Grammar ✓

Point out the commands children gave as they presented their sentences to the class. Say: *When you give a command, you tell someone what to do.* Then use the Daily Grammar lesson on page T39k to teach commands.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial and Final Sounds
- ✓ Read and Spell Words with *ai*, *ay*
- ✓ Read and Spell CVVC Words
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Card 35

Words with *ai*, *ay*: Practice Master PM5.28

Blend Words: Practice Master PM5.29

Handwriting: Practice Master PM5.30

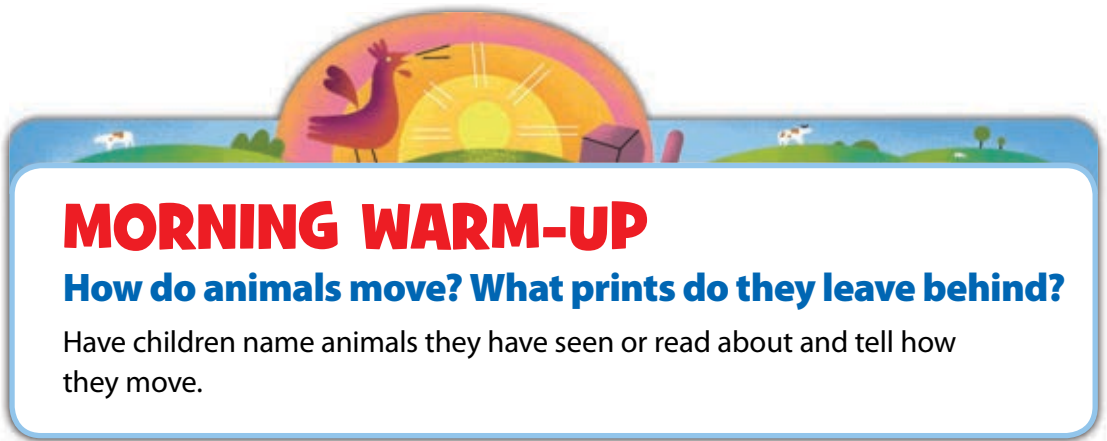
Read On Your Own Book 19

TECHNOLOGY ONLY

Letter Cards

MATERIALS

small chips or coins for counting sounds, 5 per child



MORNING WARM-UP

How do animals move? What prints do they leave behind?

Have children name animals they have seen or read about and tell how they move.

Phonological Awareness

1 Substitute Initial and Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *day*.
- **Segment the sounds:** /d/ /ā/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /d/ to /p/: /p/ /ā/.*
- **Say the new word:** *What is the word? pay.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with the following words: *pay/pie, got/not/nod, saw/see/be*.

Check & Reteach

OBJECTIVE: Substitute Initial and Final Sounds ✓

Ask: *What word do I get if I change the /r/ in rain to /k/? (cane) What word do I get if I change the /n/ in cane to /k/? (cake)*

If children cannot answer, use **Phonological Awareness Routine 1** to practice identifying sounds. Change *good* to *wood*, have children say the sounds, identify the new beginning sound, and say the word again. Then have children identify sounds they can substitute for /d/ to change the final sound. (/f/, /l/) Repeat with *man/can* and *net/get*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Read Words with *ai*, *ay* ✓

REVIEW Display **Sound/Spelling Card 35** and review spelling *ai_* and *_ay*.







Remind children that /ā/ can be spelled *ai* or *ay*. Use **Letter Cards** to display *fail* and *stay*. Ask children to blend and read the words with you. Point out the CVVC pattern in *fail*. Then say these words one at a time and have children raise their arms if /ā/ is spelled *ai* or raise their fingers if /ā/ is spelled *ay*: *nail, sail, gain, main, drain, hay, say, spray*. Assign **Practice Master PM5.28** for more practice.

Name _____ Date _____

Phonics

Words with *ai*, *ay*

Write the letters to complete the word. Read the sentence.

1.  _____ nail _____	2.  _____ tail _____
3.  _____ pan _____	4.  _____ pail _____
5.  _____ rain _____	6.  _____ hat _____

Read It Together I lost my rain hat in the hay.

For use with TE p. T42e PM5.28 Unit 5 | Creature Features

NGReach.com Practice Master PM5.28

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Decode Words with <i>ai</i> , <i>ay</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 <i>ai</i> , <i>ay</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 ai, ay ✓

Use **Letter Cards** to build *nail* and blend the word. Then have pairs use **Letter Cards** to build *wait*, *main*, and *paid*. When all pairs have built their words, have the class chorally blend and read the words together. Repeat for words with spellings *-ail*, *-ait*, *-ain*, *-aid*, and *-ay*.

nail	pay
pail	lay
hail	hay
wait	ray
gait	say
main	bay
pain	
paid	
maid	

Word Bank

Assign **Practice Master PM5.29** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell Words with ai, ay ✓

Dictate: *Pail. Gray. The pail is gray. Pail. Gray.* Have children write and then chorally spell the words *pail* and *gray*.

If children misspell *pail* or *gray*, display the word(s). Repeat the word(s) and have children sound out the word(s) with you. Then have children rewrite the word(s) correctly. Repeat with this sentence: *He was paid to feed hay to the horses.*

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Repeat the underlined words:

- | | |
|-------|---|
| sea | We are by the <u>sea</u> . |
| light | There is a lot of <u>light</u> here. |
| sound | The waves make a splashing <u>sound</u> . |
| funny | I see <u>funny</u> prints in the sand. |
| mean | Do the prints <u>mean</u> an animal was here? |
| hurt | I will not <u>hurt</u> it! |

Reread each sentence and have children repeat and spell the High Frequency Word. Post High Frequency Words on the Word Wall. Assign **Practice Master PM5.30** for more practice.

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

Blend Words

Circle the word that names the picture. Read and answer the question.

1. ran (rain) rail rate	2. wit wait	3. man main snail snip
4. tell tail	5. bat bait pane pail	6. pad paid
7. Do you like to wait in the rain?	8. Do you like to wait in the rain?	

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NGReach.com Practice Master PM5.29



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T39i

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

funny funny funny

hurt hurt hurt

light light light

mean mean mean

sea sea sea

sound sound sound

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NGReach.com Practice Master PM5.30



Read On Your Own Book 19

Legend

- words with *ai, ay*
- high frequency words
- * story words

Find a trail. Look at it up close. Do you see animal prints?

4

Read On Your Own Book 19
pages 4–7

Animals walk, run, and jump. They can make prints when they move. You can see their prints in sand, mud, and clay.

5

Some prints are faint. You may need training to track them.

6

A tracker looks for prints. The size and shape of a print can mean a lot to a trained tracker.

7

Decodable Reading

5 Read “Animal Prints” Read On Your Own Book 19 pages 4–13

Use the photos to preteach the story words *feet* (page 8), *dark* (page 10), and *ears* (page 11). Use **Decoding Routine 4** to conduct two readings of “Animal Prints.” 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 Use Visuals** *What do you think made the prints?* (Possible responses: A dog made the prints in the sand, a duck in the mud, a person in the clay.)
- 2 Identify Details** *What does a tracker do?* (A tracker looks for prints.) *What can prints tell?* (They can tell which way an animal went.)
- 3 Draw Conclusions** *If an animal moves at night, when do you see its prints?* (You’d see the prints when it is light.) *How do you track it in the dark?* (Use your ears to listen for sounds.)
- 4 Make Connections** *What animal would you like to track?* (Responses should name real animals.)

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 19	Teacher’s Edition
blends with s	snake (page 9) snail’s (page 9) best (page 10) skunk (page 12) sprays (page 12)	s blends (page T133b) triple s blends (page T137d)
blends with l	close (page 4) clay (page 5) slimy (page 9)	cl- (page T97d) sl- (page T93n)
diagraphs ch, tch	which (pages 8, 9) watch (page 12)	-ch (page T161n) -tch (page T161n)

AL Above Level

ISSUE Children easily decode the words in the story.

STRATEGY Challenge children to think of an animal not in the text that can be tracked. Display their answers.



Prints can tell which way an animal moved on its trail. Which way are the feet going?

2



Not all prints are made by an animal with feet. Which prints are made by a snake? Which is a snail's slimy trail?

9



You can see animal prints best in the day, when it is light. But many animals move more in the dark.

10



You can use your ears to track animals in the dark. What animal sounds are around you?

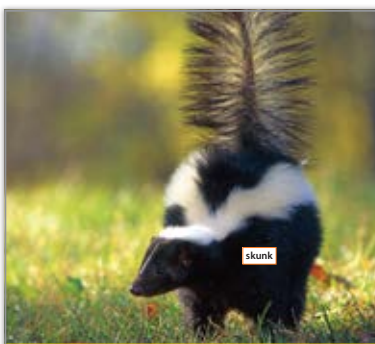
3

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com



You can use your nose, too. But watch out! It is not funny when a skunk sprays. You may not want to track a skunk at all! ❖

4

Practice Phonics

Words with ai, ay

Read these words.

brain	clay	pail	swing	way
bush	grass	sand	train	

Find the words with **ai** and **ay**. Use letters to build them.

b r a i n

Talk Together

Choose words from the box above to tell your partner about the trail through the yard.

The trail goes past a train and through clay.

13

Practice Phonics

6 Words with ai, ay ✓ Read On Your Own Book 19 page 13

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 13. Have partners build the words.



See **Differentiate**

7 Talk Together Read On Your Own Book 19 page 13

Have partners use the words in the box and the sentence frame. (Possible responses: *The trail goes past a train/pail/swing and through grass/sand/clay.)*

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Animal Prints." 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

EL English Learners

ISSUE Children have difficulty remembering that the letters *ai* and *ay* make the long *a* sound.

STRATEGY Write *ai* and *ay* words. Then have children take turns circling the letters that make the long *a* sound as they read and say the words.



Anthology

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Make Connections
- ✓ Use Academic Vocabulary in Speaking

PROGRAM RESOURCES

PRINT ONLY

Big Book: *A Bird Can Fly!*

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Power Writing

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

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

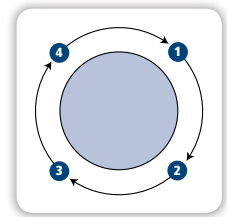
Academic Talk

1 Make Connections

Ask: *What do you do when you make connections?* (You connect new information to things you already know.) Model how to make connections: *In A Bird Can Fly!, I learned that beavers cut down trees with their teeth. I know that beavers have very large, sharp front teeth. I can make a connection that beavers can cut down trees with their teeth because those teeth are very large and sharp.*

Organize children into groups of three or four. Display this sentence frame: I would _____. Ask: *Imagine you have a long tail like a monkey. What would you do with it? What **movements** would you make with it?* Use the **Roundtable** strategy. Have children think of as many ways as they can to complete the frame. Continue with “long legs like a camel” and “a shell like a tortoise.”

For **Roundtable**, see page BP61.



Roundtable

Check & Reteach

OBJECTIVE: Make Connections ✓

Ask: *If you had a long tail like a monkey's, what would you grab with it?*

If children are unable to make connections to what they already know, ask questions to help children activate their own knowledge and connect it to facts in *A Bird Can Fly!*: *What do you know about a monkey's tail? You know some monkeys use it to grab a tree branch. Can it grab other things?*

Academic Vocabulary

2 More Key Words Anthology page 43

Use **Vocabulary Routine 1** and the images on page 43 to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **movement**.
- **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:** **Movement** is how a person, animal, or thing gets from one place to another.
- **Elaborate.** Relate the word to your experience: *Yesterday, I was watching the zigzag **movement** of a bumblebee in my backyard. Then I saw my cat **run** across the yard in a lightning-fast **movement**.*

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

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

Key Words

back · fact · front
movement · push

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

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

Use Simple Imperative and Exclamatory Sentences CC.1.L.1.j

More Key Words

back



The **back** tire is flat.

fact



It's a **fact** that a dog has four legs.

front



The **front** of the house is blue.

movement



The **movement** of a turtle is slow.

push



We had to **push** the car.

Talk Together

Use a **Key Word** to ask a question about animals.

What is one **fact** about turtles?

• High Frequency Word

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

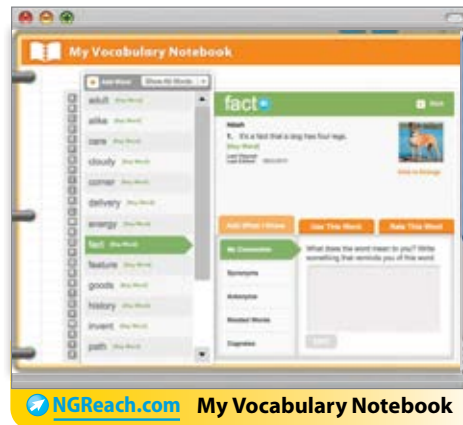
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Anthology page 43

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 43. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 43
Read the directions. Have children work in pairs to ask questions using the **Key Words**. Then have pairs work together to answer each other's questions.



NGReach.com My Vocabulary Notebook

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Use gestures and realia to promote understanding. For example, pantomime pushing as you say *push*, or point to the front and back of a book as you say the **Key Words**. Use cognates for Spanish speakers:

movement/movimiento

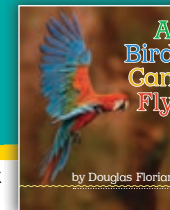
Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✓

Circulate as partners do the **Talk Together** activity. Listen for any incorrect usage of the **Key Words**.

If children use words incorrectly, give commands using the **Key Words**, and have children follow the commands. If necessary, model following the first command yourself. Say:

- Go to the **front** of the classroom. Stand in **front** of the table.
- Go to the **back** of the classroom. Stand in **back** of the table.
- Act out the **movement** of a snake. Act out the **movement** of a monkey.
- **Push** that pencil to me. **Push** the chair up to the desk.
- Point to a **fact** about ants in the book. Tell me a **fact** about birds.



Big Book

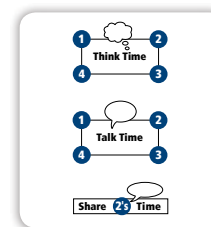
Comprehension

4 Make Connections Big Book page 20

REVIEW Remind children that making connections means connecting new facts to information they already know from books, TV, and other sources, or from their own experiences. Teach the word *fact*: a piece of information that is true. Display and read aloud the text at the top of page 20. Say: *Making connections between what you read and the world can help you understand what you are reading.*

Model making a connection between a picture and the world. Point to the bird. Say: *The girl is looking at a bird. That makes me think of a bird I sometimes see near my home.* Guide the class as they make connections to the birds on the page from the book. Encourage them to tell about bright, exotic birds they have seen.

Organize children into groups of four and assign each group an animal from *A Bird Can Fly!* Use **Numbered Heads Together** and instruct each group to use the sentence frames on page 20 to make connections between their animal and the world. After you reread each spread in the **Big Book** Read-Aloud, have a child share his or her group's text-to-world connection.



Numbered Heads Together

For **Numbered Heads Together**, see page BP61.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Children struggle to recall information.

STRATEGY Have groups work only with animals that have been covered in previous science units. Provide oral sentence frames to prompt children to recall information they know:

- *A/An [animal] lives in _____.*
- *A/An [animal] has these body parts: _____.*
- *A/An [animal] eats _____.*
- *A/An [animal] can do these things: _____.*

AL Above Level

ISSUE Children are able to make connections easily and need more of a challenge.

STRATEGY Use questions to prompt children to make deeper connections. For example: *Do birds often get this close to people? Can you think of times or places where you've seen birds get close to people? What does that help you understand about this picture?* Guide children to think about seagulls at the beach, pigeons in the city, or ducks being fed at a pond.

Check & Reteach

OBJECTIVE: Make Connections 

Listen as children work through steps 2 and 3 of "How to Make Connections."

If children have trouble, choose a fact and ask clarifying questions to help them make a connection. For example, say: *You know camels can go a long time without eating or drinking. How does that connect with the fact that camels can drink 20 gallons of water?* (Possible response: If camels drink 20 gallons at a time, they can store enough water for a long time.)

Listen Again and Analyze

5 Build Comprehension **Big Book** pages 4–19

Use the **Listen and Analyze** questions on T42a–T42d as you reread *A Bird Can Fly!* and practice making connections.



6 Meet the Author **Big Book** back cover

Display and read the biography aloud. Explain: *Mr. Florian thinks animals are interesting. He likes to share facts about animals with his readers. What animal facts did you find interesting in *A Bird Can Fly*?* (Possible responses: A camel can store food in its body. A fish can see from both sides of its head at the same time.)



A tortoise can **carry a boy** on its back.



A tortoise can **live in a shell**.

A tortoise can **pull its tail into its shell**.



But a tortoise can't **hang by its tail**.



Writing

7 Writer's Craft: Write to Inform **Big Book** back cover

Have children work in pairs to think of an animal they know. Have them write about what the animal can do and what the animal can't do. Explain that children can choose to be serious in their *can't* statements, or they can say something funny or surprising. Give examples:

Ducks can float, but ducks can't live underwater.

Ducks can waddle, but ducks can't write their names!

Have children illustrate their pages.



Daily Language Arts

Daily Grammar

Say: *Wow! I can't believe an ant can carry five times its weight! That's amazing!*

Explain that the sentences you have just used are exclamatory sentences. Say: *I'm really surprised and impressed by what an ant can do. My feelings are strong, so I used exclamatory sentences to express them.*

Then use the Daily Grammar lesson on page T39k to teach exclamatory sentences.

WRAP-UP

Review how animals leave footprints when they move.

Ask: *Do you think a bird leaves prints when it lands? What animals in A Bird Can Fly! do you think leave prints?* Have children use gestures to show how big each footprint would be.



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Add 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 53
- Contractions: Practice Master PM5.33
- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 2, 4, 5, 8, 11, 33, 34
- Read On Your Own Book 19
- High Frequency Words: Practice Master PM5.34

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 11–12
- Letter Cards
- Word Builder

MATERIALS

- small chips or coins for counting sounds, 4 per child
- cardboard tubes, 1 per group

MORNING WARM-UP

What animal can you move like?

Have children act out an animal moving, such as a fish swimming or a snake slithering. Have their classmates guess the animal.

Phonological Awareness

1 Add Final Sounds ✓

Use **Phonological Awareness Routine 4**.

- **Say a word:** *show*. Say the word with me: *show*.
- **Add a sound:** Let's add /n/ to the end of *show*: *show /n/*.
- **Say the new word:** *What is the new word?* *shown*.

For **Phonological Awareness Routine 4**, see page BP29.

Repeat the routine with the words *go/goat*, *me/meet*, *bow/both*, and *may/main*.

Check & Reteach

OBJECTIVE: Add Final Sounds ✓

Ask: *If I add /y/ to the end of fur, what new word will I make?* (*furry*)

If children don't say *furry*, use **Phonological Awareness Routine 3** to reteach segmenting sounds in words. Have children use sound boxes to segment the sounds in *fell*. Then have them add a chip to a sound box for /t/ and say the new word: *felt*. Repeat with *shore/short* and *bar/barn*.

For **Phonological Awareness Routine 3**, see page BP29.

Phonics

2 Learn Words with Contractions ✓

Sing with Me Phonics Songs Book page 53

Play Tracks 11 and 12 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 Motion "Come here."
- 2 Draw three horizontal lines in air.
- 3 Wag your arm back and forth, as if wagging a tail.
- 4 5 Hold your nose; run fingers away.

COMMON CORE STANDARDS

Reading

- | | |
|--------------------------------------|---------------|
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Add 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.d |
| Spell High Frequency Words | CC.1.L.2.d |




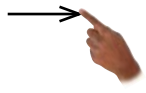
Skunk and Skink

- 1 Come, I'll show you a skunk and a skink.
- 2 They've both got stripes.
- 3 They've both got tails.
- 4 But I'm afraid the skunk will stink.
- 5 Let's run away if it smells!



Sing with Me Phonics
Songs Book page 53

Use the routine below to teach contractions using 'm, 'll, 've, and 're and to blend words.

Step 1 Develop Phonological Awareness	'm	'll	've	're
1. Tell children: <i>Sometimes you can put two words together to make one short word. The short word is called a contraction.</i>	I am I'm	we will we'll you will you'll	we have we've you have you've	we are we're you are you're
2. Have children clap the syllables as you say <i>I am</i> and <i>I'm</i> . Repeat for 'll, 've, and 're.				
Step 2 Spell Contractions				
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>I</i> and <i>am</i> . Say the words and have children repeat.	I am	we will	we have	we are
3. Take out the <i>a</i> in <i>am</i> , add the apostrophe, and move the letters together. Say <i>I'm</i> and have children repeat. Explain: <i>The apostrophe replaces the a in am. I'm is the only contraction with 'm.</i>	I'm	we'll	we've	we're
4. Repeat with <i>we will</i> , <i>we'll</i> , <i>we have</i> , <i>we've</i> , and <i>we are</i> , <i>we're</i> . Explain that the apostrophe takes the place of the <i>wi</i> in <i>will</i> , <i>ha</i> in <i>have</i> , and <i>a</i> in <i>are</i> .				
Step 3 Blend Sound-by-Sound				
1. Write <i>I</i> . Say: /i/. Have children repeat.	I	we	we	we
2. Add <i>m</i> . Blend /i/ /m/, sweeping your hand below. Have children repeat it.	I'm → 	we'll → 	we've → 	we're → 
3. Repeat for <i>we'll</i> , <i>we've</i> , and <i>we're</i> . Blend the sounds, sweeping your hand below the spellings. Have children blend with you.				
4. Guide children as they blend the remaining examples. Remind children that they know High Frequency Words <i>you</i> and <i>they</i> .		I'll, he'll, she'll, you'll, they'll	I've, you've, they've	you're, they're

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no /r/ sound in Cantonese, Vietnamese, Hmong, and Korean and no /v/ sound in Cantonese and Korean.

STRATEGY Have children practice saying /r/ and /v/. Then have them say *van* and *ride* and complete the sentence frame below with a contraction.

_____ riding in our new van!



Read On Your Own Book 19

Name _____ Date _____

Phonics

Contractions

Write the contraction.
Read the sentence.

I	+ am	= I'm
he	+ will	= he'll
you	+ have	= you've
they	+ are	= they're

- We are on the way to see Gramps.
We're on the way to see Gramps.
- We have got to take a train there.
We've got to take a train there.
- I know it will be a long ride.
I know it'll be a long ride.
- I think I am going to take a nap!
I think I'm going to take a nap!

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NGReach.com Practice Master PM5.33

3 Read Words with Contractions Read On Your Own Book 19 page 14

Use the **Word Builder** to display the words and sentences shown. Have children blend the words as they did in step 3 on page T43d. Ask children to read the sentences. Then point out High Frequency Words *the, look,* and *for*.

NGReach.com Word Builder

Review forming contractions and read the examples on page 14 together. Remind children that the apostrophe takes the place of the letter or letters that are removed. Then have partners take turns reading page 14. Assign **Practice Master PM5.33** for more practice.

4 Spell Words with Contractions

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

- **Say a word:** *I'm*.
- **Segment sounds:** /i/ /m/. Remind children that apostrophes don't have a sound.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 34 /i/ and 2 /m/)
- **Repeat the word:** *I'm*. Have children write the spelling of the word.
- **Write the correct spelling:** Have children check and correct their spelling. Repeat for *it'll* and *he'll*, using **Sound/Spelling Cards** 4 /h/, 5 /t/, 8 /l/, 11 /i/, 33 /ë/.

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:** *We'll eat what you've ordered.*
- **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: *I'm glad you're here.*

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

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 19 page 15

Read aloud page 15. 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.




Contractions

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


I am → I ^am → I'm



she will → she ^{wi}ll → she'll



they are → they ^are → they're



Key Words

Look at the picture.
Read the sentences.

High Frequency Words

- funny
- hurt
- light
- mean
- sea
- sound



A Funny Fish

- This **funny** flat fish lives in the **sea**.
- There is not much **light** or **sound** where it swims.
- It is a harmless fish. This **means** it won't **hurt** you.

What does harmless mean?



Phonics Games
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Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 19
pages 14–15

Play Bop!

- Organize children into two teams in front of the Word Wall.
- Give the first child on each team a cardboard tube.
- Read a word.
- The first child to bop the word with the tube spells and reads the word to score a point for his or her team.
- Play continues until all children have had a turn.

REVIEW Check children's retention of High Frequency Words from Unit 4. Have children play **Bop!** with *any, always, each, never, many, every, show, four, some, may, other, and only*.

For **Bop! Game**, see page BP38.

Assign **Practice Master PM5.34** for more practice.

Check & Reteach

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

Dictate: *I'll hear the **sound** of the **sea** in this shell.* If children do not spell *I'll* correctly, have them use **Letter Cards** to build *I will*. Tell them to take the *w* and the *i* away, put the apostrophe in their place, and spell the word. If children misspell *sound* or *sea*, use **High Frequency Words Routine 2** to reteach the words. Repeat the routine with the sentence:

*You're good at telling **funny** stories.*

For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

High Frequency Words

Yipping and Yapping

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



- High Frequency Words
- funny
- hurt
- light
- mean
- sea
- sound

- My dog is lost. I hope she isn't hurt.
- I look for her while it is light out.
- These prints mean my dog was here!
- What is that funny yipping sound ?
- It's my dog yapping at the sea !

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PM5.34

Unit 5 | Creature Features

NGReach.com Practice Master PM5.34



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T39i



Anthology

OBJECTIVE

Thematic Connection: Creature Features

Preview an Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

MATERIALS

colored markers

Power Writing

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

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 **slither**.

- Write the word.
- Add a picture.
- Add a definition.
- Add a context sentence.

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

slither	
<p>Sentence: The snake can slither all around.</p>	<p>Definition: The word <u>slither</u> means "to slip and slide."</p>

4-Corner Poster

Key Words

- back · climb · fact
 fly · front · movement
 push · run · slide
 slither · swim

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

Academic Talk

2 Preview and Predict Anthology pages 44-45

Read aloud the selection title and say: *The words in the title describe different **movements***. Show children the cover and ask: *What animal do you see? What do you know about penguins?*

Have partners turn and talk to make predictions based on a picture walk. Have them share their predictions with the rest of the class. Ask: *What animals did you see? What do you think we will learn about these animals?* (Possible response: I think we will learn about the different **movements** animals can make.) *Why do you think that?* (Possible response: I see animals that can **run**, **climb**, and move in other ways.)

Check & Reteach

OBJECTIVE: Preview an Article to Make Predictions

Tell children to explain how they made their predictions.

If children do not predict something reasonable, ask them to look at each picture. Ask questions such as: *What animal is this?* (an eagle) *How does an eagle move?* (It **flies**.) *Do you predict that the story will be about animals and the ways they move?*

COMMON CORE STANDARDS

Reading

- Read Informational Text CC.1.Rinf.10
 Read with Fluency CC.1.Rfou.4
 Read with Accuracy, Appropriate Rate, and Expression CC.1.Rfou.4.b

Writing

- Write About Topics CC.1.W.2

Speaking and Listening

- Participate in Conversations CC.1.SL.1

Language and Vocabulary

- Use Simple Imperative and Exclamatory Sentences CC.1.L.1.j
 Determine Meaning of New Words CC.1.L.4
 Use Words and Phrases CC.1.L.6

Read a Fact Book

A **fact book** is nonfiction. It gives facts about things that are real.

✓ Look for labels.



Reading Strategy

Make connections as you read. Connect new facts to things you have read in other texts and to things you know about the world.

Slither, Slide, Hop, and Run

by Katharine Kenah



Comprehension Coach

STUDENT TECHNOLOGY



Digital Library



Read with Me



Student eEdition



My Vocabulary Notebook

NGReach.com

44

Anthology
pages 44–45

Shared Reading

3 Read a Fact Book Anthology pages 46–47

GENRE AND LABELS Read aloud the description. Explain: *A **fact** is true information. Listen to this **fact**: a bird has wings and feathers.* Point to the labels. Explain: *A **label** tells you the name of something.* Have children point to each label and the corresponding part on the eagle. Explain that in this selection, they will read other facts about animals.

SCIENCE BACKGROUND Share information to build background:

- *Some animals have legs and can walk and **run**. Some have wings and can **fly**.*
- *Some animals have no legs and have to **slither** to move.*
- *Animals use different **movements** to get from place to place.*

Read pages 46–57 to the class. Use the questions on T46–47 to T54–55 to guide discussion on the first read (Day 3) and the second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Read and Comprehend

- Active Reading
- Critical Thinking

Day 4 Reread and Analyze

- ✓ Categorize Details
- ✓ Make Connections
- Critical Thinking

Fly



A bird can **fly**! It moves through the air with wings. **3**



46

Anthology
pages 46–47

Slither



A snake can **slither**! It wiggles from side to side on the ground. **3**

47

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children read along with the vocabulary words *fly* and *slither*. Have children act out how they would fly and then how they would slither.

SECOND READ

Day 4 Reread and Analyze

- 2 Compare and Contrast** *How are these birds alike?* (They both have wings and feathers and can **fly**.) *How are they different?* (The eagle is big. The hummingbird is small.)
- 3 Categorize Details** ✓ *Where do these birds move?* (in the air) *Where does this snake move?* (on the ground) *What two groups can we use to categorize the two animals?* (air, ground)
- See **Differentiate**
- 4 Make Connections** ✓ *What other animals does the bird remind you of?* (Possible response: a bat, bees, butterflies)

Differentiate

BL Below Level

ISSUE Children may not be able to determine the intended categories.

STRATEGY Guide children in evaluating the categories that they came up with. For example, if they said *birds* and *snakes* instead of *air* and *ground*, ask: *Can we put other animals in these groups?* (No.) *Can we find other animals that move in the air or on the ground?* (Yes.) *Let's use air and ground as our two groups when we categorize.*

Display the words *air* and *ground* and add *birds* to the first category and *snakes* to the second.

Hop



5

A kangaroo can hop! It makes short **7** leaps into the air. It uses its **back** feet to hop. **8**

48

Run



5

A horse can **run**! Its legs move forward and backward very quickly. **8**

49

Anthology
pages 48–49

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 Active Reading** Model reading the exclamations as statements. Ask children to show how to make your reading better. Have them read along with you, this time reading the exclamations with expression.
- 6 Use Text Features** *How many legs does a horse have?* (four)

SECOND READ

Day 4 Reread and Analyze

- 7 Make Judgments** Have children hop like a kangaroo. Ask: *Is it easier to hop or walk across the room? Why do you feel that way?* (Possible response: It is easier to walk. I am not as tired after I walk.)
- 8 Make Connections** Ask: *What other animals do you know that can hop?* (Possible responses: rabbits, grasshoppers) *What other animals do you know that can run fast?* (Possible responses: dogs, cats, wolves, antelopes, cheetahs)

See **Differentiate**

Differentiate

EL English Learners

ISSUE Children may not be able to name in English animals that they know.

STRATEGY Have children work in pairs with fluent speakers to draw or find pictures of animals they know and then name the animals. Have each pair display the picture and say the name of each animal.

Slide



1 A snail can **slide!** It moves slowly along the ground. A snail has a soft body inside its hard shell.

50

Anthology
pages 50–51

Crawl



A spider can crawl! It creeps forward with its legs.

51

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

1 Active Reading Have children choral read the sentence *A snail can slide!* Continue reading pages 50–51. Have volunteers act out sliding and crawling as the class reads the lines together. Ask a volunteer to demonstrate with his or her hand how a snail can slide.

See **Differentiate**

SECOND READ

Day 4 Reread and Analyze

- 2 Categorize Details** Remind children of the two categories they discussed on pages 46–47, *air* and *ground*. *In which category would you put the snail?* (*ground*) *Where does the spider belong?* (*ground* or *air*) *Tell why you think this.* (Possible response: It creeps on land or hangs from a web.)
- 3 Use Visuals** Ask: *What is something you can learn about a spider from the picture?* (They have eight legs. Their legs bend in several places.)

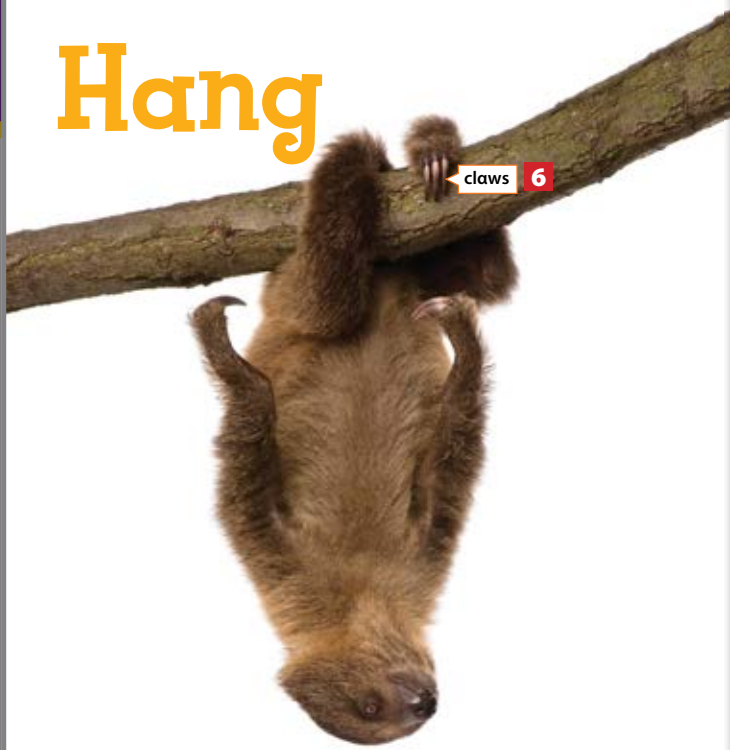
Differentiate

SN Special Needs

ISSUE Kinesthetic learners may benefit from acting out the verbs.

STRATEGY Provide reinforcement by having children pick a movement and demonstrate it, using the sentence frame: I can _____.

Hang



A sloth can hang! It holds onto a tree and hangs below it. A sloth has long claws. **5**

52

Swim



A dolphin can **swim**! It moves gently through the water. A dolphin swims by moving its tail up and down. **4**

53

Anthology
pages 52–53

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

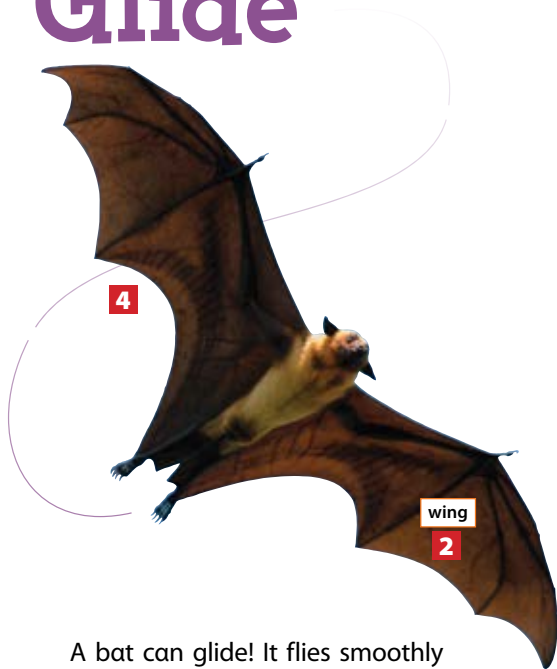
- 4 Active Reading** Have children choral read with expression and identify and read the labels.

SECOND READ

Day 4 Reread and Analyze

- 5 Make Connections:** ✓ *What did you read about the sloth?* (Possible response: It lives in trees and hangs upside down.) *Think about other animals you have seen. What does it remind you of?* (Possible response: Sloths remind me of monkeys because sloths live in trees like monkeys do. Also, sloths sometimes hang by their tails or by one arm.)
- 6 Analyze Details** *What body part does a sloth have that helps it hold on to the tree?* (It has claws.) *What body part helps the dolphin **swim**?* (its tail)

Glide



A bat can glide! It flies smoothly
1 through the air. A bat's wings are really
3 long fingers covered with skin.

54

Anthology
 pages 54–55

Dig



A dog can dig! It uses its paws to
2 move dirt.

55

Fluency ✓

Intonation First, read page 56 in a flat tone, with no expression. Then read it in an excited tone, using the expression indicated by the exclamation points, and allow your voice to go up and down naturally. Have children repeat after you.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

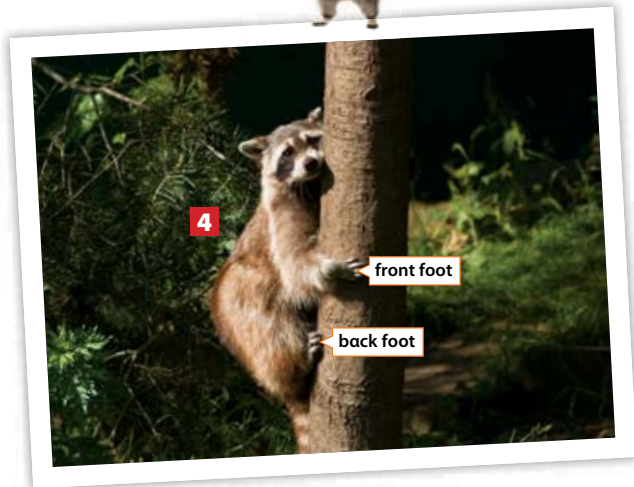
- 1 Active Reading** Read aloud pages 54–55. Have children repeat the words *glide*, *wings*, *dig*, and *paws* chorally as you read again.
- 2 Identify Main Idea** *How does a bat fly?* (It **flies** with its wings.) *How does a dog dig?* (It digs with its paws.)

SECOND READ

Day 4 Reread and Analyze

- 3 Make Connections:** ✓ *How do bats move?* (They **fly** and glide.) *What other animals do you know that can fly?* (Possible response: Most birds can **fly**.)
- 4 Categorize Details** ✓ *Is the bat in the air or on the ground?* (in the air) *Is the dog in the air or on the ground?* (on the ground) Ask about the penguin (ground) and the raccoon (ground) as well.
- 5 Use Visuals** Direct children to the photo of the dog on page 55. Ask: *Does a dog dig with its front or back paws?* (**front** paws)

Climb



A raccoon can **climb**! It moves up and down by using its feet. Its **front** and back feet work like hands.

56

Waddle



A penguin can waddle! It rocks from side to side as it walks. A penguin can waddle as fast as a person walks!



57

Anthology
pages 56–57

Writing

4 Write About Movement

Display these sentences: Hop like a kangaroo. Waddle like a penguin.

Have children act them out. Call on volunteers to demonstrate other animal movements, such as crawling like a spider or digging like a dog.

Explain: *You can write sentences about how you can move like an animal.* Provide this sentence frame: I like to ____ like a [name of animal]!

Have children write their sentences and illustrate them if they wish.

Display the **Key Words** list and encourage children to use them in their sentences.

Key Words

back · climb · fact
fly · front · movement
push · run · slide
slither · swim

Daily Language Arts

Daily Grammar ✓

Explain that the following two sentences are commands:

Hop like a kangaroo. Waddle like a penguin.

They tell people to do something. Then say an exclamation: *I like to run like a horse!*

Have children repeat with excitement. Use the Daily Grammar lesson on page T391 to teach commands and exclamations.

WRAP-UP

Have children think about the animals they read about. Ask: *Did you learn about more animals you can move like? What are they?* Encourage them to discuss animals they can't move like but would like to.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Add 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 5, 28, 33
- Contractions: Practice Master PM5.36
- Write-On/Wipe-Off Boards
- Read On Your Own Book 19

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

small chips or coins for counting sounds, 4 per child



MORNING WARM-UP

What animals run? What animals swim?

Have half the class name animals that can run and the other half name animals that can swim. See which half can list more animals.

Phonological Awareness

1 Add Final Sounds ✓

Use **Phonological Awareness Routine 4**.

- **Say a word:** *ray*. *Say the word with me: ray.*
- **Add a sound:** *Let's add /n/ to the end of ray: ray /n/.*
- **Say the new word:** *What is the new word? rain.*

For **Phonological Awareness Routine 4**, see page BP29.

Repeat with the words and sounds *be* and /t/ (*beat*), *row* and /d/ (*road*), *sea* and /l/ (*seal*), and *you* and /v/ (*you've*).

Check & Reteach

OBJECTIVE: Add Final Sounds ✓

Ask: *What is the new word if I add /t/ to the end of she? (sheet)*

If children have trouble, use **Sound/Spelling Cards** 28 /sh/ and 33 /ē/ to show each sound of *she*. Then add **Sound/Spelling Card** 5 /t/ and read the word: *sheet*. Have children repeat. Repeat with *bill* and /t/ (*built*) and *dry* and /v/ (*drive*).

Phonics

2 Read and Spell Words with Contractions ✓

REVIEW Model how to build *we'll*.

Have each child fold a sheet of paper into three sections to make three columns labeled 'll, 've, and 're. Have partners build *he'll* with their **Letter Cards**, blend the sounds, and write the word in the first column. Continue building and sorting with contractions from the **Word Bank**.

w	e	'	l	l
---	---	---	---	---

'll	've	're
I'll	I've	you're
you'll	you've	we're
she'll	we've	they're
he'll	they've	
we'll		
they'll		

Word Bank

COMMON CORE STANDARDS

Reading

- | | |
|--------------------------------------|---------------|
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Add 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.d |
| Spell High Frequency Words | CC.1.L.2.d |

Use **Dictation Routine 2** as children practice writing on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *They'll know we've been out in the rain.*
- **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.

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

Assign **Practice Master PM5.36** for more practice.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's words. Have children chant and spell the words three times as you point to them on the Word Wall: *funny, hurt, light, mean, sea, and sound.*

REVIEW Have children review previously taught words *no, why, any, always, each, never, many, every, show, four, some, may, other, and only.* Read them aloud. Have pairs create sentences using each of the words. When all pairs have written their sentences, invite them to share with the class.

Check & Reteach

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

Repeat **Dictation Routine 2** with the sentence: *We'll swim in the sea.*

If children have trouble, display a model and have them circle any misspelled words and build them correctly with **Letter Cards**. Repeat with this sentence: *You've never made that sound.*

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


Name _____ Date _____

Phonics

Contractions

Write the contraction.
Read the sentence.

I	+ am	= I'm
she	+ will	= she'll
they	+ have	= they've
we	+ are	= we're



1. I am going on a whale watch.
I'm going on a whale watch.

2. You have got to come with me!
You've got to come with me!

3. I hope we will see some whales.
I hope we'll see some whales.

4. I know they are out there in the sea!
I know they're out there in the sea!

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[NGReach.com](https://www.ngr.com) Practice Master PM5.36



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T39j



Read On Your Own Book 19

A Fun Fact

by Deanne W. Kells

I've got a fun fact. Some animals have names that have almost the same **sounds**. Yet the two animals are not the same at all! I'll show you what I **mean**. We'll start with the sole and the mole.

Legend

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

A sole is a flat fish. It swims under water* in the **sea**.
A mole lives under the ground.*

Look at the skink and the skunk. They're both striped. But the skink has scales, and the skunk has hair.

If you grab the skink's tail, it'll snap off! This will not hurt the skink. If the skunk lifts its tail, run! It is not funny to get hit with skunk spray.

Read On Your Own Book 19
pages 16–19

Decodable Reading

4 Read "A Fun Fact" Read On Your Own Book 19 pages 16–20

REVIEW Use the photos to preteach the story words *water* (page 17), *ground* (page 17) and *horns* (page 23). Then use **Decoding Routine 4** to conduct two readings of "A Fun Fact." 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 on errors. Use the following questions to build comprehension.

- 1 **Identify Details** *What is a sole?* (A sole is a flat fish.)
- 2 **Make Comparisons** *How is a skink like a skunk?* (They both have stripes and tails.) *How is a skink different from a skunk?* (A skink has scales, but a skunk has hair. A skink's tail snaps off. A skunk raises its tail to spray.)
- 3 **Summarize** *What did you learn about cats and bats?* (They do not need a lot of light to see. A cat runs, but a bat flies.)
- 4 **Make Connections** *What do you know about a hog and a dog or an ox and a fox?* (Responses should include accurate information, such as size, where they live, or color.)

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 19	Teacher's Edition
words with -y	funny (page 19) fly (page 21)	-y (page T311)
words with ai, ay	tail (page 19) spray (page 19)	/ā/ai (page T39n) /ā/ay (page T39n)
digraph tch	catch (page 21)	-tch (page T133b)

*Page numbers in **bold** reference units 5–8.


AL Above Level

ISSUE Children can quickly decode the text.


STRATEGY Have children think of two animals they know about and compare them as in the book.




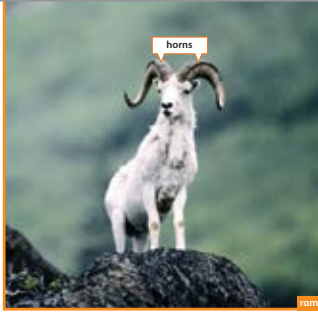
Look at the cat and the bat. They do not need a lot of **light** to see well.




The cat will run to catch mice. But the bat can fly! **It'll** snap up bugs.





Look at the rat and the ram. A rat is quite small. A rat can bite. So do not get close to a rat.





A ram is quite big. Look at his horns.* **He'll** use them to keep other male rams far from him. He will not **hurt** you.

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Here are some others. **I'm** going to give you hints. What's the missing name? ♦

hog and _____

ox and _____

Practice Phonics

Contractions

Read these words.

he'll they'll drinks you've
she'll milk cake fish

Find the contractions.
Use letters to build them.

h e ' l l

Talk Together

Use the pictures and words from the box above to tell your partner about the cats.

They'll get drinks

Read On Your Own Book 19
pages 20–25

Practice Phonics

5 Words with Contractions Read On Your Own Book 19 page 25

Distribute **Letter Cards**. Read aloud page 25.
Have partners complete the activities.



6 Talk Together Read On Your Own Book 19 page 25

Display the **Talk Together** sentence frame. Have children tell about the illustration 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: They'll/She'll/He'll/get milk/cake/fish.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "A Fun Fact." 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: Creature Features

- ✔ Categorize Details
- ✔ Make Connections

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3

MATERIALS

children's word posters from Day 3

Power Writing

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

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


Vocabulary Practice

1 Share Word Knowledge ✔

Have children use the 4-corner posters they made on Day 3 (see page T44). Pair children and have them follow the steps in **Vocabulary Routine 3**.

- 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 Word** and write them on the back of their posters.
- Draw a line under each **Key Word**.

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

slither	
Sentence: The snake can slither all around.	Definition: The word <u>slither</u> means "to slip and <u>slide</u> ."

4-Corner Poster

Academic Talk

2 Discuss Movement

Remind children that they read about many different kinds of animals. Then have children recall the different **movements** they read about. (**run**, **slide**, **slither**, **climb**, waddle, and so on) Explain:

*We know that horses can **run**, but so can dogs, cats, and many other animals. A snail can **slide**. What other animal can you name that can **slide**?* (Possible responses: penguin, otter, seal) *We can make a connection between the animals we read about and other animals that we know can do the same movements.*

Key Words

back · climb · fact
fly · front · movement
push · run · slide
slither · swim

Divide children into partners. Assign each pair a word for a movement, such as swim, and tell pairs to think of as many animals as they can that can do that movement. Have children turn and talk for one minute with a partner.

Post the verbs as column heads. Then have pairs share their lists with the class. As children name animals, write the animals' names under the verbs. Explain:

*We can **categorize** animals by the ways they move.*

Check & Reteach

OBJECTIVES: Categorize Details ✔
Make Connections ✔

Listen carefully as children name examples.

If children have difficulty categorizing, ask guiding questions such as: *Can a cat **run**?* (Yes.)

*Can a deer **run**?* (Yes.) Then ask: *Where should I add these animals?* (under the heading **Run**)

COMMON CORE STANDARDS

Reading

Distinguish Information from Pictures and Words CC.1.Rinf.6
Read Informational Text CC.1.Rinf.10

Writing

Write About Topics CC.1.W.2

Speaking and Listening

Participate in Conversation CC.1.SL.1

Language and Vocabulary

Determine Meaning of New Words CC.1.L.4
Use Simple Imperative and Exclamatory Sentences CC.1.L.1.j

Read a Fact Book

A **fact book** is nonfiction. It gives facts about things that are real.

✓ Look for labels.



Reading Strategy


Make connections as you read. Connect new facts to things you have read in other texts and to things you know about the world.

44

Slither, Slide, Hop, and Run

by Katharine Kenah



 Comprehension Coach

STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me

 NGReach.com

Anthology
pages 44–45

Reread and Analyze

3 Build Comprehension Anthology pages 44–45

Point to the photo on page 45. Ask: *What **movement** is the penguin doing?* (sliding) Explain: *Penguins use their wings to help them **slide**.* Tell children to think of what they know about animals as they reread. Use the **Reread and Analyze** questions on T46–47 through T54–55 as you reread *Slither, Slide, Hop, and Run*. See **Differentiate**

Writing

4 Write About Movement

Children will write a class book about how animals move. Group children and assign a movement (hop, slide, slither, climb, etc.) to each. Have groups use this sentence frame: Some animals can _____. Have them draw and label pictures of different animals that can do that movement. Put the pages together in a book.



Daily Language Arts

Daily Grammar ✓

Point out the exclamatory sentence on page 56: "A raccoon can climb!" To illustrate a command, say: *Show me how a raccoon moves.* Have children complete the Daily Grammar lesson on page T39I to practice commands and exclamatory sentences.

WRAP-UP Have children review the verbs in *Slither, Slide, Hop, and Run*. Ask: *What new animals did you learn about today? How do they move?*



Read On Your Own Book 19

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Read and Spell Words with *ai, ay*
- ✓ Read and Spell Words with Contractions
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Fact Book
- ✓ Categorize Details
- ✓ Make Connections

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Vocabulary: Practice Master PM5.38
- Category Chart: Practice Master PM5.39
- Read On Your Own Book 19

TECHNOLOGY ONLY

- Online Vocabulary Games

MORNING WARM-UP

What was the most interesting thing that you learned about animals this week?

Have children review what they learned about animal prints, special animals, and how animals move.

Power Writing

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

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

Vocabulary Review

1 Apply Word Knowledge ✓

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

VOCABULARY GAME

Introduce **Rivet**. Display the **Key Words** and distribute **Practice Master PM5.38**.

Key Words

back · climb · fact

fly · front · movement

push · run · slide

slither · swim

Display **Practice Master5.38**. Explain how to play **Rivet**. Draw four write-on lines and say: *This word has four letters. It begins with the letter s. Write an s. Can you guess the word? I will use it in a sentence: A fish can _____. (swim)* If no one guesses correctly, add another letter. Continue adding letters, pausing briefly after each letter until someone guesses the word. Have that child fill in the letters to complete the word.

For **Rivet Game**, see page BP55.

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games

COMMON CORE STANDARDS

Reading

- Decode Words with *ai, ay* 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.1

Language and Vocabulary

- Use Simple Imperative and Exclamatory Sentences CC.1.L.1.j
- Spell Words with *ai, ay* CC.1.L.2.d
- Spell Words with Contractions CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d

Review Phonics and High Frequency Words

Animal Train

The circus animals are vain. They like to brag!
Take turns reading their words with a partner.
Match them to the animals.

- 1 My pretty eyes are the color of the sea. Too much light can hurt them.
- 2 You'll like the paint on my nails. They match my pink hat!
- 3 My long gray nose is quite nice. You'll think it is funny when I grab things with it.
- 4 I'm such a nice shade of gray! I have a fine braid in my mane.

STUDENT TECHNOLOGY
Vocabulary Games
Resources
NGReach.com

Legend

- words with contractions and words with ai, ay;
- high frequency words

Read On Your Own Book 19
pages 26–27

Phonics Review

2 Play Animal Train Read On Your Own Book 19 pages 26–27

Have partners read the clues and find the items on pages 26–27. Gather the group and discuss the clues and their answers. Then have children find and read (in either clues or directions):

- two words with long *a* spelled *a_e* (*shade, mane*)
- four words with *ai* (*vain, paint, nails, braid*)
- one word with *ay* (*gray*)
- two contractions (*you'll, I'm*)
- four High Frequency Words (*funny, hurt, light, sea*)

Check & Reteach

- OBJECTIVES:** Read and Spell Words with *ai, ay*
- Read and Spell Words with Contractions
- Read and Spell High Frequency Words

As you read aloud the clues from pages 26–27, have children raise their hands if they hear a long *a* word spelled *a_e*, *ai*, or *ay*. When children raise their hands, have them say the word and spell it. Repeat for contractions and High Frequency Words.

Name _____ Date _____

Vocabulary
Rivet

1. Write the first letter of each word.
2. Try to guess the word.
3. Fill in the other letters of the word.

1. _____ swim
2. _____ back
3. _____ movement
4. _____ fly
5. _____ run
6. _____ front
7. _____ slide
8. _____ fact
9. _____ push
10. _____ climb
11. _____ slither

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For use with TE p. T57g **PM5.38** Unit 5 | Creature Features

NGReach.com Practice Master PM5.38



Daily Language Arts

Daily Spelling & Word Work

Practice options on pages T39i–T39j



Answers Talk About It

- 1. Demonstrate Understanding** The **fact** book tells about the **movements** that different animals make.
- 2. Categorize Details** ✓ Responses will vary depending on the animal the child chooses from the **fact** book.
- 3. Make Connections** ✓ Responses will vary, but children may say that other books confirm what they have read or tell them additional information.

Name _____ Date _____

Category Chart
Slither, Slide, Hop, and Run
 Categorize the animals and their movements in "Slither, Slide, Hop, and Run."

Animals	Movement
birds bats	fly
horses	run
snails	slide
spiders	crawl

Use your category chart to summarize the information in the selection. Work with a partner.

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NGReach.com Practice Master PM5.39



Daily Language Arts

Daily Grammar ✓

Reread the direction sentences in **Talk About It** question 2 on **Anthology** page 58. Ask: *What do we call a sentence that tells us to do something?* (a command) Then have children tell how they would change the statement they wrote to make it an exclamatory sentence (change the period to an exclamation mark). Then use the Review and Assess on page T39I.

Academic Talk

- 3 Talk About It** Anthology page 58
 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 58
 Remind children that the book tells facts about how animals move. Ask: *I thought it was very interesting that snails move by sliding. What did you find interesting?* Read aloud the directions on page 58. Model completing the sentence with a written example, such as: It is interesting that snails can **slide**.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Fact Book

Use the answers to **Talk About It** to monitor comprehension. Review children's **Write About It** sentences to see if they correctly identify facts about ways animals move based on the text and 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 Categorize Details** Anthology page 59
REVIEW Remind children: *The book Slither, Slide, Hop, and Run tells many facts about animal movements. We can categorize facts to help us remember what we read.* Review the **Key Words** fly, run, slide, slither, and movement.

Read aloud the directions on page 59. Model how to complete the chart using the example on page 59. Distribute **Practice Master PM5.39** and have children use it to complete the chart. Encourage them to make connections with other animals they have seen and add them to the chart. Circulate and guide children as they complete the chart.

Have partners share and compare their category charts. Call on volunteers to summarize what they learned from the fact book.

Talk About It

1. What does the **fact** book tell you about animals?

The fact book tells ____.

2. Choose an animal from the fact book. Explain how it moves.

A ____ uses its ____ to ____.

3. How do other books you have read help you understand this fact book?

Other books help me ____.

Learn test-taking strategies.
NGReach.com

Write About It

What is interesting about how animals move? Write one sentence.

It is interesting that ____.

Categorize Details

How do animals move?

Category Chart

Animals	Movement
birds	fly
bats	
horses	

Use your chart to summarize what you learned in *Slither, Slide, Hop, and Run*.



STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 58–59

Check & Reteach

OBJECTIVES: Categorize Details
Make Connections

Listen to children as they summarize what they learned from the selection and other texts. If children are unable to categorize details or make connections, review texts from the unit and ask questions, such as: *What animal is this? How does a [name of animal] move?*

WRAP-UP

Have children review 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?* Help children find classroom resources they can use. Have children add any new information they learned about the **Big Question** to their concept maps.

Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Initial & Final Sounds
- Add Final Sounds

Phonics

- Decode Words with *ai, ay*
- Decode Words with Contractions

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Digraphs *ai, ay*
- Spell Words with Contractions
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Categorize Details
- Make Connections

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Commands and Exclamatory Sentences Test
- Write Informative Sentences

ASSESSMENTS

Foundational Skills Test Unit 5, Week 3

Phonological Awareness

Directions: Read the words in each box. Circle the word that is the same as the word in the box next to it.

Word	Options
train	<input type="radio"/> heard (trunk) <input type="radio"/> truck (trunk)
train	<input type="radio"/> hay <input type="radio"/> has <input type="radio"/> ham
train	<input type="radio"/> I'll <input type="radio"/> I'm <input type="radio"/> I've
train	<input type="radio"/> no <input type="radio"/> nail <input type="radio"/> nest
train	<input type="radio"/> we'll <input type="radio"/> we've <input type="radio"/> we're

Decoding

Directions: Read the words in each box. Circle the word that is the same as the word in the box next to it.

Word	Options
train	<input type="radio"/> hay <input type="radio"/> has <input type="radio"/> ham
train	<input type="radio"/> I'll <input type="radio"/> I'm <input type="radio"/> I've
train	<input type="radio"/> no <input type="radio"/> nail <input type="radio"/> nest
train	<input type="radio"/> we'll <input type="radio"/> we've <input type="radio"/> we're

High Frequency Words

Directions: Read the words in each box. Circle the word that is the same as the word in the box next to it.

Week 3

funny
 hurt
 light
 mean
 sound
 sea

Foundational Skills Test Unit 5, Week 3

Phonological Awareness

Directions: Read the words in each box. Circle the word that is the same as the word in the box next to it.

Word	Options
train	<input type="radio"/> hay <input type="radio"/> has <input type="radio"/> ham
train	<input type="radio"/> I'll <input type="radio"/> I'm <input type="radio"/> I've
train	<input type="radio"/> no <input type="radio"/> nail <input type="radio"/> nest
train	<input type="radio"/> we'll <input type="radio"/> we've <input type="radio"/> we're

Decoding

Directions: Read the words in each box. Circle the word that is the same as the word in the box next to it.

Word	Options
train	<input type="radio"/> hay <input type="radio"/> has <input type="radio"/> ham
train	<input type="radio"/> I'll <input type="radio"/> I'm <input type="radio"/> I've
train	<input type="radio"/> no <input type="radio"/> nail <input type="radio"/> nest
train	<input type="radio"/> we'll <input type="radio"/> we've <input type="radio"/> we're

High Frequency Words

Directions: Read the words in each box. Circle the word that is the same as the word in the box next to it.

Week 3

funny
 hurt
 light
 mean
 sound
 sea

Spelling Words

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

Words with ai, ay

- wait Please **wait** for me.
- stay I have to **stay** a moment longer.

Contractions

- I've I've been to the zoo many times.
- you're You're going to love Monkey Island!

High Frequency Words

- funny The animals at the zoo sometimes do **funny** things.
- hurt Did that lion **hurt** its paw?
- light The lion can see well in both **light** and darkness.
- mean What does this word **mean**?
- sea Many different types of fish live in the **sea**.
- sound What **sound** does an alligator make?

More Words

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

- trail Let's walk on the **trail** through the woods.
- say Did you **say** you wanted to rest?
- clay We can follow the **clay** path.
- we'll **We'll** rest here for a while.
- plain We can feed the ducks **plain** bread.
- I'm I'm ready to go home **now**.

Foundational Skills Test
A5.25–A5.26

Spelling Pretest/ Spelling Test
See page T39i

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes back to the old.

An shedding time, a snake has a trick. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

Oral Reading Assessment Unit 5

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Make Observations

Oral Reading Assessment Unit 5

Assessment	Score
Accuracy	
Fluency	
Comprehension	

Oral Reading Assessment
A5.1–A5.4

Use these passages throughout Unit 5. Work with Above Level readers this week.

Reading Comprehension Test Unit 5, Week 3

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

Animal Sounds

Animal sounds are all around us. We hear them every day.

Dogs make sounds with their throat. They bark. Pigs push their nose in the mud and snort. Rattlesnakes make sounds with their tail. The sounds warn people to stay away!

Most insects make sounds with their wings. Bees and flies use their wings and body to buzz.

What sounds can you make?

Reading Strategy Assessment Unit 5

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Circle the strategy the child used to help you determine how well the child used the strategy. Circle the child's answer.

What did you do with your reading?

What did you do to help you understand what you read?

Strategy	Used	How Well
1. Read silently		
2. Read aloud		
3. Read with a partner		
4. Read with a teacher		

Reading Strategy Assessment Unit 5

Strategy	Used	How Well
1. Read silently		
2. Read aloud		
3. Read with a partner		
4. Read with a teacher		

Reading Comprehension Test
A5.27–A5.28

Reading Strategy Assessment
LR5.5–LR5.6

Vocabulary Test Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

- A fish _____
 - helps
 - swims
 - counts
- A raccoon _____
 - visits
 - shares
 - climbs
- A snake _____
 - slithers
 - attaches
 - sells

Grammar and Writing Test Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

- Oh, what a beautiful _____
 - bird.
 - bird?
 - birds!
- Get away from that cage right _____
 - now.
 - now!
 - now?
- Feed the turtle different kinds of _____
 - plants.
 - plants?
 - plants!

Writing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Content	Does not address the topic.	Addresses the topic but does not provide details.	Addresses the topic and provides some details.	Addresses the topic and provides many details.
Organization	Does not use any organizational structure.	Uses simple organizational structure.	Uses more complex organizational structure.	Uses sophisticated organizational structure.
Style	Does not use any style.	Uses simple style.	Uses more complex style.	Uses sophisticated style.
Conventions	Does not use any conventions.	Uses simple conventions.	Uses more complex conventions.	Uses sophisticated conventions.

Vocabulary Test
A5.29–A5.32

Grammar and Writing Test
A5.33–A5.34

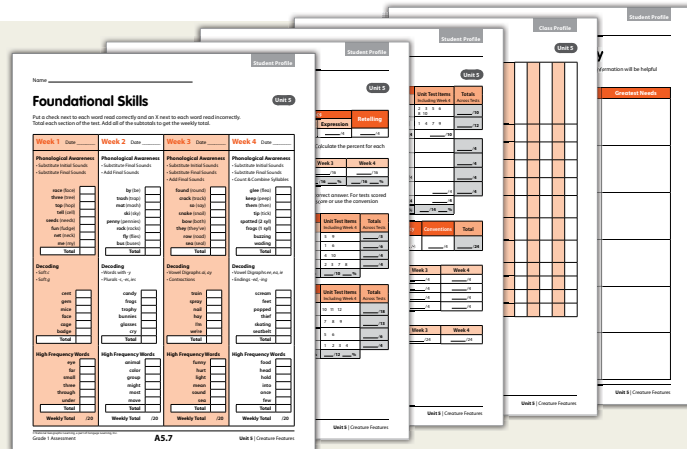
Writing Rubric
A5.55



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A5.7
- Student Profile: Weekly and Unit Tests** A5.51–A5.52
- Class Profile: Weekly and Unit Tests** A5.53
- Student Profile: Strengths and Needs** A5.54
- Student Profile: Oral Reading Progress Tracker** ONLINE ONLY

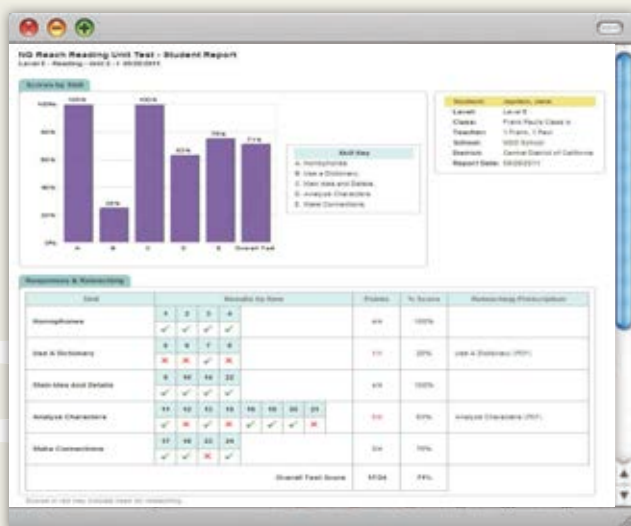
Foundational Skills, Spelling, Fluency

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**, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

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

Reading

RETEACH

- Categorize Details: Reteaching Master** RT5.9
- Make Connections: Reteaching Master** RT5.10

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing

RETEACH

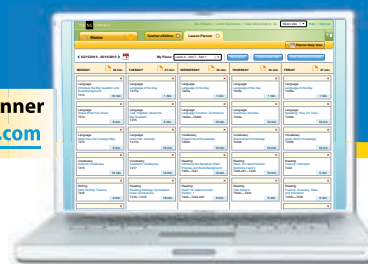
- Commands and Exclamatory Sentences: Reteaching Master** RT5.11
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

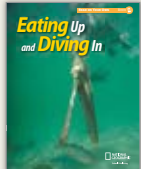


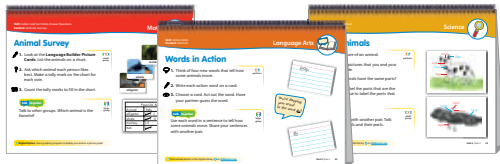
- More Grammar Practice** RT5.12

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 Initial and Final Sounds T59k	✓ Substitute Initial and Final Sounds T63b
	Phonics and Spelling ⌚ 20–30 minutes 	Phonics CC.1.Rfou.3 ✓ Words with ee, ea, ie T59k Spelling CC.1.Rfou.3; CC.1.L.2.d–e ✓ Words with ee, ea, ie T59g, T59m	Phonics CC.1.Rfou.3–4 ✓ Words with ee, ea, ie T63b Read with Fluency T63d Spelling CC.1.Rfou.3; CC.1.L.2.d–e ✓ Words with ee, ea, ie T63b
	High Frequency Words ⌚ 5–10 minutes	✓ Learn High Frequency Words T59g, T59n CC.Rfou.3.g; CC.1.L.2.d	✓ Practice High Frequency Words T59g, T63c Handwriting T63c CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a
WHOLE GROUP TIME		Read and Comprehend	Reread and Analyze
Anthology & Big Book	Speaking and Listening ⌚ 10 minutes	Preview and Predict T60a CC.1.SL.1	Discuss Crittercam T63f CC.1.SL.1
	Language and Vocabulary ⌚ 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.d ✓ Use Indefinite Pronouns T59i Vocabulary CC.1.L.5 ✓ Identify Antonyms T59o	Daily Grammar CC.1.L.1; CC.1.L.1.d ✓ Use Indefinite Pronouns T59i Vocabulary CC.1.L.5 ✓ Identify Antonyms T63f
	Reading ⌚ 20–40 minutes	Read CC.1.Rinf.10 ✓ Shared Reading: Photo Journal T60a 	Reread CC.1.Rinf.10 ✓ Read a Photo Journal T63g Comprehension CC.1.Rinf.10 ✓ Distinguish Fact and Opinion T63f 
	Writing ⌚ 15–45 minutes	Power Writing T59o CC.1.W.5 Writing CC.1.W.2 Write About Crittercam T63a Writing Project: Expository Article CC.1.W.2; CC.1.W.5 Study a Model T66	Power Writing T63f CC.1.W.5 Writing CC.1.W.5 Write About a Photo Journal T64 Writing Project: Expository Article CC.1.W.2; CC.1.W.5 Prewrite T66
LEVELED READING TIME		Read Book 1 CC.1.Rlit.10; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ✓ Make Connections ✓ Compare and Contrast ✓ Categorize	Reread Book 1 CC.1.Rlit.10; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ✓ Make Connections ✓ Compare and Contrast ✓ Categorize
LEARNING STATION TIME			Speaking and Listening T59e CC.1.SL.1; CC.1.SL.5 Language and Vocabulary T59e CC.1.L.4 Writing T59e CC.1.W.1–2 Cross-Curricular T59f CC.1.SL.1; CC.1.SL.5 Reading and Intervention T59f; RT5.13 CC.1.Rfou.3–4

BIG Question How are animals different?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> ✓ Count and Combine Syllables T64a CC.1.Rfou.2 	<ul style="list-style-type: none"> ✓ Count and Combine Syllables T64i CC.1.Rfou.2 	<ul style="list-style-type: none"> ✓ Review T64o CC.1.Rfou.2
<p>Phonics CC.1.Rfou.2.b; CC.2.Rfou.3</p> <ul style="list-style-type: none"> ✓ Words with Endings <i>-ed, -ing</i> T64a ✓ Blend Sounds T64b <p>Spelling</p> <ul style="list-style-type: none"> ✓ Words with Endings <i>-ed, -ing</i> T64c CC.1.L.2.d 	<p>Phonics CC.1.Rfou.2.b; CC.2.Rfou.3; CC.1.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Endings <i>-ed, -ing</i> T64i Words with Endings <i>-s, -es, -ies</i> T64j Read with Fluency T64k <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Endings <i>-ed, -ing</i> T64i 	<p>Phonics CC.2.Rfou.3; CC.1.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with <i>ee, ea, ie</i> and Endings <i>-ed, -ing</i> T64o <p>Spelling CC.1.Rfou.3; CC.1.L.2.d-e</p> <ul style="list-style-type: none"> ✓ Words with <i>ee, ea, ie</i> and Endings <i>-ed, -ing</i> T64o
<ul style="list-style-type: none"> ✓ Practice High Frequency Words T59h, T64d CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> ✓ Practice High Frequency Words T59h, T64j CC.1.L.2.d; CC.Rfou.3.g 	<ul style="list-style-type: none"> ✓ Review High Frequency Words T59g, T64o CC.1.Rfou.3.g; CC.1.L.2.d
Listen and Comprehend	Listen and Analyze	Review and Apply
<ul style="list-style-type: none"> Preview and Predict T64e CC.1.SL.1 	<ul style="list-style-type: none"> Discuss Crittercam Updates T64n CC.1.SL.1 	<ul style="list-style-type: none"> Relate Readings to the Big Question T65a CC.1.SL.1
<p>Daily Grammar CC.1.L.1; CC.1.L.1.d</p> <ul style="list-style-type: none"> ✓ Use indefinite Pronouns T59j <p>Vocabulary CC.1.L.1.d</p> <ul style="list-style-type: none"> ✓ Review Science and Academic Vocabulary T64e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d</p> <ul style="list-style-type: none"> ✓ Grammar and Writing T59j <p>Vocabulary CC.1.L.5</p> <ul style="list-style-type: none"> ✓ Identify Antonyms T64m 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.d</p> <ul style="list-style-type: none"> ✓ Review T59j, T65 <p>Vocabulary CC.1.L.1.d</p> <ul style="list-style-type: none"> ✓ Review T65
<p>Read CC.1.Rinf.10; CC.1.SL.2</p> <ul style="list-style-type: none"> ✓ Interactive Read-Aloud: Science Article T64e  	<p>Reread CC.1.Rinf.10</p> <ul style="list-style-type: none"> ✓ Interactive Read-Aloud: Science Article T64m  <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Distinguish Fact and Opinion T64m 	<p>Comprehension</p> <ul style="list-style-type: none"> Compare Genres T65a 
<p>Power Writing T64e CC.1.W.5</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write a Fact T64h <p>Writing Project: Expository Article CC.1.W.2; CC.1.W.5</p> <ul style="list-style-type: none"> Draft T67 	<p>Power Writing T64m CC.1.W.5</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write a Fact and an Opinion T64n <p>Writing Project: Expository Article CC.1.W.2; CC.1.W.5</p> <ul style="list-style-type: none"> Revise and Edit T67a–T67b 	<p>Power Writing T64o CC.1.W.5</p> <p>Writing CC.1.W.2</p> <ul style="list-style-type: none"> Write About the Cameras T65b <p>Writing Project: Expository Article CC.1.W.2; CC.1.W.5</p> <ul style="list-style-type: none"> Publish and Present T67b

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

- Introduce LR2
- Read LR4–LR11
- ✓ Make Connections
- ✓ Compare and Contrast
- ✓ Categorize

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

- Read and Integrate Ideas LR2
- ✓ Make Connections
- ✓ Compare and Contrast
- ✓ Categorize

Reading CC.1.W.1–3; CC.1.SL.1.a

- Connect Across Texts LR3

Writing

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T67c–T67d

- ✓ Foundational Skills A5.35–A5.36 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
- ✓ Spelling Test T59g CC.1.Rfou.3.g; CC.1.L.2.d
- ✓ Oral Reading Assessment A5.1–A5.4 CC.1.Rfou.4

- ✓ Reading Comprehension Test A5.37–A5.42 CC.1.Rlit.3
- ✓ Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
- ✓ Vocabulary Test A5.43–A5.46 CC.1.L.4; CC.1.L.6
- ✓ Grammar and Writing Test A5.47–A5.50 CC.1.L.1
- Reteaching Masters RT5.13–RT5.17

Week 4 Learning Stations

Speaking and Listening

Option 1: Animal Survey

Animal Survey

1. Look at the **Language Builder Picture Cards**. List the animals on a chart.

2. Ask which animal each person likes best. Make a tally mark on the chart for each vote.

3. Count the tally marks to fill in the chart.

Math 1+1=2

Favorite Animal

Animal	Tally	Total
alligator		4
whale		5
monkey		4
fish		4

Task Together
Talk to other groups. Which animal is the favorite?

Digital Option Use a graphing program to display your data in a picture graph.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 34

Digital Library Images: Language Builder Picture Cards B56, B57, B59, B64

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

Participate in Conversations CC.1.SL.1
Add Visuals to Clarify CC.1.SL.5

Option 2: The Next Scene



MATERIALS

colored markers • crayons

Have children work in pairs.

- Children select a photo from "My Crittercam Journal" and discuss the scene.
- Then children make a prediction, draw a picture, and write a caption about what the Crittercam may photograph next.

Participate in Conversations CC.1.SL.1
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Key Words

back • categorize • climb • fact • fly • front
movement • push • run • slide • slither • swim

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

- looking up words
- adding definitions, synonyms, and antonyms
- writing sentences that contain both a Key Word and an indefinite pronoun.

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

Writing

Option 1: Words in Action

Words in Action

1. Think of four new words that tell how some animals move.

2. Write each action word on a card.

3. Choose a card. Act out the word. Have your partner guess the word.

Task Together
Use each word in a sentence to tell how some animals move. Share your sentences with another pair.

leap
fly

You're flapping your arms! Is the word *fly*?

[Find animal photos in the Digital Library on NGReach.com](https://www.ncreach.com)

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 32

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

lined index cards

Write About Topics CC.1.W.2

Option 2: Facts and Opinions



PROGRAM RESOURCES

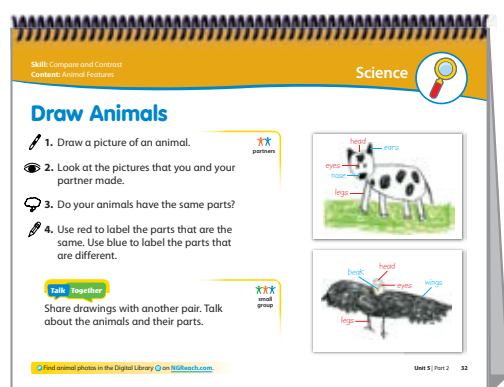
Digital Library Image B56

Display the photo. Have pairs write one fact and one opinion about the monkey in the photo.

Write Opinions CC.1.W.1
Write About Topics CC.1.W.2

Cross-Curricular

Option 1: Draw Animals



Draw Animals

1. Draw a picture of an animal.
2. Look at the pictures that you and your partner made.
3. Do your animals have the same parts?
4. Use red to label the parts that are the same. Use blue to label the parts that are different.

Talk Together
 Share drawings with another pair. Talk about the animals and their parts.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 32

Teacher's Guide on 

crayons • red and blue markers

Participate in Conversations	CC.1.SL.1
Add Visuals to Clarify	CC.1.SL.5

Option 2: How Critters Act

Have children work in small groups. Help them follow the NGKids link through the student home page and navigate to the Animals and Pets page. Assign each group an animal.

- Children look at pictures, watch video of their animal, and look at the map of where their animal lives.
- Each group talks about how they would put a Crittercam on the animal and what they think the camera would show.

Participate in Conversations	CC.1.SL.1
Add Visuals to Clarify	CC.1.SL.5

Reading

Option 1: Comprehension Coach



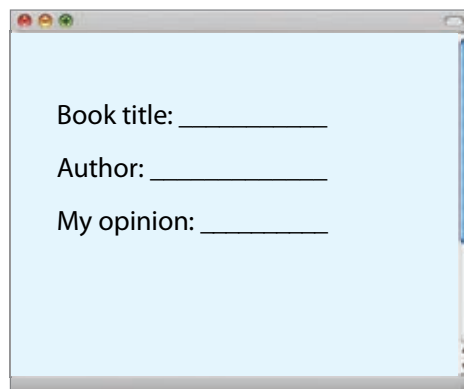
 **Comprehension Coach**

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 CC.1.Rfou.4

Option 2: Compare Thoughts



Book title: _____
 Author: _____
 My opinion: _____

Have children list the title and author of a book the whole class has read. Then have children write their personal opinions about the book, including whether or not they liked the book and why. Have partners read each other's opinions and compare thoughts.

See **Recommended Reading** on page LR12.

Write Opinions CC.1.W.1

Intervention

Option 1: Reteach Words with Vowel Digraphs *ee, ea, ie*

PROGRAM RESOURCES

Phonics Picture Cards 11, 89, 121, 145, 155
 Sound/Spelling Card 33

Use **Reteaching Routine 1**.

- **Display a word.**
- **Say the word:** *seal*. Have children repeat.
- **Read the word.** Point to *ea* and ask: *What are these two letters? What is the sound?*
- **Scaffold spelling.** Say: *seal*. *A seal has flippers.* Have children repeat the word, say the first sound, and write its spelling, referring to the **Phonics Picture Card**. Repeat for the remaining sounds.



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

Decode Words with Vowel Digraphs *ee, ea, ie* CC.1.Rfou.3

Option 2: Phonics Games

PROGRAM RESOURCES

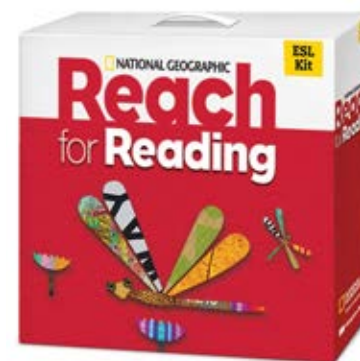
Online Phonics Games

Decode Words with Vowel Digraphs <i>ee, ea, ie</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

For **Reteaching Masters**, see pages RT5.13–RT5.17.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T59k–T65b

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Spell Words with Digraphs *ee, ea, ie*
- ✓ 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.

Words with *ee, ea, ie*

- seal I saw a **seal** sitting on the rocks.
- field The **field** was filled with flowers.

Words with *-ed, -ing*

- jumped A big fish **jumped** out of the pond.
- watching I was **watching** when the fish jumped.

High Frequency Words

- few Let's pick a **few** flowers to take home.
- food Many animals eat plants for **food**.
- head There's a fly buzzing around my **head**.
- hold **Hold** my hand when we walk near the pond.
- into You don't want to fall **into** the water.
- once I fell in **once** and got all wet!

More Words

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

- see We can **see** lots of animals if we look carefully.
- tree There's a hawk at the top of that **tree**.
- leaf Here's a caterpillar crawling on a **leaf**.
- shriek If that spider gets near me, I'll **shriek**!
- called This park is **called** Adams Pond Park.
- blowing The wind is **blowing**, so I think it might rain.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.44

MATERIALS

scissors

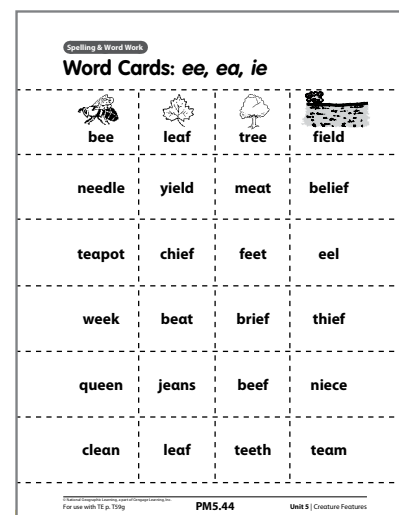
Prepare

Have pairs cut out the **Word Cards** and sort them into piles by digraph.

Play a Game

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

Extend the activity by having children write one more word with each digraph and ending, adding them to the correct sorted piles.



NGReach.com Practice Master PM5.44

Decode Words with Digraphs *ee, ea, ie*
 Spell Words with Digraphs *ee, ea, ie*
 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 PM5.45

MATERIALS

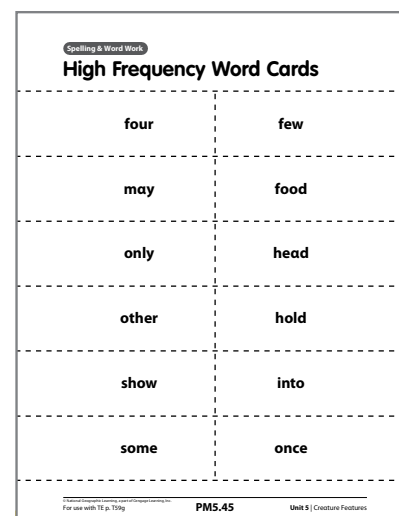
scissors

Prepare

Ask children to form groups of three. 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

- Groups turn cards facedown and mix them up.
- On a signal, groups turn over and put cards in alphabetical order.
- Assign a point for each correctly alphabetized word. Have groups shuffle the cards for another round. After several rounds, the group with the most points wins.



NGReach.com Practice Master PM5.45

Spell High Frequency Words

CC.1.L.2.d



Hunt for Words

Day 3



Option 1

MATERIALS

books, magazines, or newspapers

Make a List

- Have partners look through books, magazines, or newspapers to find words that contain the digraphs *ee*, *ea*, *ie*, and endings *-ed* and *-ing*.
- Have partners write down all the words they find in two columns: one for spelling words and one for other words.
- Have partners underline the digraph or ending in all the words.
- Have partners add any more words they know with digraphs *ee*, *ea*, or *ie*, and endings *-ed* and *-ing*.

field
swimming

Extend the activity by having children use the words in sentences.

Decode Words with Digraphs <i>ee</i> , <i>ea</i> , <i>ie</i>	CC.1.Rfou.3
Decode Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.Rfou.3
Spell Words with Digraphs <i>ee</i> , <i>ea</i> , <i>ie</i>	CC.1.L.2.d
Spell Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Build Words Online

Day 3



Option 2

Prepare

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

Play a Game

- One partner chooses a spelling word and says, "I'm thinking of a word that has the letters ____ and ____." (The letters do not have to be in order.)
- The other partner drags the letters to the screen and tries to guess the word. If he or she is successful, that partner spells the word and begins a new round with a new word.
- If not, the first player says another letter that is in the word, and the second player drags it to the screen. The round continues until the word has been guessed and spelled.
- Have partners continue play until all the words have been chosen and identified.

Extend the activity by having children identify each digraph or ending that appears in the words their partner chooses.

Decode Words with Digraphs <i>ee</i> , <i>ea</i> , <i>ie</i>	CC.1.Rfou.3
Decode Words with Endings <i>-ed</i> , <i>-ing</i>	CC.1.Rfou.3
Spell Words with Digraphs <i>ee</i> , <i>ea</i> , <i>ie</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

Nature Sentences

Day 4



Option 1

Prepare

Display the spelling words and the word *Nature*.

Play a Game

- Have a volunteer choose one of the spelling words and use it in a sentence about nature. Display the sentence.
- Continue until all the words have been used.

That is the tallest tree
in the forest.

Extend the activity by having children underline the digraphs or endings in the spelling words.

Spell Words with Digraphs <i>ee</i> , <i>ea</i> , <i>ie</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

Make Word Worms

Day 4



Option 2

MATERIALS

paper with 1-inch grid lines

Prepare

Display the Spelling Words and a portion of a Word Worm as an example.

Play a Game

- Have pairs choose a spelling word to begin their Word Worm.
- Have them add words to the worm by attaching each word to a letter already in the worm.
- Have children work together to attach all the spelling words to the worm.

F E W
O
O
H O L D

Spell Words with Digraphs <i>ee</i> , <i>ea</i> , <i>ie</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 4 Daily Grammar

OBJECTIVES

Thematic Connection: Creature Features

✔ Use Indefinite Pronouns

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Indefinite Pronouns

CC.1.L.1

CC.1.L.1.d

Day 1

PROGRAM RESOURCES

Singular Indefinite Pronouns:
eVisual 5.12

MATERIALS

index cards, 4 per pair

Teach the Rules

Use page T63a to introduce **singular indefinite pronouns** and then teach the rules. Explain that indefinite pronouns do not refer to a specific person or thing, but to any person or thing.

Singular Indefinite Pronouns

- | | |
|---|---|
| • Use anyone to refer to any person. | Anyone can come to the aquarium. |
| • Use something to refer to any thing. | Something is moving behind that rock. |
| • Use nothing to refer to none of any thing. | Nothing can escape from the tank. |
| • Use everything to refer to all of any thing. | Everything I see can live under water. |

NGReach.com Singular Indefinite Pronouns: eVisual 5.12

Play a Game

Distribute four index cards to each pair. Have children write one of the singular indefinite pronouns on each card. Explain:

- Put the cards facedown.
- One child picks a card, reads it aloud, and says another word.
- The second player uses the word on the card and the word the partner said in a sentence.

Provide an example: *If the word on the card is nothing and my partner says swims, I can say Nothing swims like a dolphin.*

Continue play until each player has picked eight cards.

Differentiate

AL Above Level

ISSUE Children grasp the concept and are ready to learn more singular indefinite pronouns.

STRATEGY Share with children this list of singular pronouns: *each, anybody, anything, nobody, either*. Have pairs write sentences using these indefinite pronouns.

Day 2

PROGRAM RESOURCES

Plural Indefinite Pronouns:
eVisual 5.13

MATERIALS

a small bean bag, pillow, or other soft object for each group

Teach the Rules

Use page T64 to introduce **plural indefinite pronouns** and then teach the rules.

Plural Indefinite Pronouns

- | | |
|---|---|
| • Use many for a lot of persons or things. | Look at the jellyfish. Many are hard to see. |
| • Use several for more than two but less than many. | Several look like bags of water. |
| • Use a few for a small number of persons or things. | Only a few are visible. |
| • Use both for two persons or things. | Look at these two fish. Both are hiding. |

NGReach.com Plural Indefinite Pronouns: eVisual 5.13

Play a Game

Have children play “Toss the Bean Bag” in small groups. Explain:

- *As you toss the beanbag to another player, say a plural indefinite pronoun (many, several, a few, both) followed by like.*
- *The player you toss the beanbag to must say a sentence using the words you said. After saying a sentence, this player chooses a different indefinite pronoun and tosses the beanbag.*

For example: *Many—like: Many like dolphins.*

Continue play until each group member has had several turns.

Differentiate

EL English Learners

ISSUE Children may have difficulty understanding the numerical differences between *a few, several, and many*.

STRATEGY Have children rank the words by number on an index card: *a few = about 3 or 4; several = more than a few but less than many; many = a lot*. Point out that these words can mean different numbers to different people, but they keep this order.



Day 3

PROGRAM RESOURCES

Subject-Verb Agreement with Indefinite Pronouns: eVisual 5.14 Match Indefinite Pronouns: Practice Master PM5.50

Teach the Rules

Use page T64h to introduce subject-verb agreement with indefinite pronouns. Then teach the rules.

Subject-Verb Agreement

- Match a singular indefinite pronoun with a singular verb.
Something wears a camera.
Anyone knows it is a shark.
Everything looks tall to a baby penguin.
Nothing is as big as a whale.
Match a plural indefinite pronoun with a plural verb.
Scientists watch the lions. Several lurk in the field.
The mother and baby antelope listen. Both run.

NGReach.com Subject-Verb Agreement: eVisual 5.14

Play a Game

Distribute Practice Master PM5.50. Put children in pairs. Have partners take turns drawing a line that connects the words in the left column with the words in the right column that correctly complete the sentence. Then have partners read the new sentence together.

Match Indefinite Pronouns activity sheet with 8 numbered sentences and a list of pronouns to match.

NGReach.com Practice Master PM5.50

Differentiate

BL Below Level

ISSUE Children may have difficulty with subject-verb agreement. STRATEGY After saying each subject, ask children to tell how many there are. Remind them that most singular verbs end with -s and most plural verbs do not.

Day 4

PROGRAM RESOURCES

Write Indefinite Pronouns: Practice Master PM5.54

Grammar and Writing

Explain: Good writers use pronouns so that they don't repeat the same noun over and over again.

Use page T64n to model the use of indefinite pronouns in writing. Then distribute Practice Master PM5.54. Read the story. Have children find the words in the box that correctly complete each sentence and write them on the blanks.

Write Indefinite Pronouns activity sheet with a story and a word bank.

NGReach.com Practice Master PM5.54

Day 5

PROGRAM RESOURCES

MATERIALS

Writing, Revising, and Editing Unit index cards, 5 per pair
Test: Assessment Masters A5.47-A5.50

Review and Assess

See page T65 for a review of subject-verb agreement and indefinite pronouns.

Administer the Writing, Revising, and Editing Unit Test.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial and Final Sounds
- ✓ Read and Spell Words with *ee, ea, ie*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 54

Sound/Spelling Cards 1, 3, 5, 12, 27, 29, 33

Read On Your Own Book 20

Words with *ee, ea, ie*: Practice Master PM5.40

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,
Tracks 13–14

Word Builder

Phonics Games

MATERIALS

small chips or coins for counting sounds, 3–4 per child

MORNING WARM-UP

What do you think animals would do if they had cameras?

Discuss places that animals go but humans cannot, such as deep in the ocean. Point out that other animals might come closer if a human was not present.

Phonological Awareness

1 Substitute Initial and Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *leech*.
- **Segment sounds:** /l/ /ē/ /ch/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /l/ to /p/: /p/ /ē/ /ch/.*
- **Say the new word:** *What is the new word? peach.*

For **Phonological Awareness Routine 6**, see page BP30.

Then have children practice substituting initial and final sounds with *peach/peek, me/see, peep/peel, flea/flow, and lean/leap*.

Check & Reteach

OBJECTIVE: Substitute Initial and Final Sounds ✓

Say: *Change the ending sound in may to /ē/. What is the new word? (me)*

If children cannot answer, have them segment /m/ /ā/, *may*. Then have them segment /m/ /ē/. *What's the new word? (me)* Repeat with *ride/side* and *lead/leaf*.

Phonics

2 Learn Words with *ee, ea, ie* ✓

Sing with Me Phonics Songs Book page 54

Play Tracks 13 and 14 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 2 3 Put fingers in front of mouth; rub index fingers across each other.
- 4 Put hands out to signal "Stop!"

COMMON CORE STANDARDS

Reading

Decode Words with *ee, ea, ie*

CC.1.Rfou.3

Read Irregularly Spelled Words

CC.1.Rfou.3.g

Language and Vocabulary

Spell Words with *ee, ea, ie*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

Spell New Words Phonetically

CC.1.L.2.e

Oh, Dear!

Oh, dear! **1**
A flea is a nasty pest.

Oh, dear! **2**
A leech is a nasty pest.



Oh, dear! **3**
A tick is a nasty pest.

Keep them away from me, please! **4**

flea leech tick

Sing with Me Phonics
Songs Book page 54

Cover up all spellings except *ee*, *ea*, and *ie* on **Sound/Spelling Card 33**. Then use **Decoding Routine 1** to connect sound and spellings /ē/*ee*, *ea*, *ie* and to blend words.

Step 1 Develop Phonological Awareness		/ē/ <i>ee</i> , <i>ea</i> , <i>ie</i>
1. Tell children: <i>These words have /ē/ at the beginning.</i> <i>These words have /ē/ in the middle.</i> <i>These words have /ē/ at the end.</i>		eat, eel, east seal, leaf, queen see, bee, tea
2. Tell children: <i>I will say a word. Listen for /ē/. If you hear /ē/, touch your feet. If you don't hear it, don't touch your feet.</i> (<i>Pest</i> , <i>them</i> , and <i>end</i> do not have /ē/.)		early, puppy, need, pest, each, tree, them, keep, end, chief, please
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 33 . Say: <i>easel</i> . Have children repeat.	 <p>Card 33 easel, /ē/, ee, ea, ie</p>	
2. Say: /ē/. Have children repeat.		
3. Turn the card over. Point to the spellings and name them. Have children repeat.		
4. Give examples of long e words with the <i>ee</i> , <i>ea</i> , and <i>ie</i> spellings.		feet, teeth, tree; each, flea, steal; field, niece, thief
Step 3 Blend Sound-by-Sound		
1. Write <i>w</i> . Point to <i>w</i> and say: /w/. Have children repeat.	<p>w</p> <p>wee</p> <p>→ </p> <p>week</p> <p>→</p>	
2. Add <i>ee</i> . Point to the <i>ee</i> spelling on Sound/Spelling Card 33 . Blend /w/ /ē/, sweeping your hand below the spellings. Have children blend the sounds with you.		
3. Add <i>k</i> . Say: /k/. Model blending the whole word and have children blend with you.		
4. Repeat for <i>meal</i> and the <i>ea</i> spelling and then <i>chief</i> and the <i>ie</i> spelling.		
5. Write and blend other words with /ē/.		seed, steal, field

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

See **Differentiate**

Weekly Folder

- ✓ Writing (T63a, T64, T64h, T64n, T65b)
- ✓ Compare Genres: **Practice Master PM5.41**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Cantonese, there is a similar but different sound for /ē/. In many languages, there is no sound/symbol match for /ē/*ee*, *ea*, *ie*.

STRATEGY Have children:

- tell whether the sound /ē/ is used in their home languages.
- Practice pronouncing the sound /ē/.
- practice saying the long e sound: *EEEE!* I see a leech! *EEEE!* I see a flea! *EEEE!* I see a bee! *EEEE!* I see a thief! Then write the words *EEK*, *SEE*, *LEECH*, *FLEA*, *BEES*, and *THIEF*. Have children circle and name the letters that stand for /ē/ as they say the sound.

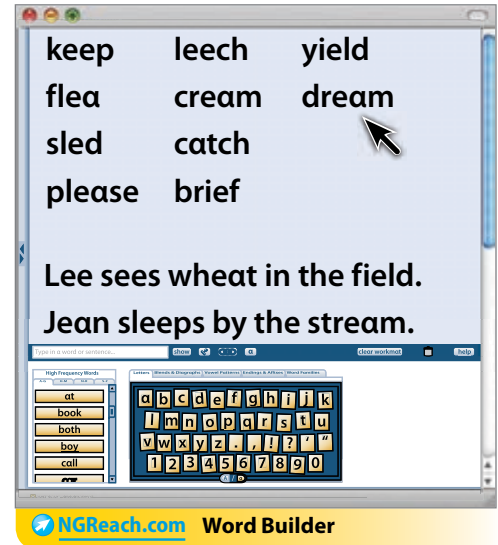


Read On Your Own Book 20

3 Read Words with ee, ea, ie

Read On Your Own Book 20 page 2

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



Have children turn to **Read On Your Own Book 20** page 2. Review the sound and spellings for /ē/ee, ea, ie and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.40** for more practice.

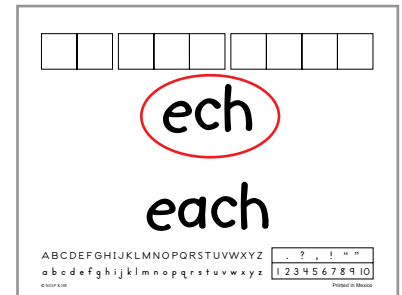
Children can also play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with ee, ea, ie

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

- **Say a word:** *each*.
- **Segment sounds:** /ē/ /ch/. *What is the first sound you hear in each?* (/ē/)
- **Display Sound/Spelling Cards.** Have children match the sounds to cards. (card 33 /ē/ and 27 /ch/)
- **Repeat the word:** *each*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *thief* and *street*. (cards 29 /th/, 33 /ē/, 3 /f/, 1/ s/, 5 /t/, 12 /r/)

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



Write-On/Wipe-Off Board

Apply the spelling rule to a sentence. Dictate: *A leaf is a treat for a deer*. Say the sentence, then say the sentence again slowly as children write, and then display the sentence. Have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with ee, ea, ie

Check the dictation sentence for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Decoding Routine 1** to reteach the long vowel sound ee, ea, ie. Then dictate: *A chief is on each street*.






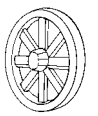
For **Decoding Routine 1**, see page BP32.

Name _____ Date _____

Phonics

Words with ee, ea, ie feet seal piece

Circle the word that names the picture. Read and answer the question.

1.  bee by bay	2.  life left leaf
3.  nice niece neck	4.  patch peach pitch
5.  them thief three	6.  wheel while wheat

Read It Together Would a niece eat a peach or a wheel?

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NGReach.com Practice Master PM5.40

Daily Language Arts

Daily Spelling and Word Work ✓

Practice option on page T59g



Words with ee, ea, ie

Look at each picture. Read the words.

Example:



deer



three



leaf



meal



seal



piece



2

Key Words

Look at the picture.
Read the sentences.



A Fun Flea Place

1. This fun place fits **into** a case.
2. Lots of fleas **once** played here.
3. Just a **few** of these cases are left.
4. **Hold** a lens to make the fleas look big.
5. But keep your **head** and hands away.
6. You do not want to be flea **food**!

How could a few tiny fleas eat you?



Phonics Games

NGReach.com

3

High Frequency Words

few
food
head
hold
into
once

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 20
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 20 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: *few*.
- Say a sentence with the word: *There are a few bugs outside.*
- 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 sentences 1–6. Reread again, pausing for children to say the High Frequency Words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children work with partners to take turns dictating a word from the list on page 3. Partners should repeat the word, write it, and hold up the paper for the dictating partner to spell and correct if necessary.

Guide children to make a set of flash cards for words they need to practice. Pair children to practice the words together.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the examples to convey meaning.

few *I have a few ideas for snacks.* (Act out eating.)
That means more than two but not many.

food *We eat food. A peach is a good food for a snack.*

head *How is a peach like your head?* (Point to your head.) *They are both round!* (Draw a circle.)

hold *How do I eat a peach? First, I hold it. When I hold something, I have it in my hand.* (Pantomime.)

into *Then I bite into the peach!* (Bite.) *Yum!*

once *Once I ate three peaches! Once means "one time."*



Anthology

OBJECTIVES**Thematic Connection: Creature Features**
 Identify Antonyms

Preview a Photo Journal to Make Predictions

PROGRAM RESOURCES**TECHNOLOGY ONLY**

My Vocabulary Notebook

Language Builder Picture Cards B53–B65

MATERIALS

hard object, such as a book • stuffed toy

Vocabulary Strategy

1 Identify Antonyms Anthology page 60Tell children: *Let's talk about words that have opposite meanings.*

Have children measure the horse and then the snail by placing their left hands next to the photo on page 60, as you read each caption. Use hand gestures to indicate size as you say: *Big. Small.* Ask: *Does big have the same meaning as small?* (No.)

Explain that the words *big* and *small* have opposite meanings, and that words with opposite meanings are called *antonyms*.

Read the explanation aloud. Use gestures and actions to demonstrate the meanings of other antonym pairs. For example:

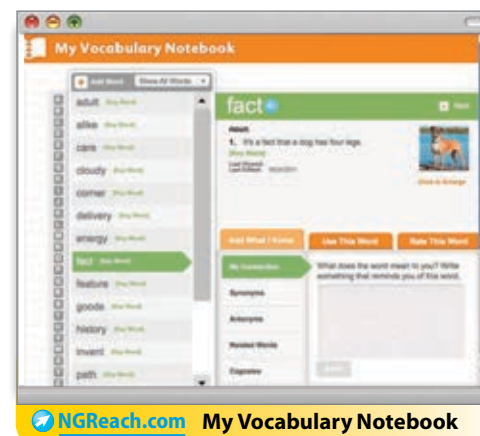
- Say: *up*. Then stand up. Ask: *What is the opposite?* (down) Sit down if children need a hint.
- Say: *hard*. Then hold up a hard object, such as a book. *What is the opposite?* (soft) Hold up a stuffed toy if children need a hint.
- Say: *front*. Then point to your stomach. *What is the opposite?* (**back**) Turn around.
- Say: *swim*. Then act out swimming. *What happens if you don't swim?* (You sink.) Act out swimming and sinking, if needed.

Have children work in pairs to come up with two antonyms and act them out. Some examples may include *many/few*, *tall/short*, *young/old*, *happy/sad*, *fast/slow*, and *dark/light*.

Check children's comprehension. Ask: *Which is an antonym for tall: short or long?* (short) *Which is an antonym for pull: push or soft?* (**push**)

If children cannot name the antonyms for *tall* and *pull*, teach them about opposites. Point to items such as a long object and a short object, a few books and many books, and the front and back of the room. Explain that an antonym is an opposite.

Encourage children to add *many/few*, *tall/short*, *push/pull*, *young/old*, *happy/sad*, *fast/slow*, *big/small*, *front/back*, and *swim/sink* 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 *swim*.

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

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 Indefinite Pronouns CC.1.L.1.d

Demonstrate Understanding of Word Relationships CC.1.L.5



Antonyms

big	small
	
The horse is big .	The snail is small .

Big and **small** have opposite meanings. Words with opposite meanings are called **antonyms**.

Try It Together

Choose animal picture cards. Use the antonyms to compare the animals.

Antonyms	
big	small
fast	slow
front	back
hard	soft

60

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook

NGReach.com

Anthology page 60

2 Try It Together Anthology page 60

Read aloud the directions. Have pairs of children describe the animals on **Language Builder Picture Cards B53–B65** using antonyms from the chart. If necessary, provide additional antonym pairs such as *strong/weak*, *loud/quiet*, *dark/light*, and *wet/dry*.

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Antonyms ✓

Hold up picture cards of a tiger and a penguin to check comprehension. Say: *The penguin is wet, but the tiger is _____.* (dry) *The penguin is small, but the tiger is _____.* (big)

If children named synonyms instead, explain: *Antonyms are very different from each other.*

If children named words that are unrelated, ask: *What is a word that means "not wet"?*

What is a word that means "not small"?

Differentiate

EL English Learners

ISSUE Children do not understand the meanings of some of the antonym pairs, such as *front* and *back*.

STRATEGY Use drawings to convey meaning. Write the column heads *Front* and *Back*. In the appropriate columns, draw the front and back of a dog, a person, and a car. Have children draw or use gestures to access the antonyms they cannot name.

BL Below Level

ISSUE Children do not understand the concept of antonyms.

STRATEGY Demonstrate opposites by turning the light off. Say: *The light is off.* Turn the light on. Say: *Now the light is _____.* Open the door of your classroom. Say: *The door is open.* Close the door. Say: *Now the door is _____.* Have children finish the statements. Explain that an antonym is an opposite.

Academic Talk

3 Preview and Predict Anthology pages 61–63

Conduct a picture walk. Ask: *What animals do you think you will learn about?* (whales, lions, penguins, turtles) *Do you see cameras on the animals?* Direct children to the cameras around the lion's neck or on the penguin's back. Ask: *What do you think this selection is about?* (animals who wear cameras) *Why?* (I see photos of different animals that have cameras on them.)

Check & Reteach

OBJECTIVE: Preview a Photo Journal to Make Predictions

Listen as children make predictions.

If a child responds off topic, ask: *What animals do you see in the pictures?* Then have children find a partner who can point out the animals.

Shared Reading

4 Read a Photo Journal ✓ Anthology page 61

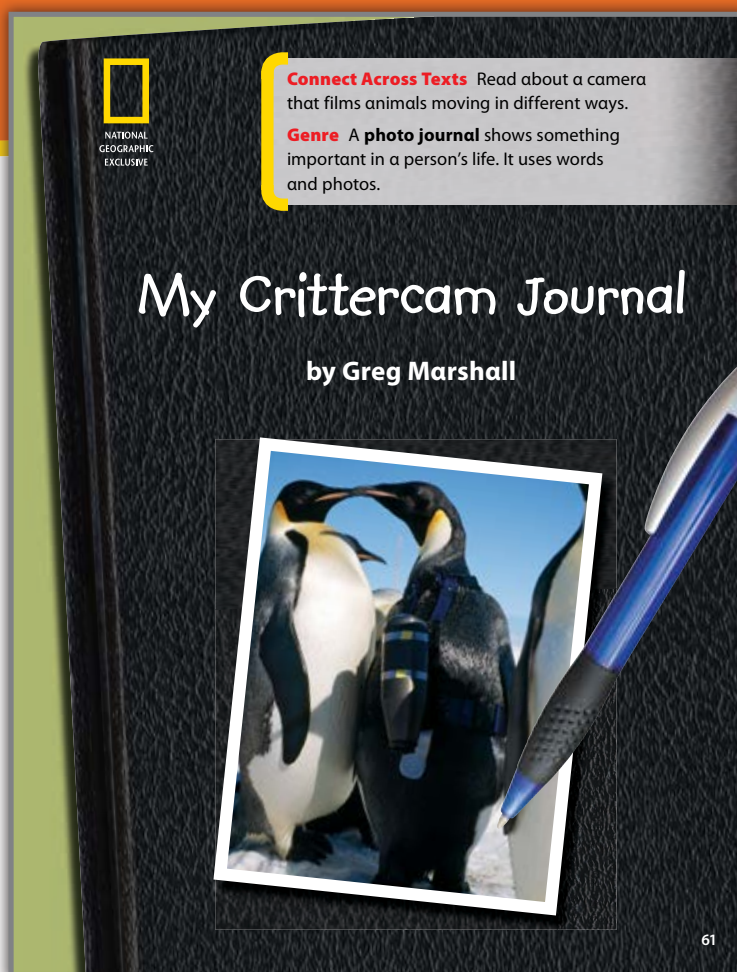
CONNECT ACROSS TEXTS Read aloud the introduction and explain: *Slither, Slide, Hop, and Run was about how animals move. In this selection, you will learn about how scientists watch animal **movements**.*

GENRE Read aloud the genre description. Clarify: *A photo journal is nonfiction. This means it is true. People keep journals so they can remember events that happen. A photo journal uses photographs and words to show what happens each day.* Ask children if they have ever kept a journal.

Ask: *What would I find in a photo journal?* (photos, pictures, and words about events in someone's life)

SCIENCE BACKGROUND Share information about how scientists study animals.

- *Some scientists study animals in zoos or aquariums. Some study animals out in nature.*
- *Scientists have lived among animals. Jane Goodall lived with wild chimpanzees in Africa. She studied them for many years. She even gave them names!*
- *Scientists study what food animals eat. Some animals eat plants. Some animals eat other animals.*
- *Scientists study where animals live. Some animals live in the desert. Some live in the forest. Others live in oceans and lakes.*
- *Sometimes, scientists put cameras on animals. This helps them study the animals.*



Anthology page 61

REVIEW MAKE CONNECTIONS Remind children that good readers make connections as they read. They think about how things in the text are alike and different. Say: *You can make connections with things you already know or texts you have already read.*

Invite children to share facts they know about animal movements in *Slither, Slide, Hop, and Run*. Encourage them to name animals that climb, fly, walk, run, slither, and swim. For example, bats fly and fish swim. Give children these frames to help them make connections:

I read _____.

This reminds me of _____.

This helps me understand _____.

Read pages 62–63 to children. Use the questions on page T62–63 to build comprehension during the first read (Day 1) and the second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

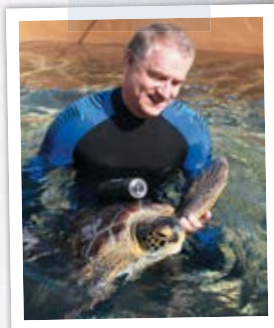
- Active Reading
- Critical Thinking

SECOND READ

Day 2 Reread and Analyze

- ✓ Distinguish Fact and Opinion
- Compare Genres
- Critical Thinking

1 July 8



Here's the camera my team and I made.
I call it Crittercam.

July 10



Today we put Crittercam on a whale.
I saw how it eats and swims.

62

August 20



I'm in Africa! Today Crittercam filmed a lion's movements. It runs fast!

August 21



3 Today I watched my Crittercam videos.
The penguin video was really exciting. 5

63

Anthology
pages 62–63

Fluency

Intonation Explain that good readers raise and lower their voices so they sound like they are just talking. They say important words louder than other words. Model proper intonation as you read fluently. For example, as you read page 62, stress *camera*, *Crittercam*, *whale*, *eats*, and *swims*. Have children repeat after you.

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 **Active Reading** Have children point to the date of each journal entry, track the print, and echo the text as you read aloud. Have children raise their hands when they see something they do not understand.
- 2 **Use Text Features** *How does Mr. Marshall show how the Crittercam works?* (He draws a diagram of it and shows some Crittercam photos.)

SECOND READ

Day 2 Reread and Analyze

- 3 **Distinguish Fact and Opinion** ✓ Read the first sentence after August 21. *Does this sentence tell a fact or an opinion?* (**fact**) Read the next sentence. *Does this sentence tell a fact or an opinion?* (opinion)
- 4 **Use Visuals** *Which photos show animal movements?* (the photos of the whale and the penguin)
- 5 **Compare Genres** Turn back to *Slither*, *Slide*, *Hop*, and *Run* on pages 46–57. *How is the photo journal different than the fact book?* (Possible response: It is a journal with dates. The story is told by a scientist. The photos are taken each day and then taped inside.)

Writing

5 Write About Crittercam

Have children name one animal they would like to see on Crittercam. Then have children write about the animal and what they could see from its Crittercam. Provide the following sentence frames:


I want to put Crittercam on something, maybe a _____.

I want to see how it _____.

My animal lives in _____.

It eats _____.

Have children share what they wrote with a partner, leaving the animal name out. Have partners guess which animals they wrote about and would like to see on Crittercam.



WRAP-UP Ask: *What do you think the camera on the lion records? What about the camera on the whale?* Have children turn and talk about other animals a lion might meet in the grasslands, as well as other animals whales might meet in the deep oceans.



Daily Language Arts

Daily Grammar

Point out the indefinite pronoun *something* in the first writing frame. Then use the Daily Grammar lesson on page T59i to teach singular indefinite pronouns.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Substitute Initial and Final Sounds
- ✓ Read and Spell Words with *ee, ea, ie*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sound/Spelling Card 33
- Words with *ee, ea, ie*: Practice Master PM5.41
- Blend Syllables: Practice Master 5.42
- Handwriting: Practice Master PM5.43
- Write-On/Wipe-Off Boards
- Read On Your Own Book 20

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

small chips or coins for counting sounds, 3–4 per child



MORNING WARM-UP

Have you ever been bitten by a flea, a tick, or a mosquito?

Explain that all of these animals suck blood. Have children tell how it feels to be bitten by a bug.

Phonological Awareness

1 Substitute Initial and Final Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *leap*.
- **Segment the sounds:** /l/ /ē/ /p/. Have children put chips in sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /p/ to /k/: /l/ /ē/ /k/.*
- **Say the new word:** *What is the new word? leak.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with the words *leak/peek, new/moo/me, tick/tip/sip*.

Check & Reteach

OBJECTIVE: Substitute Initial and Final Sounds ✓

Ask: *If I change the first sound in glee to /f/, what is the new word? (flee) If I change the last sound in flee to /i/, what's the new word? (fly)*







If children cannot answer, assign each of the sounds /g/, /l/, /ē/, /f/ and /i/ to a different child. Have the children representing the sounds for each word stand side-by-side and say their sounds in order. Have them blend the sounds faster and faster. Switch out the children with the initial sounds and repeat, and then switch out the children with the final sounds. After each switch, ask: *What's changed?*

Name _____ Date _____

Phonics

Words with *ee, ea, ie*

Write the letters to complete each word. Read the sentence.

1.  _____ <i>piece</i> _____	2.  _____ <i>wheel</i> _____
3.  _____ <i>peach</i> _____	4.  _____ <i>seal</i> _____
5.  _____ <i>feet</i> _____	6.  _____ <i>niece</i> _____

Read It Together A seal swims through a wheel and gets a piece of fish.

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NGReach.com Practice Master PM5.41

COMMON CORE STANDARDS

Reading	
Decode Words with <i>ee, ea, ie</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 <i>ee, ea, ie</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Phonics

2 Read and Spell Words with *ee, ea, ie* ✓

REVIEW Display **Sound/Spelling Card 33** and review *ee, ea, ie* for /ē/. Have children make three columns on a piece of paper; label them *ee, ea, ie*; write and blend *field, teeth, speak, chief, wheel, and scream*; and write the words in one of the columns. Assign **Practice Master PM5.41** for more practice.



ee	ea	ie
teeth	speak	field
wheel	cream	chief

Word Bank

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Bees buzz in the field.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children check and correct their spelling. Repeat with these sentences: *Chicks cheep by the wheat. Seals swim in the sea.*

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

Assign **Practice Master PM5.42** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell Words with *ee, ea, ie* ✓

Dictate: *Field. A small farm has a field. Field.* Have children write then chorally spell the word *field*.

If children misspell *field*, display the word using **Letter Cards**. Repeat the word and have children sound out the word with you. Then have children rewrite the word correctly.

Repeat with this sentence: *I see a stream in the field.*

High Frequency Words

3 Read and Spell Key Words ✓

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

food	My dog must be <u>food</u> for fleas!
few	She has had fleas a <u>few</u> times.
once	<u>Once</u> I saw fleas from her <u>head</u> to her tail!
hold	Now we <u>hold</u> her and put drops on her.
into	No more fleas <u>bite</u> into her skin!

Reread each sentence and have children spell the High Frequency Word. Post High Frequency Words on the Word Wall. Assign **Practice Master PM5.43**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Dictate one of the sentences from step 3 and have children write it.

If children misspell a word, use **High Frequency Words Routine 2** to reteach the words.









For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Phonics

Blend Syllables

Circle the word that goes with the picture. Read the sentence.

1.  mail meal	2.  sailing sixteen
3.  reading raining	4.  field feel
5.  playing feeding	6.  bean bee
7.  pea play	8.  tea team

Read It Together Sixteen kids are reading and playing.

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[NGReach.com](https://www.ngreach.com) Practice Master PM5.42

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

few few few

food food food

head head head

hold hold hold

into into into

once once once

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[NGReach.com](https://www.ngreach.com) Practice Master PM5.43



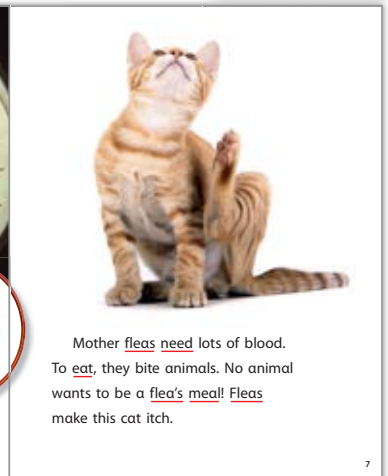
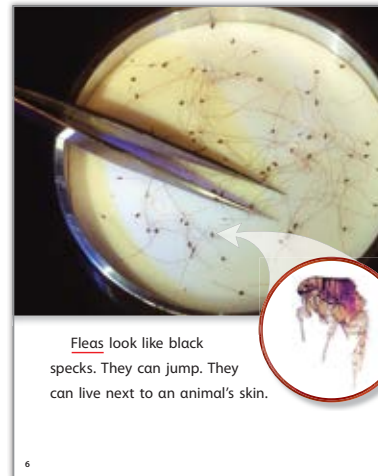
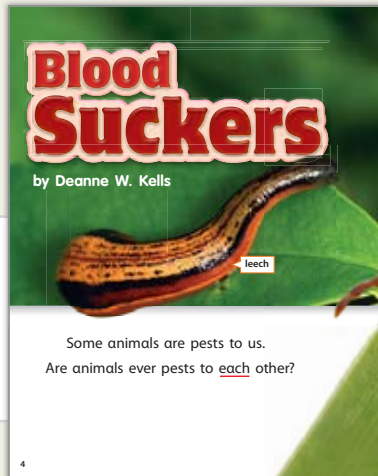
Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T59g



Read On Your Own Book 20



Legend
 words with ee, ea, ie
 high frequency words
 * story words

Read On Your Own Book 20
 pages 4–7

4 Read "Blood Suckers" Read On Your Own Book 20 pages 4–13

Use the photos to preteach story words *blood* (page 5), *water* (page 10), and *suckers* (page 12). Use **Decoding Routine 4** to conduct two readings of "Blood Suckers." 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 20	Teacher's Edition
words with consonant digraph <i>th</i>	other (pages 4, 12) mother (page 7) both (page 10) teeth (page 11) thief (page 12)	/th/th (page T165d) /th/th (page T165d)
words with long <i>a</i>	make (page 7) take (page 8) names (page 9)	/ā/a (page T201b)

AL Above Level

ISSUE Children quickly decode the passage.

STRATEGY Have children discuss and write sentences about their answers to Make Connections question 4.

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

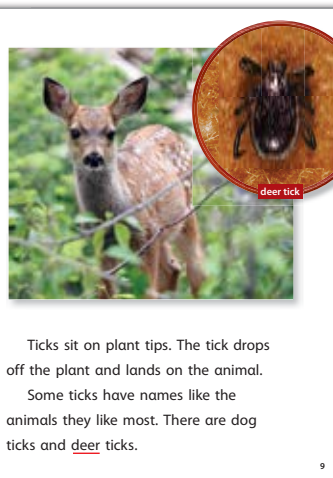
- Identify Details** *What makes leeches, ticks, and fleas pests to other animals?* (They suck blood from the other animals.)
- Make Comparisons** *Which pest is very different from the other two? How?* (Possible responses: A leech is very different. It can live in water or on land. Both ends suck blood. It is long and you can't see its legs.)
- Generalize** *What do you think would happen if a flea, a tick, or a leech landed on you?* (It would bite you and steal your blood.)
- Make Connections** *Fleas, ticks, and leeches are pests to animals. What animals are pests to you? Why?* (Possible response: Mosquitoes and flies are pests because they buzz around my head.)

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



Ticks eat just one **food**. That is blood. They **hold** on to the skin of an animal to **feed**. That can take days.

8



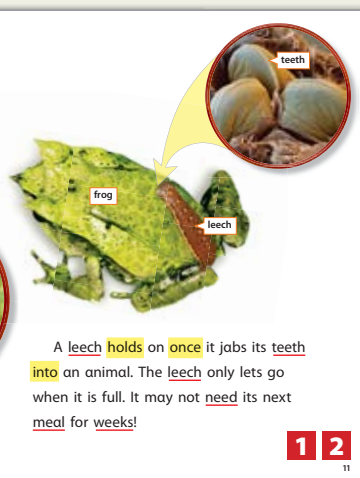
Ticks sit on plant tips. The tick drops off the plant and lands on the animal. Some ticks have names like the animals they like most. There are dog ticks and **deer** ticks.

9



Leeches can live in fresh water, the **sea**, or on land. Both ends of a **leech's** body can suck blood.

10



A **leech** **holds** on **once** it jabs its **teeth** **into** an animal. The **leech** only lets go when it is full. It may not **need** its next **meal** for **weeks**!

1 2

STUDENT TECHNOLOGY

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Blood suckers* are **real** pests to other animals. We might say that a **flea**, tick, or **leech** is a **thief**. **Each** one **steals** blood! ♦

12

Practice Phonics

Words with ee, ea, ie

Read these words.

deer leech steer sweet wet
flea mean strong thief

Find the words with **ee, ea, and ie**.
Use letters to build them. t h i e f

Talk Together The **steer** looks **mean**.

Choose words from the box above to tell your partner about the animals.

1. 2. 3.

deer steer leech

13

Practice Phonics

5 Words with ee, ea, ie Read On Your Own Book 20 page 13

Distribute **Letter Cards**. Read aloud page 13. Have partners work together to read and build words with *ee, ea, ie*.



6 Talk Together

Have partners turn and talk about what they see in the illustration. Then share **Talk Together** answers. (Possible answers: *The steer/deer/leech looks strong/sweet/wet.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Blood Suckers." 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.

Read On Your Own Book 20
pages 8–13



Anthology

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Identify Antonyms
- ✓ Distinguish Fact and Opinion
- Compare Genres

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Venn Diagram: Practice Master PM5.46

MATERIALS

ticking timer

Power Writing

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

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

Academic Talk

1 Discuss Crittercam Anthology page 61

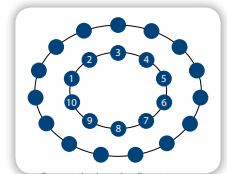
Remind children that a fact is true and can be proven. Opinions cannot be proven. They are someone's thoughts or feelings. Invite children to play "Crittercam Hot Potato" to assess their prior knowledge of fact and opinion.

Set a ticking timer to about two minutes. Have groups of children sit in circles and pass around the timer. Explain: *When you get the timer, quickly tell a fact from "My Crittercam Journal" and then pass the timer.* Repeat using opinions. The child holding the timer when time runs out steps out of the circle. Children should also step out of the circle if they identify facts as opinions or opinions as facts.

Vocabulary Practice

2 Identify Antonyms Anthology pages 62–63

Use **Fishbowl** to have children provide antonyms of words in "My Crittercam Journal."



Fishbowl

Explain: *Remember that antonyms are opposite words. I'm going to say words from the journal. Tell me an antonym for each word.*

Say the following words from the journal as you point to them:

swims, in, runs, fast, on, exciting. Have children in the inner circle give an antonym for each word. (sinks, out, walks, slow, off, boring) Children in the outer circle give a thumbs up if the antonym is correct and a thumbs down if it is not.

For **Fishbowl**, see page BP60.

Check & Reteach

OBJECTIVE: Identify Antonyms ✓

Smile and then frown. Ask: *What is an antonym of happy?* (sad) Stand on your tiptoes and then crouch. Ask: *What is an antonym of tall?* (short) Jog in place and then stop. Ask: *What is an antonym of go?* (stop)

If children say synonyms or random, unrelated words, ask: *What word means "not happy"? What word means "not tall"? What word means "not going"?*

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 Indefinite Pronouns	CC.1.L.1.d
Demonstrate Understanding of Word Relationships	CC.1.L.5

Comprehension

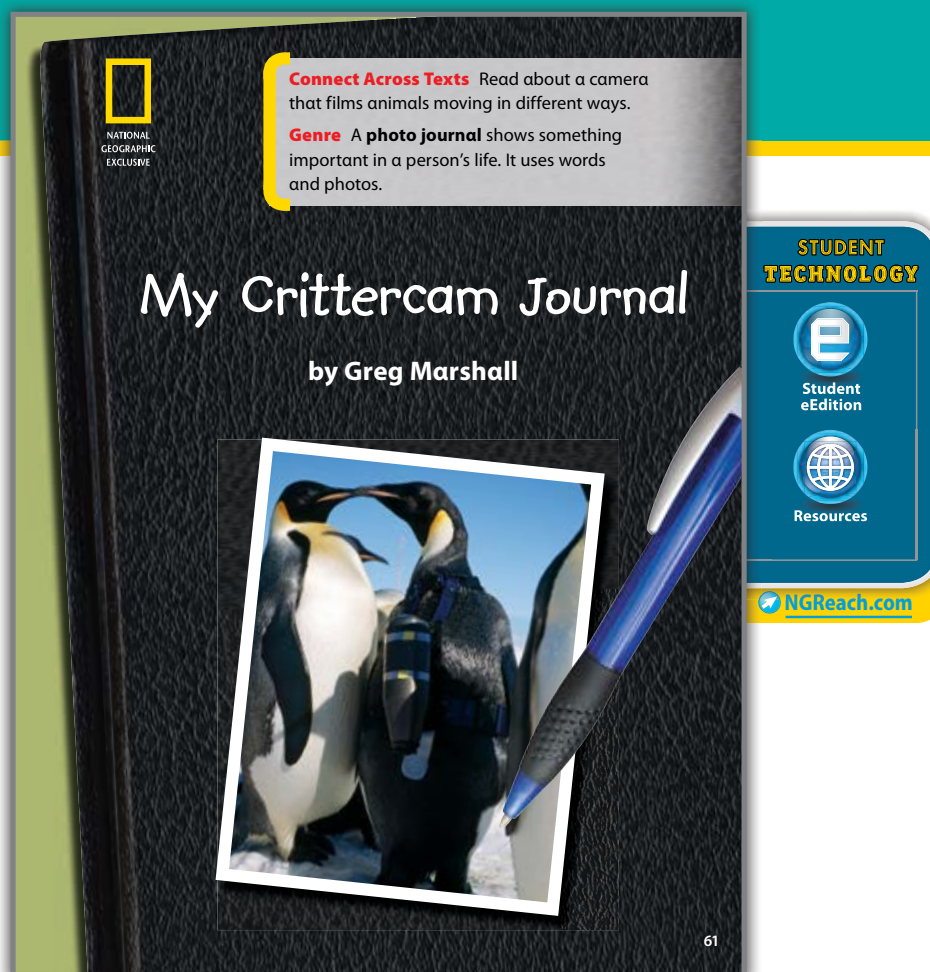
3 Distinguish Fact and Opinion Anthology pages 62–63

Explain: *A fact is a true statement. Facts can be proven, or checked. Opinions express someone's feelings or beliefs. They cannot be checked.*

Display the following sentences from page 63:

It runs fast!

The penguin video was really exciting.



Anthology page 61

Explain that you can check if a lion moves fast. You can measure how many miles per hour it runs, or you can just watch the lion. Say: *This sentence can be proven. It is ____.* (a **fact**) Discuss how some people might find a penguin video interesting and exciting. Others might find it boring and slow. Say: *This sentence tells someone's feelings. It is ____.* (an opinion)

Check & Reteach

OBJECTIVE: Distinguish Fact and Opinion ✓

In pairs, have children discuss books they have read or movies they have seen. Ask one child to give a fact while the other gives an opinion.

If children cannot correctly distinguish facts from opinions, ask: *Is this sentence about something true? Can you check it? Is this sentence about a feeling?*

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T62–63 as you reread “My Crittercam Journal” and practice distinguishing fact and opinion.

Differentiate

BL Below Level

FRONTLOAD Have children recall the photo journal by discussing with a partner before conducting the whole-class rereading.

OL On Level

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

AL Above Level

READ ALONG Read page by page. Have children chime in to read the words they know.

Respond and Extend

5 Compare Genres Anthology page 64

Read aloud page 64. Remind children that “My Crittercam Journal” is a photo journal and *Slither, Slide, Hop, and Run* is a fact book. To help compare genres, discuss who tells each story. Ask: *Who tells the story in “My Crittercam Journal”?* (Greg Marshall, the scientist) Explain that when you use *I*, the story is told from first-person point of view. *Can you find the word I in Slither, Slide, Hop, and Run?* (No.) Explain: *This story is told from third-person point of view. That means the story is told by a person who is not a part of the story.*

Discuss how both texts are nonfiction, so they tell about things that are real. Have children think about other differences between the genres. Children should record their answers on **Practice Master PM5.46**.

Check & Reteach

OBJECTIVE: Compare Genres

Ask children to name one difference between a photo journal and a fact book.

For children who cannot name a difference between the two genres, ask: *Who is telling each story?* (Someone who is not part of the story is telling the story in *Slither, Slide, Hop, and Run*. The writer of the journal, Greg Marshall, is telling the story in “My Crittercam Journal.”) *Which story is the author part of?* (“My Crittercam Journal”)

6 Talk Together Anthology page 64

Read aloud the **Talk Together**. Prompt a class discussion by asking questions related to how animals differ: *How do different animals move? What kinds of different places do animals live in?* Invite children to discuss the different animals from all of their Unit 5 reading.

Name _____ Date _____

Compare Genres
Compare a fact book and a photo journal.

Photo Journal
has photo descriptions
has dates
shows something important in a person's life

Both
can have animal photos

Fact Book
has labels
has text and headings
has facts

Tell a partner how a fact book and a photo journal are the same. Then tell how they are different.

Venn Diagram
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For use with TE p. T63h
PM5.46 Unit 5 | Creature Features



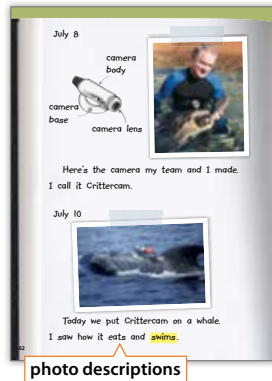
Compare Genres

How are *Slither, Slide, Hop, and Run* and “My Crittercam Journal” alike and different?

Fact Book



Photo Journal



Talk Together

Think about what you read and learned. How are animals different?

64

Anthology page 64

Writing

7 Write About a Photo Journal

Remind children that “My Crittercam Journal” is a photo journal. Have them recall features of photo journals. Remind children: *Photo journals are by someone who is part of the story, so they use the word I. They have pictures and words about an event.*

Have each child select one photo from the journal. Tell children to write one sentence about the photo. Prompt children with questions: *What would you think if you saw this animal? How does it move? Where does it live?*

Have partners share their sentences. Have each partner tell whether the sentence is a fact or an opinion. Then have partners compare the photos they each chose with these sentence frames:

We chose the ____ photo and the ____ photo. Both show ____.

Daily Language Arts

Daily Grammar ✓

Point out the plural indefinite pronoun *both* in the sentence frame. Then use the Daily Grammar lesson on page T59i to teach plural indefinite pronouns.

WRAP-UP

What was the most interesting thing you learned about Crittercam? Have children share things they learned from “My Crittercam Journal.”



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Count and Combine 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 55
- Ending *-ed*: Practice Master PM5.47
- Ending *-ing*: Practice Master PM5.48
- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 1, 6, 9, 13, 14, 15, 16, 19, 35
- Read On Your Own Book 20
- High Frequency Words: Practice Master PM5.49

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 15–16
- Letter Cards
- Word Builder

MORNING WARM-UP

What is your favorite animal? Do you think you could put a camera on it?

Lead a class discussion about animals that might be difficult to watch on Crittercam and why.

Phonological Awareness

1 Count and Combine Syllables ✓

Review the word *syllable*: *A syllable is a word part with a vowel sound.*

Use **Phonological Awareness Routine 7** and **8**.

- **Say a word and clap the syllables:** *buzzing*.
- **Count the syllables:** *That was two claps. Buzzing has two syllables.*
- **Say the word syllable by syllable:** *buzz-ing*.
- **Combine the syllables:** *buzzing*.

For **Phonological Awareness Routine 7** and **8**, see page BP30.

Repeat for *pond* (1), *gliding* (2), *ducks* (1), *hopping* (2), *frogs* (1), and *spotted* (2).

Check & Reteach

OBJECTIVE: Count and Combine Syllables ✓

Have children snap their fingers for each syllable of the word *swimming*. (two snaps)

If children don't snap twice, say: *I will say a word. Hold up one finger for each vowel you hear.*

Swim-ming. How many fingers did you hold up? (two) Repeat with fish and hiking.

Phonics

2 Words with Endings *-ed, -ing* ✓

Sing with Me Phonics Songs Book page 55

Play Tracks 15 and 16 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 Glide feet on floor; hop.
- 2 Use finger to "make spots" in air or on desk.
- 3 Use arms to "swim"; buzz.
- 4 Repeat gestures from lines 1–3.

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

Language and Vocabulary

Spell Words with Endings *-ed, -ing* CC.1.L.2.d
Spell High Frequency Words CC.1.L.2.d
Spell New Words Phonetically CC.1.L.2.e



At the Pond

Gliding ducks, hopping frogs, 1
Spotted turtles on logs. 2
Fish are swimming. Bees are buzzing. 3
Life is popping at the pond! 4

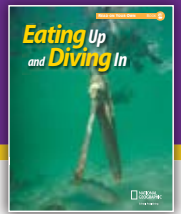


Sing with Me Phonics
Songs Book page 55

Use **Decoding Routine 1** to teach 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>popped</i>, <i>glided</i>, and <i>tried</i>. Explain: <i>Verbs ending in -ed tell what happened in the past.</i> Use the examples reviewing for <i>-ed</i>. 2. Repeat for <i>popping</i>, <i>gliding</i>, and <i>trying</i>. Explain that verbs ending in <i>-ing</i> are used with verbs like <i>is</i> and <i>was</i>. 	<p><u>popped</u>: /t/ <u>glided</u>: /ɛ/ /d/ <u>tried</u>: /d/</p>	<p><u>popping</u>: /i/ /ng/ <u>gliding</u>: /i/ /ng/ <u>trying</u>: /i/ /ng/</p>
Step 2 Spell Words with -ed, -ing		
<ol style="list-style-type: none"> 1. Use Letter Cards to build <i>pop</i>. Read <i>pop</i>. 2. Add <i>p</i> and <i>-ed</i>. Say: <i>If a word has a short vowel sound and ends in a single consonant, double the consonant and add the ending: popped.</i> 	<p>pop + p + ed popped</p>	<p>pop + p + ing popping</p>
<ol style="list-style-type: none"> 3. Build <i>glide</i>. Take away the <i>e</i> and add <i>-ed</i>. Explain: <i>In words that have a long vowel sound and end in e, take away the e and add the ending: glided.</i> 	<p>glide - e + ed glided</p>	<p>glide - e + ing gliding</p>
<ol style="list-style-type: none"> 4. Build <i>try</i>. Change the <i>y</i> to <i>i</i> and add <i>-ed</i>. Explain: <i>In words that end in a consonant and y, change the y to i and add -ed: tried.</i> 5. Repeat the procedure to build <i>popping</i>, <i>gliding</i>, and <i>trying</i>. Explain: <i>For try, you do not change the y to i. You just add -ing.</i> 	<p>try - y + ed tried</p>	<p>try + ing trying</p>
Step 3 Blend Sounds to Read Words		
<ol style="list-style-type: none"> 1. Write <i>hiked</i> and cover <i>-ed</i>. Explain: <i>Look at the letter before -ed. One consonant means that the word has the long vowel sound, /ī/. Have children blend the sounds: /h/ /ī/ /k/.</i> 2. Uncover <i>-ed</i>. Explain: <i>In this word, -ed stands for /t/. Have children blend: /h/ /ī/ /k/ /t/.</i> 	<p>hiked hik  hiked</p>	<p>hiking hik  hiking</p>
<ol style="list-style-type: none"> 3. Repeat the procedure to blend <i>noted</i>, <i>dripped</i>, and <i>dried</i>. Point out the sound for <i>-ed</i> in each word. Then review: <ul style="list-style-type: none"> • Two consonants before <i>-ed</i> mean that the word has a short vowel sound, as in <i>popped</i> and <i>dripped</i>. • One consonant before <i>-ed</i> means that the word has a long vowel sound, as in <i>glided</i> and <i>noted</i>. • An <i>i</i> before the <i>-ed</i> means that the word ended in <i>y</i> and has either the long <i>i</i> or long <i>e</i> sound, as in <i>tried</i> and <i>studied</i>. 	<p>noted, dripped, dried</p>	<p>noting, dripping, drying</p>

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



Read On Your Own Book 20

Name _____ Date _____

Phonics
Ending -ed

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop	hopped
hum	hummed
rake	raked
skate	skated
cry	cried
dry	dried

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NGReach.com Practice Master PM5.47

Name _____ Date _____

Phonics
Ending -ing

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop	hopping
hum	humming
rake	raking
skate	skating
cry	crying
dry	drying

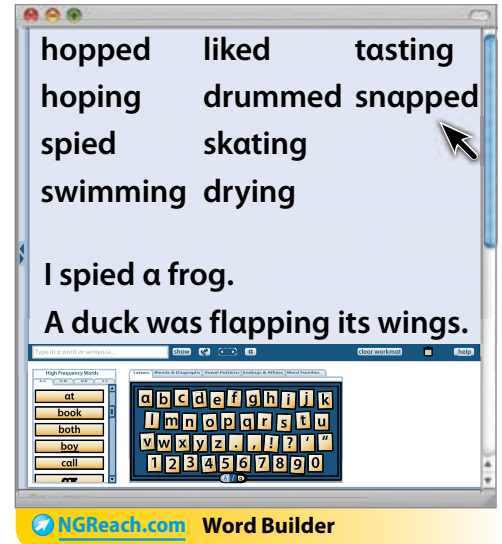
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NGReach.com Practice Master PM5.48

3 Read Words with Endings -ed, -ing

Read On Your Own Book 20 page 14

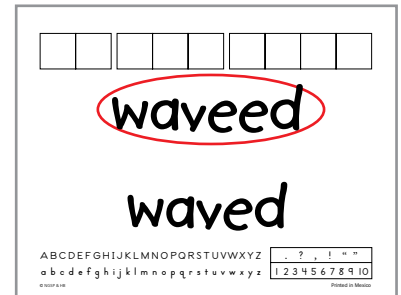
Use the **Word Builder** to display the words and sentences shown. Have children blend the words. Then point out the High Frequency Word *was* and ask children to read the sentences. Have children review spelling changes when adding *-ed* and *-ing* on page 14. Then have partners take turns reading the labels. Assign **Practice Masters PM5.47** and **PM5.48** for more practice.



4 Spell Words with Endings -ed, -ing

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

- **Say a word:** *waved*
- **Segment sounds:** /w/ /ā/ /v/ /d/. *What is the first sound you hear in waved?* (/w/)
- **Display Sound/Spelling Cards.** Have children find the spelling for /w/. (card 19/w/) Repeat for the remaining sounds and spelling. (cards 35/ā/, 15/v/, 13/d/) Remind children that when the ending *-ed* has the /d/ sound, the sound is spelled *ed*.
- **Repeat the word:** *waved*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *skating* and *stopped*. (cards 1/s/, 14/k/, 35/ā/, 6/t/, 11/i/, 21/ng/, 16/ō/, 9/p/) For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

Apply the rule by dictating: *I smiled in the living room*. Have children say and write the sentence. Then display the sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Endings -ed, -ing

Check the dictation sentences for correct spellings. Prompt self-correction. If children spell a word incorrectly, use **Corrective Feedback Routine 2** to blend *waved*, *waving*, *skating*, *stopped*, *stopping*. Then dictate: *We stopped skating*. For **Corrective Feedback Routine 2**, see page BP36.



Endings -ed, -ing

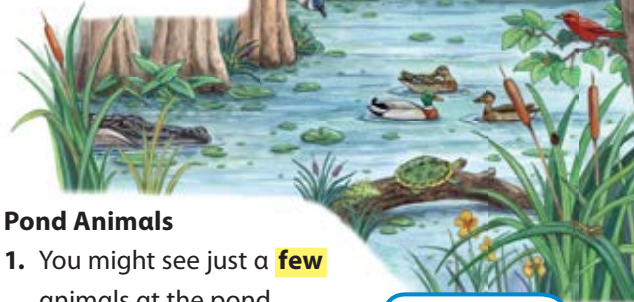
Look at each word pair. Sometimes the first word changes when you add the ending.

fan fanningrake rakedrip rippedtape tapingswim swimmingwade wading

14

Key Words

Look at the picture.
Read the sentences.



High Frequency Words

few
food
head
hold
into
once

Pond Animals

1. You might see just a **few** animals at the pond.
2. **Once** you look for a while, you will see a lot!
3. Look for an animal diving **into** the pond for **food**.
4. You can see just the **head** of one animal.
5. Find the tiny bugs that **hold** on to plants and animals.

What other animals do you see? Find a few.



Phonics Games
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STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

15

Read On Your Own Book 20 pages 14–15

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 20 page 15

Read aloud page 15. Then reread the sentences. Have children clap when they hear a High Frequency Word.

Use a Word Wall chant to develop automatic recognition. Together, chant the spelling of each word (for example, *f, e, w*) and hop from one foot to the other for each letter. Then jump up high with both feet as you say the whole word. Assign **Practice Master PM5.49** for more practice.

REVIEW Check children's retention of Unit 4 High Frequency Words by playing **Toss and Spell** with *any, each, every, many, never, four, may, only, other, show,* and *some*.

- Use a beanbag and sit in a circle. Children spell words as the beanbag is tossed to one another.
- The last child uses the word in an oral sentence.

For **Toss and Spell 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 15 of **Read On Your Own Book 20**. Circulate and listen for errors.

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 _____

High Frequency Words

Feed the Cat

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words
few
food
head
hold
into
once

1. I feed my cat once each day.
2. I put food into his dish.
3. My cat sticks his head into the dish and eats.
4. Then I hold him in my lap.
5. I pat him a few times.

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PM5.49

Unit 5 | Creature Features

NGReach.com Practice Master PM5.49

Daily Language Arts

Daily Spelling and Word Work

Practice option on page T59h

OBJECTIVES**Thematic Connection: Creature Features**

Preview an Article to Make Predictions

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 10 or Interactive Read-Aloud 10 PDF R14–R16

MATERIALS

index cards, 11 • colored markers • crayons

Power WritingHave children write as much as they can as well as they can in one minute about the word *back*.For *Writing Routine 1*, see page BP56.**Vocabulary Practice****1 Review Science and Academic Vocabulary**Review the **Key Words** to prepare children for reading “Greg Marshall and Crittercam.” Display the words.**Key Words**back · climb · fact · fly
front · movement · push
run · slide · slither · swimUse index cards to create **Key Word** cards. Separate them into a deck of verbs and a deck of nouns. Form two groups of children, *Verbs* and *Nouns*. Display a card from each deck. Have children identify the word corresponding to their group and discuss it quietly before writing a sentence with it. When group members raise their hands to indicate that they have finished their sentence, show another word from each deck. The first group to write five sentences wins.**Academic Talk****2 Preview and Predict** Interactive Read-Aloud 10 **SCREENS 1–5**Read aloud the article’s title and then display the screens so children may preview the photos. Have children predict: *What do you think this article is about?* (the Crittercam, a camera on a helicopter, other cameras) *Why do you think that?* (Possible response: I see animals wearing cameras.)Have children think about cameras they have seen. Ask: *How have cameras changed over time?* (Possible responses: New cameras are smaller and faster. They are digital and don’t use film anymore.) Explain that the Crittercam has also changed over time. Some Crittercams are attached to the animals in special ways, while others are attached to special machines to help film new places.**Check & Reteach****OBJECTIVE:** Preview an Article to Make PredictionsPoint to the photo of the seal on screen 1. Ask: *What do you see on the screen?* (a seal)
What is it wearing? (a camera)

If children are unable to predict what the article is about by looking at the photos, point to the animal and the camera on the first two screens. Have children do it themselves on the other screens. Remind them that they learned about Crittercam in the previous selection.

COMMON CORE STANDARDS**Reading**

Read Informational Text CC.1.Rinf.1

Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Ask and Answer Questions About CC.1.SL.2

Information Presented

Through Media

Language and Vocabulary

Use Indefinite Pronouns CC.1.L.1.d

Interactive Read-Aloud**3 Share a Science Article** Interactive Read-Aloud 10 **SCREENS 1–5****GENRE** Explain: “*Greg Marshall and Crittercam*” is a science article. A science article is nonfiction. It gives **facts** and information to explain real things in our world.



SCREEN 1

Greg Marshall and **Crittercam**
by Jenna Kwon

Animals in Motion

Studying sea animals such as seals is hard. They dive too deep and swim too fast for humans to follow. Scientist Greg Marshall had an idea. Why not attach a camera to an animal's back? Greg Marshall created his Crittercam in 1986.

A fact is something that can be proved true or false. [More](#)

[Fact](#)

[NGReach.com](#) Interactive Read-Aloud

CONNECT ACROSS TEXTS Remind children that “My Crittercam Journal” is a photo journal. Like science articles, photo journals can include facts and photos. Ask: *What did you learn about Crittercam in “My Crittercam Journal?”* (Possible response: The Crittercam shows how animals move, eat, and live.) Set a purpose: *Let’s read to find out more about how different cameras are used for different animals.*

- SCIENCE BACKGROUND** Share information about Crittercam:
- *Greg Marshall has made changes to Crittercam so he can film different animals.*
 - *He uses cameras that can fly to watch animals in the treetops. He uses cameras that can dive to watch animals deep in the ocean.*

Read screens 1–5 to children. Use the questions on pages T64g–T64h 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	Day 4 Listen and Analyze
<ul style="list-style-type: none"> • Preview and Predict • Active Reading 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Distinguish Fact and Opinion • Compare Genres • Critical Thinking

SCREEN 2

Testing Crittercam **2**

Greg leads the Crittercam team at National Geographic. He and his team have tested Crittercam on many different animals. They put Crittercams on everything from turtles to penguins. **Nothing is harder than putting a camera on a shark!** **3**



An opinion is a feeling or belief. It cannot be proved true or false.

More →

Opinion

SCREEN 3

Camera with Wings

National Geographic engineers also use a Helicam. Helicam is a camera that attaches to a small helicopter. **It's an awesome invention!** It's so light it can be carried to far-off places. It can fly to the tops of tall trees to view animals such as butterflies and birds.



Fact Opinion

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Preview and Predict** Have children look at the pictures. Ask: *What animals do you think we will read about?* (seals, turtles, and penguins)
- 2 Active Reading** Have the children repeat the different types of cameras chorally when you read them.


SECOND READ

Day 4 Listen and Analyze

- 3 Distinguish Fact and Opinion** ✓ Reread the first sentence on screen 2. *Is this sentence a **fact** or an opinion? (**fact**) How do you know?* (Possible response: I can check if the Crittercam was tested on many animals. It is not a feeling or belief.)
- 4 Determine Main Idea** Reread screen 4. *How is the DropCam a helpful tool?* (It can be dropped into the ocean to study new habitats. It can stay in the water for a week.)
- 5 Compare Genres** Have children turn back to “My Crittercam Journal” on pages 62–63. *How are the photo journal and the science article alike?* (Possible response: Both are about real animals that wear cameras.)

SCREEN 4

Exploring the Sea Floor
 Greg and his team also created DropCam, another exciting tool. The camera can be dropped 1,000 meters into the ocean. It's amazing to explore habitats that have never been seen before! It can stay down for as long as a week and then pop to the surface! 4




1

Fact Opinion

SCREEN 5

Mysteries of the Deep
 National Geographic engineers also made a new version, the Deep Ocean Drop Cam. They dropped it in the deepest spot in the ocean—the Mariana Trench. This is 11,034 meters deep! Now that is exciting!

Greg and his team are just getting started. Who knows what they'll find? 5



5

Fact Opinion

Writing

4 Write a Fact Interactive Read-Aloud 10 SCREENS 3–5

Have children recall facts that they learned about the Crittercam, Helicam, or DropCam. Have pairs of children work together to write one sentence about a fact they learned. Encourage children to write complete sentences and to use **Key Words** in their sentences.

Have partners draw an illustration to accompany their sentences.

Key Words

back · climb · fact · fly
 front · movement · push
 run · slide · slither · swim

Daily Language Arts

Daily Grammar ✓

Challenge children to find two indefinite pronouns on screen 2. (*everything, nothing*) Then use the Daily Grammar lesson on page T59j to review subject-verb agreement with indefinite pronouns.

WRAP-UP

Ask: *What animal would you like to watch with a Crittercam? Does it live in a faraway place?* Have children draw a picture of the animal in the place where it lives. Children should show their drawings to the class. Have the rest of the class guess which type of camera would be best to study the animal shown in each drawing.

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Count and Combine Syllables
- ✓ Read and Spell Words with Endings *-ed, -ing*
- ✓ Read and Spell Words with Endings *-s, -es, -ies*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Cards 1, 5, 8, 20, 21, 22, 24, 27, 29, 33

Ending *-ed*: Practice Master PM5.51

Ending *-ing*: Practice Master PM5.52

Ending *-s, -es, -ies*: Practice Master PM5.53

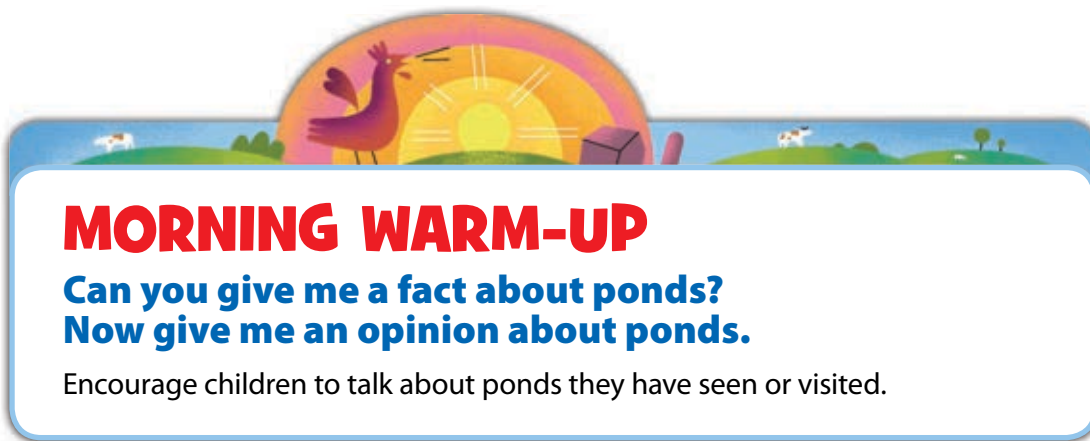
Write-On/Wipe-Off Boards

Read On Your Own Book 20

TECHNOLOGY ONLY

Letter Cards

Word Part Card *-es*



MORNING WARM-UP

Can you give me a fact about ponds?
Now give me an opinion about ponds.

Encourage children to talk about ponds they have seen or visited.

Phonological Awareness

1 Count and Combine Syllables ✓

Review the word *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:** *snapping*.
- **Count the syllables:** *That was two claps. Snapping has two syllables.*
- **Say the word syllable by syllable:** *snap-ping*.
- **Combine the syllables:** *snapping*.

For **Phonological Awareness Routines 7** and **8**, see page BP30.

Repeat with the words *dipping* (2), *fish* (1), *catches* (2), *nod* (1), and *wading* (2).

Check & Reteach

OBJECTIVE: Count and Combine Syllables ✓

Ask: *How many syllables do you hear in the word leeches?* (two)

If children have trouble, display **Sound/Spelling Cards** 8/ *l*, 33/ *ē*, 27/ *ch*, 21/ *ē*, and 22/ *z*.

Ask: *How many vowels do you see?* (two) *How many syllables should there be?* (two) Say the word again and have children clap for each vowel they hear. Repeat with *jokes* and *fishing*.

Phonics

2 Read and Spell Words with Endings *-ed, -ing* ✓

REVIEW Distribute **Letter Cards**. Have partners build and blend *bake/baked/ baking, dry/dried/drying, sled/sledded/sledding, skate/skated/skating, and glide/ glided/gliding*. Then use **Dictation Routine 2** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *I was sledding.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence:** Have children check and correct their spelling.

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

Assign **Practice Masters PM5.51** and **PM5.52** for more practice.

Name _____ Date _____

Phonics

Ending *-ed*

Read the word. Add *-ed*. Write the new word on the line. Read the sentences.

pop	+ p	+ ed	= popped
like	- e	+ ed	= liked
fry	- y + i	+ ed	= fried

1. The seagull flapped its wings.
2. Then it glided up, up, up.
3. I spied it way up in the sky.
4. Then it dipped and dived into the water.

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PM5.51

Unit 5 | Creature Features

NGReach.com Practice Master PM5.51

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 *-ed, -ing* 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 *-ed, -ing* CC.1.L.2.d
Spell High Frequency Words CC.1.L.2.d

3 Learn Words with Endings -s, -es, -ies ✓

Display the chart below. Explain: *Words like hop and hops tell what you can do.* Have children hop as they complete the sentence frames: *I hop. A frog hops.*

Words	Sentence Frames
hop	I _____.
hops	A frog _____.
munch	I _____ on a peach.
munches	A frog _____ on a bug.
spy	I _____ a frog.
spies	A frog _____ me!

Point to -s in *hops*. Say: *In hops, the ending -s stands for the /s/ sound.* Have children blend with you. Remind children: *Covering the ending of a long word can help you blend it more easily.* Repeat for the other rows in the chart. Explain: *Munches has an -es ending, -es stands for /ěz/, and -es is added to words that end in x, ss, zz, sh, and ch.* Tell children: *In spies, -es stands for /z/. The base word in spies is spy.* Explain: *In words that end in a consonant and y, the y is changed to i before the -es is added. The -ies ending stands for /iz/.*

Distribute **Letter Card -s** and **Word Part Card -es**. Display *clap* and choose a volunteer to place the -s ending at the end and blend the word. Repeat for *smile(s)*, *kiss(es)*, *mix(es)*, and *dry(ies)*. For *dry*, change the y to i before the child adds the card.

Assign **Practice Master PM5.53** for more practice.

High Frequency Words

4 Read and Spell Key Words ✓

Model pronouncing each of this week's High Frequency Words. Have children chant and spell the words three times as you point to them on the Word Wall: *few, food, head, hold, into, and once.*

Check & Reteach

- OBJECTIVES:** Read and Spell Words with Endings -ed, -ing ✓
- Read and Spell Words with Endings -s, -es, -ies ✓
- Read and Spell High Frequency Words ✓

Dictate: *We **hold** hands when we go skating.* Have children write the sentence.

If children have trouble, display a model and have them circle any misspelled words and write them correctly. Repeat with this sentence: *A **few** of us ate cookies after we sledded.*

Name _____ Date _____


Phonics

Ending -ing

pop + p + ing = popping
like - e + ing = liking
fry + ing = frying

Read the word. Add -ing. Write the new word. Read the sentences.

wade

1. Ted is wading into the lake. 

try

2. Mom is trying to teach him to swim.

drip

3. Water is dripping from him.

grin

4. Ted is grinning because he can swim!

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[NGReach.com](https://www.ngreach.com) Practice Master PM5.52

Name _____ Date _____


Phonics

Endings -s, -es, -ies

smile + s = smiles
wax + es = waxes
dry - y + ies = dries

Read the word. Add -s, -es, or -ies. Write the new word. Read the sentences.

make

1. Kim makes eggs for lunch. 

mix

2. She mixes the eggs.

fry

3. She fries them in a pan.

help

4. Mom helps Kim.

try

5. Then Kim tries them. They're good!

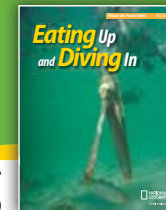
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T64j **PM5.53** Unit 5 | Creature Features

[NGReach.com](https://www.ngreach.com) Practice Master PM5.53

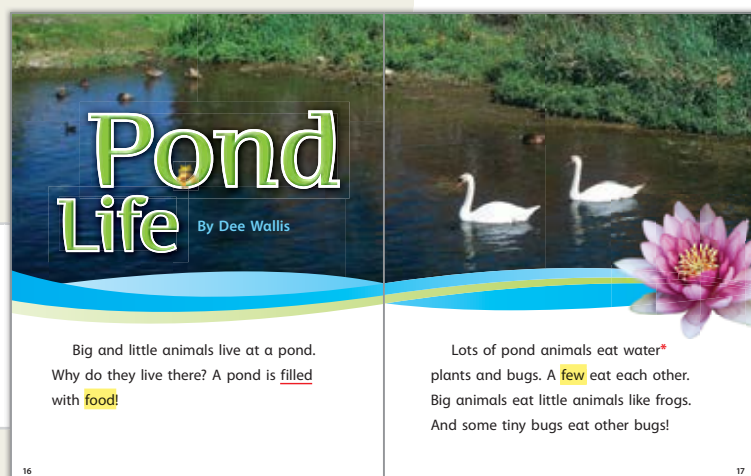


Daily Language Arts

Daily Spelling and Word Work ✓
Practice options on page T59h



Read On Your Own Book 20

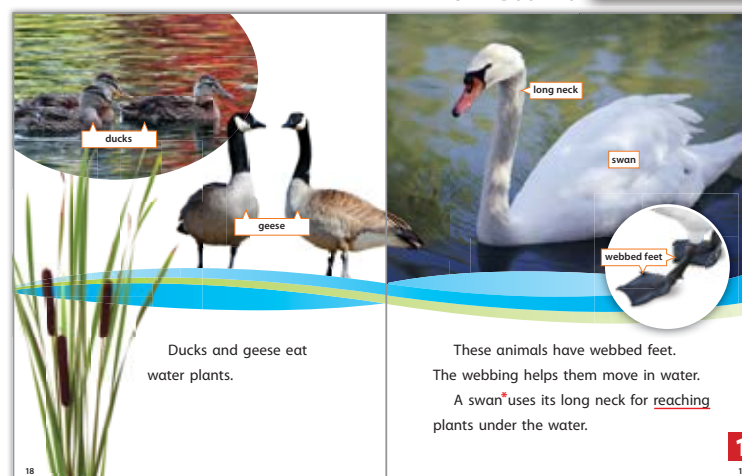


Legend

- words with -ed, -ing, -s, -es, -les
- high frequency words
- * story words

Big and little animals live at a pond. Why do they live there? A pond is filled with food!

Lots of pond animals eat water* plants and bugs. A few eat each other. Big animals eat little animals like frogs. And some tiny bugs eat other bugs!



Ducks and geese eat water plants.

These animals have webbed feet. The webbing helps them move in water. A swan* uses its long neck for reaching plants under the water.

Read On Your Own Book 20
pages 16–19

Decodable Reading

5 Read “Pond Life” ✓ Read On Your Own Book 20 pages 16–25

REVIEW Use the photos to preteach the story words *water* (page 17), *swan* (page 19), and *turtle* (page 23). Then use **Decoding Routine 4** to conduct two readings of “Pond Life.” 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 **Analyze Details** *Why is a swan’s body good for pond life?* (Its webbed feet help it swim. Its long neck gets food under water.)
- 2 **Make Comparisons** *How are a crane’s legs and a frog’s legs alike?* (They are both long.) *How are they different?* (A crane uses its long legs for wading. A frog uses its long legs for hopping.)
- 3 **Identify Details** *What animals live at a pond?* (ducks, geese, swans, cranes, frogs, bugs, turtles, fish) *What do they eat?* (water plants and bugs)
- 4 **Make Connections** *Which pond animal would you like to learn more about? Why?* (Responses should include reasons for finding out about an animal, such as what their babies look like.)

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 20	Teacher’s Edition
words with -y	why (page 16) fly (page 23) tiny (page 17)	/i/y (page T31I) /ē/y (page T31I)
words with long a, i	crane (page 20) wading (page 20) lay (page 21) chase (page 22) lives (page 21)	/ā/a (page T201b) /i/i (page T233n)

*Page numbers in **bold** reference Units 5–8.

AL Above Level

ISSUE Children can quickly decode the passage.

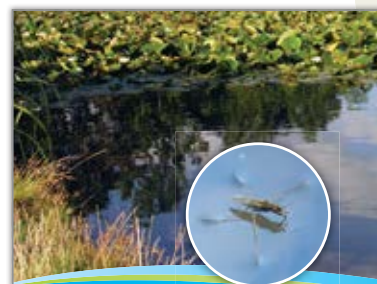

STRATEGY Ask children to choose their favorite animal from “Pond Life” and write sentences about it. Examples: *I like the swan because it has webbed feet and white feathers.*
I like the turtle because it snaps and eats bugs.

Some animals live at the edge of a pond. The long legs of a crane work well for wading. This crane has dipped its head into the water to grab a snack.

Frogs lay their eggs in water. Many frogs are next to water all their lives. But their long legs are for hopping, not wading!

20 21

Tiny bugs skim on top of a pond to chase food. They eat other bugs by sucking them dry!

A turtle is sunning on a log. It just snapped up a bug that tried to fly by!


22 23

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com



Under the water, many fish are swimming. The fish are eating as they are gliding through the water. The pond is filled with food for them! ❖

24

Practice Phonics


Endings -ed, -ing
Read these words.


feet	legs	spotted	swimming	webbed
hopping	long	strong	wading	


Find the words that end in **-ed** and **-ing**. Use letters to build them. s p o t t e d

Talk Together
Choose words from the box above to tell your partner about one animal. See if your partner can guess the animal. Take turns.

This animal has long legs for hopping.

1.  duck

2.  frog

3.  crane

25

Read On Your Own Book 20
pages 20–25

Practice Phonics

6 Words with Endings -ed, -ing Read On Your Own Book 20 page 25

Distribute **Letter Cards**. Read aloud the first activity on page 25. Have partners complete the word-building activity.

s p o t t e d

7 Talk Together Read On Your Own Book 20 page 25

Display the **Talk Together** photographs. Have children choose words from the box to tell their partner about one animal. (Possible answers: *This animal has webbed feet/strong legs/long legs for swimming/hopping/wading.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Pond Life." 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: Creature Features**

- ✓ Identify Antonyms
- ✓ Distinguish Fact and Opinion

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 10 or Interactive Read-Aloud 10 PDF R14–R16

Power Writing

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

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

COMMON CORE STANDARDS**Reading**

Read Informational Text CC.1.Rinf.10

Writing

Write and Support Opinions CC.1.W.1

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Indefinite Pronouns CC.1.L.1.d

Demonstrate Understanding of Word Relationships CC.1.L.5

Vocabulary Practice**1 Identify Antonyms** ✓ Interactive Read-Aloud 10 **SCREENS 1–5**

Remind children that an antonym is a word that means the opposite of another word. Display a chart with *front*, *slow*, *nothing*, *big*, *heavy*, *short*, *up*, and *old*. Read aloud screen 1. Ask: *What word is an antonym for front?* (**back**) Write *back* in the second column. Have volunteers find antonyms for the remaining words.

Check & Reteach

OBJECTIVE: Identify Antonyms ✓

Display screen 1 and read the first sentence. Ask: *What is an antonym for easy?*

If children cannot name an antonym, have them discuss the second sentence. If seals are too fast and go too deep for humans to follow, then studying them is *not easy*. Explain that *hard* means the same as “not easy.” So, *easy* is an antonym for *hard*.

Comprehension**2 Distinguish Fact and Opinion** ✓ Interactive Read-Aloud 10 **SCREENS 1–5**

Remind children that nonfiction texts have many facts, and sometimes they also have a writer’s opinions.

Explain: A **fact** is something that is true. You can learn details about it. You can check that it is real. An opinion is what a writer believes or feels. It is an idea, so you cannot check if it is true. Opinions are different for different people.

Have children tell whether each of the following sentences is a fact or an opinion. Read aloud: *Lions can run fast.* (**fact**) *They look so pretty.* (opinion) *Lions chase other animals, such as antelope.* (**fact**) *I wouldn’t want a lion after me!* (opinion)

Check & Reteach

OBJECTIVE: Distinguish Fact and Opinion ✓

Read sentences aloud from “Greg Marshall and Crittercam,” and have children identify each sentence as a fact or an opinion. Say: *The Mariana Trench is over 11,000 meters deep.* (**fact**)

Helicam is more useful than Crittercam. (opinion)

If children cannot tell fact from opinion, give them examples of facts and opinions about a familiar topic, such as classes in school or a local park. Remind them: *Different people have different opinions.* **Facts** are the same for everyone.

Listen Again and Analyze**3 Build Comprehension** Interactive Read-Aloud 10 **SCREENS 1–5**

Use the **Listen and Analyze** questions on pages T64f–T64g as you reread “Greg Marshall and Crittercam” and children practice distinguishing facts and opinions.



SCREEN 1

NATIONAL GEOGRAPHIC Reach for Reading

Greg Marshall and **Crittercam**
by Jessica Kwon

Animals in Motion
Studying sea animals such as seals is hard. They dive too deep and swim too fast for humans to follow. Scientist Greg Marshall had an idea. Why not attach a camera to an animal's back? Greg Marshall created his Crittercam in 1986.

A fact is something that can be proved true or false. **More** →

← ▶ **Fact**

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Interactive Read-Aloud

Writing

4 Write a Fact and an Opinion

Have partners find their factual sentences and illustrations from Day 3. Have partners work together to write an opinion about the fact. Provide the following sentence frames: I think _____. I feel _____. _____ is interesting because _____.

Academic Talk

5 Discuss Crittercam Updates

Have partners share their facts and opinions. Have them explain which sentence is the fact, which is the opinion, and how they know. As children share, guide classmates to give more opinions. Ask: *Did you think this **fact** was important or interesting? Why or why not?*

WRAP-UP Ask: *Which camera do you think is most useful? Why?*
When children answer, ask: *Was that a **fact** or an opinion? (an opinion)*



Daily Language Arts

Daily Grammar

As they write, encourage children to use indefinite pronouns they learned, such as *several* or *many*. Then have children complete the Grammar and Writing lesson on page T59j.



Read On Your Own Book 20

OBJECTIVES

Thematic Connection: Creature Features

- ✓ Read and Spell Words with *ee, ea, ie*
 - ✓ Read and Spell Words with Endings *-ed, -ing*
 - ✓ Read and Spell High Frequency Words
- Compare Genres

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Read On Your Own Book 20

Grammar: Practice Master PM5.55

TECHNOLOGY ONLY

Letter Cards

Online Vocabulary Games

MATERIALS

strips of paper • 4 large sheets of paper • colored markers



MORNING WARM-UP

What would you like to capture with a camera?

Have children turn and talk. Then have partners share each other's answers.

Power Writing

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

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

Review Phonics and High Frequency Words

Back to the Pond

Dippy the Duck got lost in the city. How can he get back to the pond? Take turns reading the clues with a partner. Use your finger to trace the way home for Dippy.

1. Look for the big cat head. Take the street that leads you to it.
2. Next, look for striped cloth. Take the street past it.
3. Find a place where you can get a piece of pie for food. Go there.
4. Do you see a place where a few kids are swimming? Go around it.
5. Once you are past it, go into a grassy place.
6. You are at the pond! Dippy has lots of buddies hiding there.

Legend

- words with *ee, ea, or ie*
- high frequency words

Read On Your Own Book 20
pages 26–27

Phonics Review

1 Play Back to the Pond ✓ Read On Your Own Book 20 pages 26–27

Have partners look at the pictures and read the clues to play the game on **Read On Your Own Book 20** pages 26–27. Gather the group and discuss the clues and answers. Then have children find and read:

- seven words with long *e* spelled *ee, ea, or ie* (*reading, street* [2], *leads, piece, buddies, deer*)
- four verbs with endings *-ing* and *-s* (*reading, leads, swimming, hiding*)
- High Frequency Words *few, food, head, into, and once*.

COMMON CORE STANDARDS

Reading

Decode Words with <i>ee, ea, ie</i>	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
Read with Fluency	CC.1.Rfou.4

Writing

Write and Support Opinions	CC.1.W.1
Write Informative Text	CC.1.W.2

Speaking and Listening

Participate in Conversations	CC.1.SL.1
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Language and Vocabulary

Use Indefinite Pronouns	CC.1.L.1.d
Spell Words with <i>ee, ea, ie</i>	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

Check & Reteach

OBJECTIVES: Read and Spell Words with *ee, ea, ie* ✓

Read and Spell Words with Endings *-ed, -ing* ✓

Read and Spell High Frequency Words ✓

Distribute **Letter Cards** to children to play **Build, Mix, Fix**. Display a word and have children build it and mix up the letters. Cover the word and have children put the letters back in order. Display the word so children can correct their work and chant the spelling.

For **Build, Mix, Fix Game**, see page BP38.

Subject-Verb Agreement

In a sentence, the **subject** and the **verb** go together.

One **frog** **hops**.



Two **frogs** **hop**.



Grammar Rules Subject-Verb Agreement

If the **subject** names one, use **s** at the end of the **verb**.

Subject-Verb Agreement
If the **subject** names more than one, do not use **s** at the end of the **verb**.

Read a Sentence

Why does the verb below have **s**?

A dolphin **swims** in the ocean.

Write a Sentence

Write a sentence about how an animal moves.
Read it to a partner.

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com

VOCABULARY GAME

Introduce **Roundtable**. Seat children around a table in groups of four. Say a **Key Word**, such as *slither*, and have each child give an example of an animal that slithers. Each child should answer the question in a different way.

For **Roundtable**, see page BP61.

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-Verb Agreement Anthology page 65

Remind children that sentences have a subject and a verb. To agree, only one should have an **s** at the end. Explain: *When a subject and verb match, we say that they agree.* Read the introduction and the Grammar Rules box aloud.

Review: *The pronouns he, she, it, and singular nouns take a verb with s. All other subjects do not.* Complete the Read a Sentence activity. Ask: *Why does the word **swims** have an s on the end?* (because there is just one dolphin) Then have children complete the Write a Sentence activity. Assign **Practice Master PM5.55**.

Then use pages T59i–T59j to review subject-verb agreement with indefinite pronouns. Display these sentences. Have children fill in each verb and make sure it agrees.

- Two penguins _____ (swim, swims) in the ocean.
- Both _____ (swim, swims) fast!
- Snow _____ (fall, falls) onto the ice.
- A scientist _____ (watch, watches) the underwater camera.
- Everything _____ (is, are) easier to see with the camera.

Name _____ Date _____

Grammar: Subject-Verb Agreement

Let's Swim

Grammar Rules Subject-Verb Agreement

- If the subject names one, use **s** at the end of the verb.
- If the subject names more than one, do not use **s** at the end of the verb.

Choose the verb that goes with the subject. Write the sentence.

- One fish (swim/swims).

One fish swims.



- Two fish (swim/swims).

Two fish swim.



- A fish (come/comes) here.

A fish comes here.



- Many fish (come/comes) here.

Many fish come here.



Pick a verb from above. Write a new sentence. Read it to a partner.

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For use with TE p. T65

PM5.55

Unit 5 | Creature Features

NGReach.com Practice Master PM5.55

Comprehension

4 Compare Genres

Remind children that “Greg Marshall and Crittercam” is a science article and “My Crittercam Journal” is a photo journal.

- Show page 62 of “My Crittercam Journal” again. Point out the subject of each sentence, especially the pronoun *I*. Ask: *Who tells the events in “My Crittercam Journal”?* (Greg Marshall, the scientist) Explain: *Greg Marshall wrote this journal to tell about events that happened to him. The writer is part of the events. This means that the journal is told in the first person.*
- Show screen 1 of “Greg Marshall and Crittercam” again. Point out the subject of each sentence, particularly the pronoun *They* in the second sentence. Ask: *Is Greg Marshall telling the events?* (No.) *Do you see the words I, me, or my?* (No.) *Who tells these events?* (another person) Explain: *This article is written by a person who is not part of the events. A person writes a science article to tell about other people or events. We call this telling from the third-person point of view.*

Have partners discuss how the information in both texts is told. Have children explain the narration in their own words.

Check & Reteach

OBJECTIVE: Compare Genres

Ask: *Which piece is told by someone who is part of the events?* (“My Crittercam Journal”)

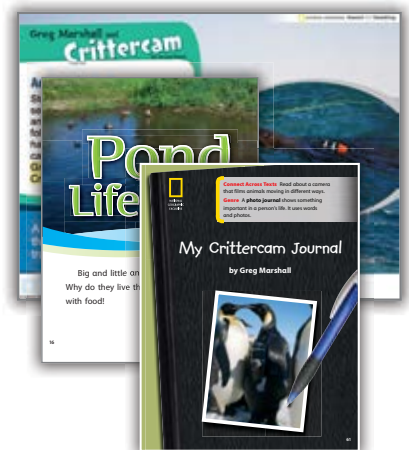
If children cannot explain that “My Crittercam Journal” is written in first person and “Greg Marshall and Crittercam” is written in third person, have them work in pairs to tell a first-person story about what they did yesterday and a third-person story about what their partner did.

Academic Talk

5 Relate Readings to the Big Question

Use **Team Word Webbing**.

- Divide children into four groups. Distribute one large sheet of paper to each group, and have each member use a different colored marker.
- Give each group one of the following: *Crittercam*, *Helicam*, *DropCam*, and *Deep Ocean DropCam*.
- Have children write or draw examples of animals that can move in each of the different ways. Explain that this is one way to categorize animals.
- Have them rotate the page when you call out “switch” so the next child can give an example.



- Have children turn back to “My Crittercam Journal” or “Greg Marshall and Crittercam” if they need additional ideas for animals.

Gather children together to discuss the **Big Question: How are animals different?** Explain that different animals can be observed differently.

For **Team Word Webbing**, see page BP61.



Daily Language Arts

Daily Grammar

Review and Assess on page T59j

Writing

6 Write About the Cameras

Group children by whether they like the Helicam, the Drop Cam, or the Deep Ocean Drop Cam. You may choose to have different groups go to different corners of the room.

- Remind children to listen to others as they discuss the cameras.
- Have each group write a fact about its chosen camera. Display the Interactive Read-Aloud screens for children to review information.
- Provide a sentence frame such as: _____ is a camera that _____.
- Have children write an opinion about why their chosen camera is best. Encourage them to write about why they think so.
- Provide a sentence frame such as: I think _____ is the best because it _____.

Remind children that scientists use the cameras to study how animals live. Encourage them to tell about the animals they can study with each camera. They may also use the **Key Words** to tell how those animals move.

WRAP-UP

Have children take turns telling what they have learned about cameras. Ask: *How do scientists use cameras to observe animals? What animals do they observe?* Display children’s answers.

Then have children add any additional information they learned about the **Big Question** to their concept maps.



OBJECTIVES

Thematic Connection: Creature Features

✓ Write an Expository Article

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Main Idea and Details Chart: Practice Master PM5.56

Writing Rubric: Assessment Master A5.55

TECHNOLOGY ONLY

Practice Revising: eVisual 5.15

SUGGESTED PACING

- DAY 1 Study a Model
- DAY 2 Prewrite
- DAY 3 Draft
- DAY 4 Revise and Edit
- DAY 5 Publish and Present

Name _____ Date _____

Rewrite Graphic Organizer: Main Idea and Details Chart

Main Idea and Details Chart

Main Idea:
Supporting Detail:
Supporting Detail:
Supporting Detail:

Fluency Checklist

- ✓ Did you use more than one kind of sentence?
- ✓ Did you use some short sentences and some longer sentences?
- ✓ Do your sentences flow nicely from one to the next?
- ✓ Does each sentence begin with a capital letter?
- ✓ Does each sentence end with the right end mark?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T66–T67 **PM5.56** Unit 5 | Creature Features

NGReach.com Practice Master PM5.56

COMMON CORE STANDARDS

Writing

- Write About Topics CC.1.W.2
- Focus on a Topic; Respond to Peer Feedback CC.1.W.5

Speaking and Listening

- Participate in Conversations CC.1.SL.1

Language and Vocabulary

- Use End Punctuation CC.1.L.2.b

Study a Model

Read and Analyze Anthology page 66

Read aloud the prompt and clarify the role, audience, form, and topic: *“Write Like a Scientist” tells me that my role as a writer is to write facts and observations. Who are we writing for? (our classmates) What are we writing? (an article) What are we writing about? (an animal)*

Review the trait, fluency. Explain: *Good writers use different kinds of sentences to make their writing smooth and give it a rhythm. They begin with the main idea and then give details about that main idea.*

Read aloud the first paragraph of “Penguins” on page 66, point to the third sentence, and explain: *This is the main idea of this paragraph. It tells what the paragraph is about.* Point to the paragraph’s remaining sentences and ask: *What do these sentences tell us about? (most birds)* Read aloud the second paragraph, point out the sentence highlighted in green, and explain: *These details tell more about the main idea: what makes a penguin a special bird.*

Prewrite

Plan Anthology pages 66–67

Reread the prompt on page 66. Explain: *You will write an article that describes an animal.* Arrange children in pairs and have them talk about different kinds of animals they might write about. After children have selected their topics, tell them to draw a picture and make a list of things they know about the animals they chose.

Have children recall the Main Idea and Details Chart they used to identify the main idea and details from “A Butterfly Grows Up.” Explain that they will use a similar chart to plan their writing. Model how to complete a Main Idea and Details Chart using the article “Penguins.”

Distribute **Practice Master PM5.56** and have children plan their articles. For guidance, have them use the Language Frames on page 67 and the Fluency Checklist on the practice master.

Main Idea and Details Chart

Main Idea: A penguin is a special bird.
Supporting Detail: It has wings.
Supporting Detail: It cannot fly.
Supporting Detail: It uses its wings to swim.

Writing Project

Write Like a Scientist

Write an Article

What do you know about animals? Describe an animal. Write an article for your classmates.



Penguins
by Roberto Garcia

A penguin is a bird. Most birds have wings.

main idea → Most birds use their wings to fly.

details → A penguin has wings. But it doesn't fly!

Penguins use their wings to swim under water.

An article gives information about a topic.

66

Language Frames

- The main idea of my article is _____.

1 Plan and Write

Talk about animals with a partner. Pick an animal. Discuss your plan. Draw your animal and write a list of details. Tell your partner your main idea. Write your main idea. Then write sentences with details.

2 Check Your Work

Revise and edit your writing. Use this checklist.

Checklist

- Think about different words you can use. Can you use synonyms?
- Check your sentences. Did you use the right end mark?
- Trade work with a partner. Check the spelling. Correct spelling errors.

3 Finish and Share

Finish your drawing. Write each sentence neatly. Make sure you leave enough space between each sentence.

Read your article aloud. Listen to your partner's article. Share what you know.

I know that penguins can't fly.



67

Anthology
pages 66–67

Draft

Write Anthology page 67

Use the Main Idea and Details Chart that you created for “Penguins” and model how the author used it to draft the article.

Think Aloud	Write
<i>Roberto's article is about penguins. He starts by writing his main idea.</i>	A penguin is a special bird.
<i>Look at the first detail box. Why did Roberto save this for his second paragraph? He wanted to show why penguins are special. First he had to tell what most birds are like.</i>	A penguin has wings.

Continue the Think Aloud to cover the second detail and other details. Have children locate the corresponding sentences. Identify the exclamatory sentence. Point out that all the details in the article support the main idea: A penguin is a special bird.

Have children draft their articles, using their Main Idea and Details Chart to organize.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children find it confusing to have to organize their thoughts by main idea and details.

STRATEGY Instead of writing their articles on a piece of paper, have them write each sentence on a separate strip of paper. After they have written all of their sentences, have them highlight the main idea sentence. Point out that the highlighted sentence should come first because it is the main idea. Then help them put the other sentences in a pleasing order and tape them to paper to create their drafts.



Revise

Check Your Work Anthology page 67

Display and read aloud **eVisual 5.15** to model how to make changes to drafts. Point out and use the revising marks.



Practice Revising

Big Cats

Big cats are fun to watch at the zoo. tigers are big cats. They have black stripes. Tigers hide so people can't see them. Lions are big cats, too. Sometimes lions sleeps in the shade. Roar! Everyone can hear when a lion wakes up!

Do you have a favorite big cat? Mine is the lion. I have seen lions running through open fields on television.

Revising Marks

- Add.
- Take out.
- Move to here.
- Check spelling.
- Capitalize.

NGReach.com Practice Revising: eVisual 5.15



INTERACTIVE WHITEBOARD TIP: Use the pen to mark revisions.

Think aloud as you mark revisions to fix the story's mechanics. *The t in tigers should be a capital letter because tigers is the first word of a sentence. The noun lions and the verb sleeps do not agree. I will cross out the s at the end of sleeps to make "lions sleep."* You can also model how to add the missing period at the end of the fifth sentence.

Reread the passage and have children listen for sentence variety. Highlight the exclamations and the question as children identify them.

Have partners read aloud their articles to each other. Have listeners retell the main idea and identify one detail that supports the main idea. Then have listeners ask the writers the Fluency Checklist questions on **Practice Master PM5.56**. Both writers and listeners discuss the responses and make suggestions for revisions.

See **Differentiate**

Differentiate

AL Above Level

ISSUE All of the child's sentences are declarative.

STRATEGY Have the child identify a sentence in his or her article that could be changed to an exclamation or a question. Then have the child find another sentence that can be lengthened. Suggest lengthening it by adding a modifying word or phrase. Have the child use the new sentence in his or her finished article.

BL Below Level

ISSUE Children get confused when they revise for capitalization, punctuation, and spelling.

STRATEGY Have children reread their articles three times, looking for a different type of mistake each time. On the first read, have children circle the first letter of every sentence. Tell them to review the circled letters and capitalize any that are lowercase. Have them repeat the process on the second read as they look for end marks. On the last read, have them highlight any words they think might be misspelled.

Edit

Check Your Work Anthology page 67

Have children work in pairs to review drafts using the Checklist on page 67. Have them circle any words they think may be misspelled and any grammatical errors they find. Circulate and provide feedback on their findings. Use Daily Language Arts lessons to reinforce spelling and grammar skills.

Checklist

- Think about different words you can use. Can you use synonyms?
- Check your sentences. Did you use the right end mark?
- Trade work with a partner. Check the spelling. Correct spelling errors.

Publish and Present

Finish Anthology page 67

Have children make final drafts on clean paper, incorporating their revisions and edits. Allow time for children to illustrate their articles. Then compile them into a class magazine and place them in an area of the classroom where children can read the magazine to themselves or with others.

Use the **Writing Rubric** to assess each child's article.

Share Anthology page 67

Demonstrate how reading an article aloud is different from reading a story. Reread the student model at a steady pace, pausing between paragraphs. Explain that reading steadily and pausing periodically allows listeners time to think about what they heard. Ask: *How does steady reading help you?* (I can hear how the ideas in each paragraph go together.) *How do pauses help you understand the article?* (I know that a new paragraph is coming. I understand each paragraph better.)



After children take turns reading their articles, allow time for them to participate in conversations. Remind children to maintain eye contact, take turns speaking, and listen when others are speaking. Model by role-playing an active listener, asking: *What did you find interesting about penguins?* Answer: *I think it is interesting that they can't fly.*



Daily Language Arts

Daily Spelling & Word Work

Point out the spelling of words with digraphs *ee*, *ea*, *ie*, such as *see*, *hear*, and *fields* in **eVisual 5.15** on page T67a. Then use pages T59g–T59h to practice spelling.

Daily Grammar

Point out the indefinite pronoun *everyone* and the possessive pronoun *mine* on **eVisual 5.15** on page T67a. Next, identify subject-verb agreement, such as *they have* and *tigers hide*. Then use pages T59i–T59j to practice subject-verb agreement.

Writing Rubric

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 relevant and contribute to an excellent understanding of the topic. 	<ul style="list-style-type: none"> The paragraphs are clear and fit the purpose. All content follows in logical sequence. 	<ul style="list-style-type: none"> The details are appropriate for the audience. The writing has a strong voice. 	<ul style="list-style-type: none"> Appropriate words were used to convey the message. The language is clear and attention-grabbing. 	<ul style="list-style-type: none"> All sentences are well-paced and easy to read. When read aloud, the text has a steady, rhythmic flow. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> The text is presented in an organized way. Visuals are appropriate and enhance the message.
3	<ul style="list-style-type: none"> The message is clear and focused. Most details are relevant and contribute to an excellent understanding of the topic. 	<ul style="list-style-type: none"> Most of the paragraphs are clear and fit the purpose. Most of the content follows in logical sequence. 	<ul style="list-style-type: none"> The details are mostly appropriate for the audience. Most of the writing has a strong voice. 	<ul style="list-style-type: none"> Some appropriate words were used to convey the message. Most of the language is clear and attention-grabbing. 	<ul style="list-style-type: none"> Some sentences are well-paced and easy to read. When read aloud, the text has a steady, rhythmic flow. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> The text is presented in an organized way. Visuals are appropriate and enhance the message.
2	<ul style="list-style-type: none"> The message is present but unclear or incomplete. Some details are relevant and contribute to an understanding of the topic. 	<ul style="list-style-type: none"> The paragraphs are unclear and do not fit the purpose. Some content follows in logical sequence. 	<ul style="list-style-type: none"> The details are sometimes appropriate for the audience. The writing has a weak voice. 	<ul style="list-style-type: none"> Some appropriate words were used to convey the message. Some of the language is unclear and does not grab attention. 	<ul style="list-style-type: none"> Some sentences are well-paced and easy to read. When read aloud, the text has a steady, rhythmic flow. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> Some of the text is presented in an organized way. Visuals are appropriate and enhance the message.
1	<ul style="list-style-type: none"> The message is not clear or focused. Few or no details are relevant and contribute to an understanding of the topic. 	<ul style="list-style-type: none"> There is no clear structure or fit the purpose. The content does not follow in logical sequence. 	<ul style="list-style-type: none"> The details are not appropriate for the audience. The writing does not have a strong voice. 	<ul style="list-style-type: none"> Few appropriate words were used to convey the message. Little or no use of language to grab attention. 	<ul style="list-style-type: none"> Few or no sentences are well-paced and easy to read. When read aloud, the text is unclear and does not have a steady, rhythmic flow. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> The text is not presented in an organized way. Visuals are not appropriate and do not enhance the message.

Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Initial & Final Sounds
- Count and Combine Syllables

Phonics

- Decode Words with *ee, ea, ie*
- Decode Words with Endings *-ed, -ing*

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Digraphs *ee, ea, ie*
- Spell Words with Endings *-ed, -ing*
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Distinguish Fact and Opinion

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Indefinite Pronouns Test
- Write Informative Sentences

ASSESSMENTS

Foundational Skills Test Unit 5, Week 4

Phonological Awareness ✖

Assess the part of the test individually with each child. Record responses on a copy of the Student Profile on page A5.37.

Subskill	Assessment Question	Items
Substitute Initial	Have students sub stitute the initial sound in the word blend .	<input type="radio"/> glue (flue) <input type="radio"/> leap (jeep) <input type="radio"/> them (them) <input type="radio"/> tip (tip)
Count Syllables	Have students count the number of syllables in the word blend .	<input type="radio"/> spotted <input type="radio"/> traps <input type="radio"/> buzzing <input type="radio"/> wading

Decoding ✖✖✖

High Frequency Words ✖

Make a copy of this page so you can cut out the list of words and use it for a word recognition activity. Record the child's responses on a copy of the Student Profile on page A5.37.

Week 4

food	into
head	once
hold	few

A5.35 Unit 5 | Creative Features

Foundational Skills Test Unit 5, Week 4

1. thief teeth thank

2. skates skated skating

3. seatbelt seaweed saltwater

A5.36 Unit 5 | Creative Features

Spelling Words

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

Words with ee, ea, ie

- seal I saw a **seal** sitting on the rocks.
- field The **field** was filled with flowers.

Words with -ed, -ing

- jumped A big fish **jumped** out of the pond.
- watching I was **watching** when the fish jumped.

High Frequency Words

- few Let's pick a **few** flowers to take home.
- food Many animals eat plants for **food**.
- head There's a fly **buzzing** around my **head**.
- hold **Hold** my hand when we walk near the pond.
- into You don't want to **fall into** the water.
- once I fell in **once** and got all wet!

More Words

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

- see We can **see** lots of animals if we look carefully.
- tree There's a hawk at the top of that **tree**.
- leaf Here's a caterpillar crawling on a **leaf**.
- shriek If that spider gets near me, I'll **shriek**!
- called This park is **called** Adams Pond Park.
- blowing The wind is **blowing**, so I think it might rain.

Foundational Skills Test
A5.35–A5.36

Spelling Pretest/ Spelling Test
See page T59g

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a trick. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

A5.1 Unit 5 | Creative Features

Oral Reading Assessment Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It goes holes in places. New skin grows in place of the old.

At shedding time, a snake has a trick. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

A5.2 Unit 5 | Creative Features

Oral Reading Assessment Unit 5

Assessment	Below Level	Level	High
Accuracy	0	1	2
Fluency	0	1	2
Comprehension	0	1	2

A5.3 Unit 5 | Creative Features

Oral Reading Assessment
A5.1–A5.4

Use these passages throughout Unit 5. Work with Below Level readers this week.

Reading Comprehension Test

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

Who Has the Best Senses?

Animals see, hear, and smell. Some animals do these things much better than we do!

Owls see well in the dark. Some owls see 100 times better than people! Their big eyes are also beautiful.

It seems that big ears should help with hearing. That is not always true. Guess who wins for best hearing? It's the dolphin! Its ear holes are only as wide as a pencil.

Bears have a great sense of smell. They are even better than dogs. Sharks also have a strong sense of smell. It helps them find food. They grab the food with their scary teeth.

A5.37 Unit 5 | Creative Features

Reading Strategy Assessment Unit 5

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the strategy chart on page A5.37 to help you determine how well the child used the strategy. Circle the child's score.

Ask: **What does this strategy mean to you?**

Plan	Monitor	Ask Questions
4 3 2 1	4 3 2 1	4 3 2 1
1. Plan: The reader has a goal for reading.	1. Monitor: The reader checks to see if they are understanding what they are reading.	1. Ask Questions: The reader asks questions to help them understand what they are reading.
2. Plan: The reader has a goal for reading.	2. Monitor: The reader checks to see if they are understanding what they are reading.	2. Ask Questions: The reader asks questions to help them understand what they are reading.
3. Plan: The reader has a goal for reading.	3. Monitor: The reader checks to see if they are understanding what they are reading.	3. Ask Questions: The reader asks questions to help them understand what they are reading.
4. Plan: The reader has a goal for reading.	4. Monitor: The reader checks to see if they are understanding what they are reading.	4. Ask Questions: The reader asks questions to help them understand what they are reading.

LR5.5 Unit 5 | Creative Features

Reading Strategy Assessment Unit 5

Strategy	Below Level	Level	High
Determine Importance	0	1	2
Make Connections	0	1	2
Make Inferences	0	1	2
Visualize	0	1	2

LR5.6 Unit 5 | Creative Features

Reading Comprehension Unit Test
A5.37–A5.42

Reading Strategy Assessment
LR5.5–LR5.6

Vocabulary Test Unit Test

Directions: Choose the correct answer.

- Which word means the **opposite** of give?
 - take
 - find
 - change
- Which word means the **opposite** of hold?
 - pull
 - drop
 - hang
- Which word means the **opposite** of near?
 - noisy
 - hard
 - far

A5.43 Unit 5 | Creative Features

Grammar and Writing Test Unit Test

Directions: Choose the answer that completes the sentence correctly.

- Please feed the chickens this _____.
 - morning?
 - morning!
 - morning.
- They fed their animals already. We haven't fed _____ yet.
 - hers
 - ours
 - theirs
- Nothing _____ more scary than alligators.
 - is
 - am
 - are

A5.47 Unit 5 | Creative Features

Writing Rubric

Category	Below Level	Level	High
Content	0	1	2
Organization	0	1	2
Style	0	1	2
Conventions	0	1	2

A5.55 Unit 5 | Creative Features

Vocabulary Unit Test
A5.43–A5.46

Grammar and Writing Unit Test
A5.47–A5.50

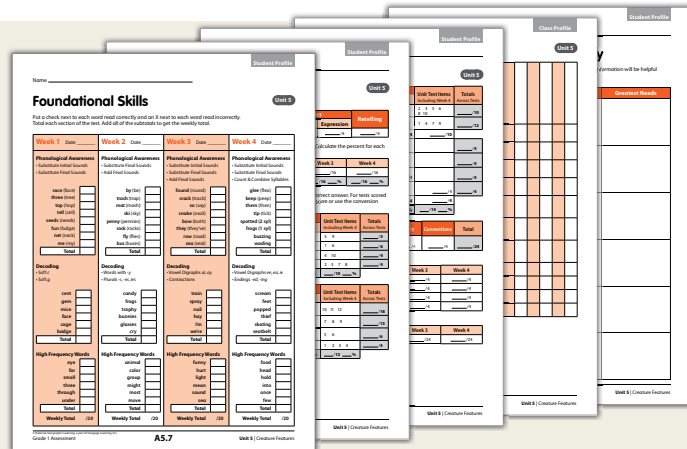
Writing Rubric
A5.55



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A5.7
- Student Profile: Weekly and Unit Tests** A5.51–A5.52
- Class Profile: Weekly and Unit Tests** A5.53
- Student Profile: Strengths and Needs** A5.54
- Student Profile: Oral Reading Progress Tracker** ONLINE ONLY

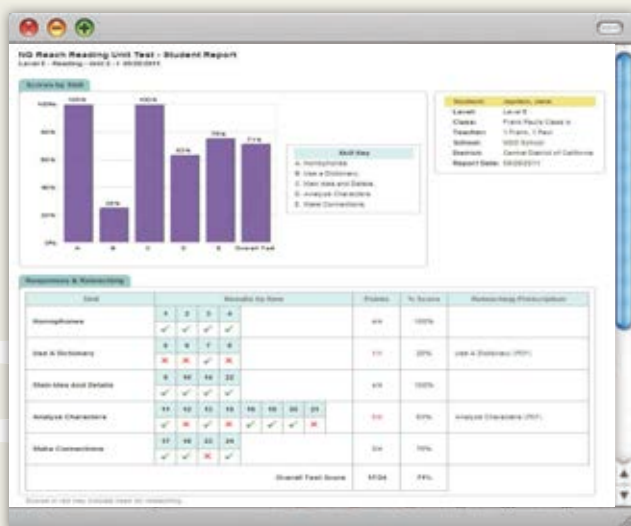
Foundational Skills, Spelling, Fluency

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, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

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

Reading

RETEACH

- Distinguish Fact/Opinion: Reteaching Master RT5.13**
- Make Connections: Reteaching Master RT5.14**

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing


RETEACH

- Indefinite Pronouns: Reteaching Master RT5.15**
- Interactive Writing Routine**, page BP58
- Writing Trait: Reteaching Master RT5.17**

ADDITIONAL PRACTICE

- More Grammar Practice RT5.16

?
BIG Question How are animals different?

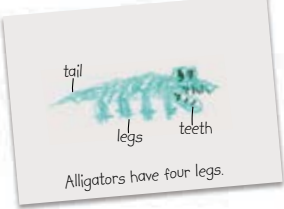


Share Your Ideas

Think about how animals move and look. How are animals different? Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Draw and Label
Draw your favorite animal from the unit. Label the animal's parts. Write a sentence about your animal.



68

Anthology
pages 68–69

OBJECTIVES

Thematic Connection: Creature Features
Review Content

MATERIALS

unit concept map

COMMON CORE STANDARDS

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Ask and Answer Questions CC.1.SL.2

Describe Animals CC.1.SL.4

Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Use Words and Phrases CC.1.L.6

Unit 5 Wrap-Up

Talk About It!

Interview
Have an interview with a partner. The **reporter** asks questions about how animals look and move. The **expert** answers the questions.



Do It!

I Am an Animal
Pretend you are an animal. Make a mask. In a group, act out how your animal moves.



69

Academic Talk

1 Big Question Anthology page 68

Display the **Big Question**. Read aloud **Share Your Ideas** on page 68. 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 something they enjoyed learning about in the unit. Guide them to tell how it relates to the **Big Question**. Ask: *What did you most enjoy learning about in this unit? How did it help you understand ways animals are different? What examples can you give?*

Unit Projects

2 Share Your Ideas Anthology pages 68–69

Read aloud the project options. Allow children a few minutes to turn and talk in order to choose their project. Have children who choose the **Do It!** option gather in an area where they have room to perform. Have the other children work at their desks or in other areas of the classroom.

Write It!



MATERIALS

unlined paper • colored pencils or crayons

Plan

Have children page through the unit and look at the different animals. Have children turn and talk about how some of these animals move and look. Then have children choose their favorite animals from the unit and study the different parts and coverings of each.

Draw and Label

Give children time to draw their animals and label their parts. When children have completed their drawings, have them read the sentences they wrote about the animals and read their labels while pointing to the features. Post pictures on a bulletin board titled "Creature Features."

Focus on a Topic
Use Words and Phrases

CC.1.W.5
CC.1.L.6

Talk About It!



Plan

Pair children and read aloud the activity. Display the words *who*, *what*, *where*, *when*, *why*, and *how*. Encourage children to begin their questions with these words to avoid "yes" or "no" answers.

Interview

Have children decide who will be the "reporter" and who will be the "expert." Tell the reporter to think of at least three questions to ask the expert about how animals look and move.

Encourage the expert to give detailed answers. When the interview is complete, have children switch roles. Challenge children to determine how the two animals are different and how they are the same.

Ask and Answer Questions
Describe Animals

CC.1.SL.2
CC.1.SL.4

Do It!



MATERIALS

construction paper • scissors • tape • colored markers

Plan

Have groups discuss different animals they know or have learned about in the unit. Then tell children to secretly choose an animal they want to be during the activity. Encourage them to think about how the animal looks, moves, and sounds.

I Am an Animal

Allow time for children to create their animal masks. Then ask children to take turns wearing their masks and acting out how that animal moves. Invite other children in the group to guess what kind of animal the child is. Encourage the "animal actor" to make sounds to help others figure out what animal he or she is.

Add Visuals to Clarify

CC.1.SL.5

Unit 5 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



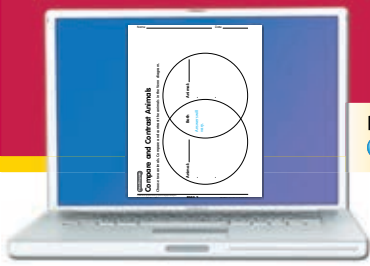
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 5: English and Spanish			
Week 1	Day 1: Words with Soft <i>c</i>	PM5.1	Day 3: Words with Soft <i>g</i>	PM5.7
	Venn Diagram	PM5.2	High Frequency Words	PM5.8
	Day 2: Words with Soft <i>c</i>	PM5.3	Grammar: Possessive Pronouns	PM5.9
	Handwriting	PM5.4	Day 4: Words with Soft <i>g</i>	PM5.10
	Word Sort: Soft <i>c</i> or <i>g</i>	PM5.5	Grammar and Writing	PM5.11
	High Frequency Word Cards	PM5.6	Day 5: Vocabulary	PM5.12
			Venn Diagram	PM5.13
Week 2	Day 1: Words with <i>-y</i>	PM5.14	Day 3: Plurals <i>-s, -es, -ies</i>	PM5.20
	Day 2: Words with <i>-y</i>	PM5.15	High Frequency Words	PM5.21
	Handwriting	PM5.16	Grammar: Sentences	PM5.22
	Word Sort: Words with <i>-y</i> ending	PM5.17	Day 4: Plurals <i>-s, -es, -ies</i>	PM5.23
	High Frequency Word Cards	PM5.18	Grammar and Writing	PM5.24
	T-Chart	PM5.19	Day 5: Grammar: Sentences	PM5.25
Week 3	Day 1: Words with <i>ai, ay</i>	PM5.26	Day 3: Contractions	PM5.33
	Category Chart	PM5.27	High Frequency Words	PM5.34
	Day 2: Words with <i>ai, ay</i>	PM5.28	Grammar: Expand Sentences	PM5.35
	Blend Words	PM5.29	Day 4: Contractions	PM5.36
	Handwriting	PM5.30	Grammar and Writing	PM5.37
	Word Sort: Digraphs <i>ai, ay</i>	PM5.31	Day 5: Vocabulary	PM5.38
High Frequency Word Cards	PM5.32	Category Chart	PM5.39	
Week 4	Day 1: Words with <i>ee, ea, ie</i>	PM5.40	Day 3: Ending <i>-ed</i>	PM5.47
	Day 2: Words with <i>ee, ea, ie</i>	PM5.41	Ending <i>-ing</i>	PM5.48
	Blend Syllables	PM5.42	High Frequency Words	PM5.49
	Handwriting	PM5.43	Grammar: Indefinite Pronouns	PM5.50
	Word Sort: Digraphs	PM5.44	Day 4: Endings (<i>-ed, -ing, -s, -es, -ies</i>)	PM5.51
	High Frequency Word Cards	PM5.45	Grammar and Writing	PM5.54
Venn Diagram	PM5.46	Day 5: Grammar: Subject-Verb Agreement	PM5.55	
			Prewrite: Main Idea and Details Chart	PM5.56



NATIONAL GEOGRAPHIC Reach

NEWSLETTER

Level B | Unit 5

Dear Family Member,

“How are animals different?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about how animals look and how they move. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Walk together around your neighborhood. As you walk, look for animals to observe. Talk about what the animals look like and what they are doing.
2. Using the space below, write your observations. Try to use some of the New Words in your descriptions.
3. Remind your student to bring the completed observations to class.

What We're Reading

“What Do You Do With a Tail Like This?”

by Steve Jenkins and Robin Page

This fact book describes what various animals do with different body parts.

“For Pete’s Sake”

by Ellen Stoll Walsh

A young alligator feels different from his friends, but he soon learns that he’s not so different after all.

“Alligators”

by Julie Larson

Alligator adaptations are described in this science article.

“Slither, Slide, Hop, and Run”

by Katharine Kenah

This fact book shows how animals use their body parts to help them move.

“My Crittercam Journal”

by Greg Marshall

Explorer Greg Marshall’s journal shows the interesting way he studies animals.

And more!

COPY READY

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Family Newsletter 5 | English



New Words

Weeks 1 and 2

alike

feathers

parts

beak

feature

paw

body

fur

scales

coverings

look

tail

different

mouth

Weeks 3 and 4

back

front

slide

climb

movement

slither


fact

push

swim

fly

run

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel B | Unidad 5

Estimado miembro de la familia,

“¿En qué se diferencian los animales?” Esta es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de la apariencia de los animales y la forma en que se mueven. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Caminen juntos por el vecindario. Mientras caminan, busquen animales y obsérvenlos. Hablen sobre la apariencia que tienen y las cosas que hacen.
2. Usen el siguiente espacio para escribir sus observaciones. Intenten usar algunas de las Nuevas Palabras en sus descripciones.
3. Recuerde a su estudiante traer sus observaciones completas a clase.

Qué estamos leyendo

“What Do You Do With a Tail Like This?”

por Steve Jenkins y Robin Page

Este libro de hechos describe lo que hacen varios animales con diferentes partes del cuerpo.

“For Pete’s Sake”

por Ellen Stoll Walsh

Un joven lagarto se siente diferente de sus amigos, pero pronto comprende que realmente no es tan diferente de los demás.

“Alligators”

por Julie Larson

Este artículo científico describe algunas adaptaciones de los lagartos.

“Slither, Slide, Hop, and Run”

por Katharine Kenah

Este libro de hechos muestra la manera en que los animales utilizan sus partes del cuerpo para moverse.

“My Crittercam Journal”

por Greg Marshall

El diario del explorador Greg Marshall muestra la manera interesante en que él estudia a los animales.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

alike

similares

beak

pico

body

cuerpo

coverings

coberturas

different

diferente

feathers

plumas

feature

característica

fur

piel

look

apariciencia

mouth

boca

parts

partes

paw

pata

scales

escamas

tail

cola

Semanas 1 y 2

back

posterior

climb

trepar

fact

hecho

fly

volar

front

frente

movement

movimiento

push

empujar

run

correr

slide

deslizar

slither

arrastrarse

swim

nadar

COPY READY

Aprenda y juegue con palabras.  [NGReach.com](https://www.ngreach.com)

Phonics

Words with Soft c


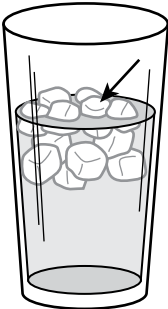
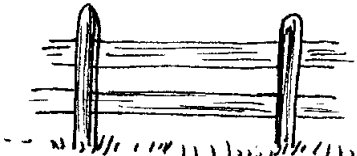
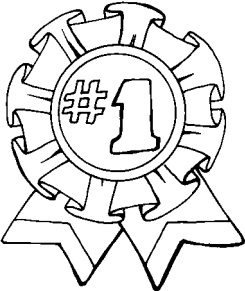




cell phone



face

Circle the word that names the picture. Read and answer the question.

<p>1.</p>  <p>sat cent can't</p>	<p>2.</p>  <p>ice is ink</p>
<p>3.</p>  <p>fence fake fans</p>	<p>4.</p>  <p>print price prize</p>
<p>5.</p>  <p>miles mice mink</p>	<p>6.</p>  <p>damp dash dance</p>

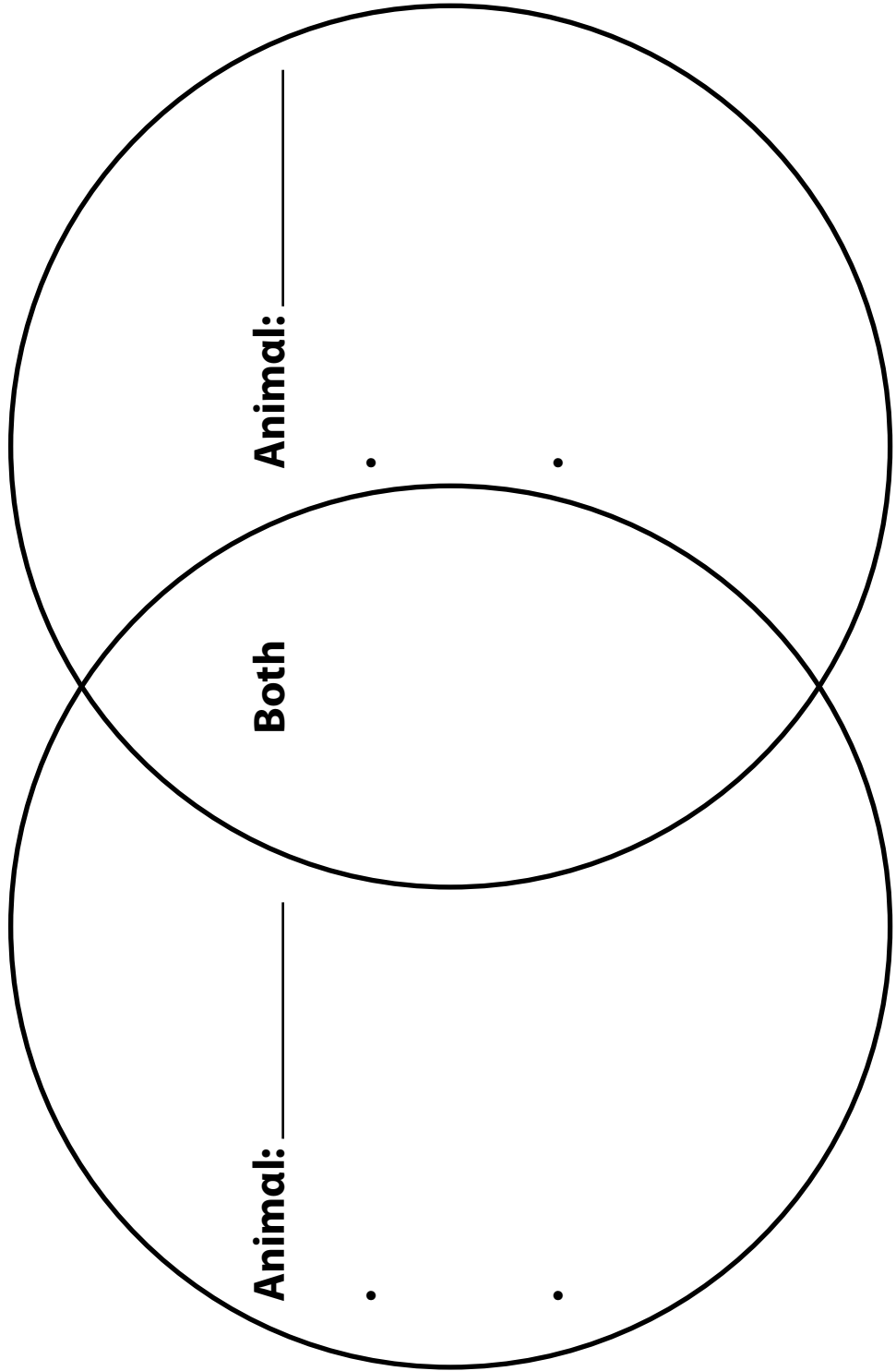
Read It Together

Do mice dance and use cell phones?

Venn Diagram

Compare and Contrast Animals

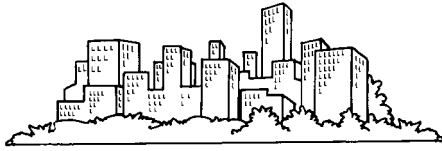

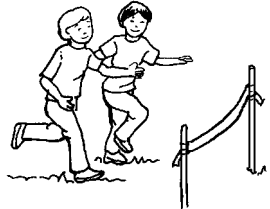



Choose two animals. Compare and contrast the animals in the Venn diagram.



Phonics

Words with Soft c

Write the letters to complete the word. Read the sentence.

<p>1.</p>  _____ city _____	<p>2.</p>  _____ ll _____
<p>3.</p>  _____ ra _____	<p>4.</p>  _____ la _____
<p>5.</p>  _____ nt _____	<p>6.</p>  _____ pri _____

Read It Together

We'll race from this place to the fence.

Name _____

Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

eyes eyes eyes

far far far

small small small

three three three

through through

through

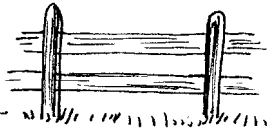
under under under

COPY READY

Word Cards: Soft c and Soft g



ice



fence



cage



giraffe

nice

city

huge

cent

pencil

magic

cellar

gym

face

page

center

gel

mice

spice

age

cell

price

twice

gem

race

space

giant

dance

gentle

COPY READY

High Frequency Word Cards

COPY READY

because

eyes

carry

far

don't

small

new

three

play

through

sleep

under

Phonics

Words with Soft g



gem



cage



brge

Circle the word that names the picture. Read and answer the question.

<p>1.</p> <p>hut hug <u>huge</u></p>	<p>2.</p> <p>jam jog gel</p>
<p>3.</p> <p>fringe fling flag</p>	<p>4.</p> <p>stack stag stage</p>
<p>5.</p> <p>bang badge bag</p>	<p>6.</p> <p>smudge smug smile</p>

COPY READY

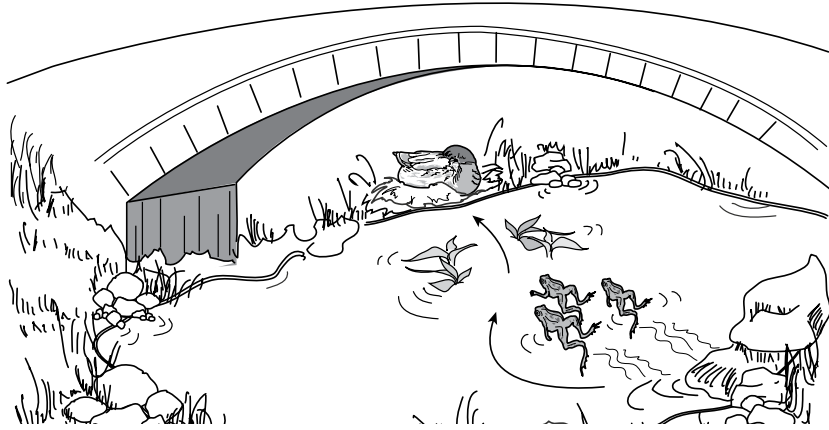
Read It Together

Would you sing or jog on a huge stage?

High Frequency Words

The Duck Can Swim

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.

High Frequency
Words

eyes

far

small

three

through

under

1. How _____ will the duck swim?

2. She swims by _____ frogs.

3. She swims under a _____ bridge.

4. She swims _____ some plants.

5. Then she shuts her _____ to nap!

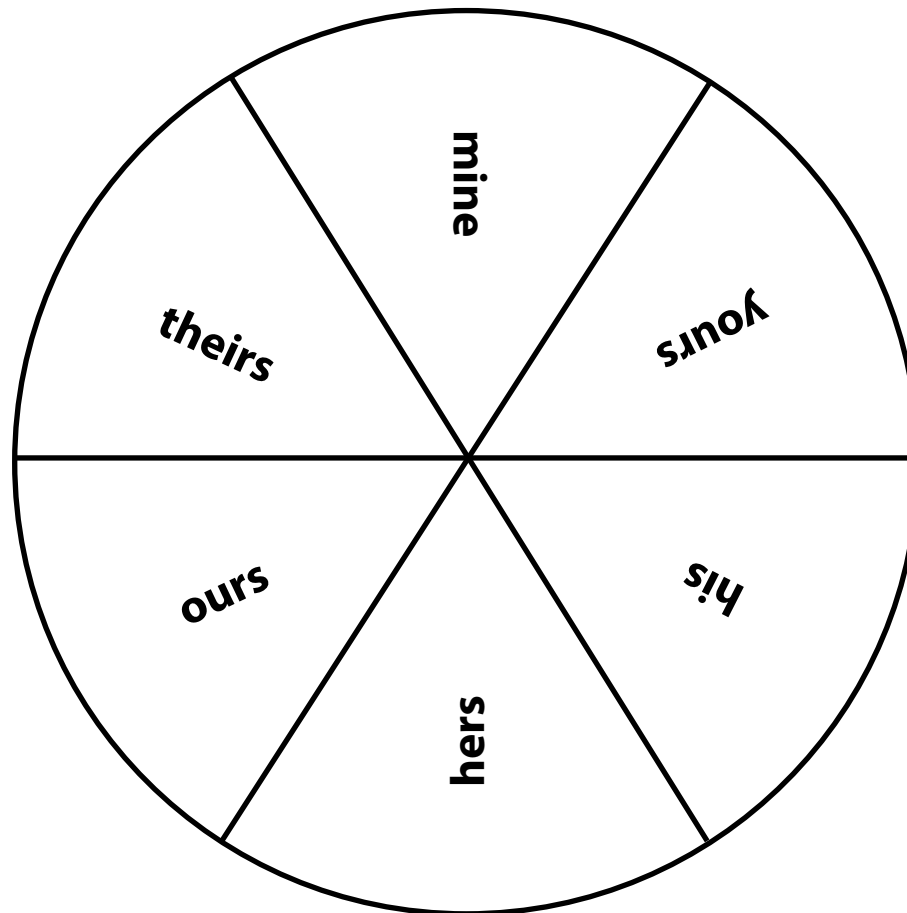
Grammar: Possessive Pronouns

Use Possessive Pronouns


Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Say a sentence with the pronoun and a word from the word bank.

bird	lizard	turtle	rabbit	dog	cat
------	--------	--------	--------	-----	-----



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.

COPY READY

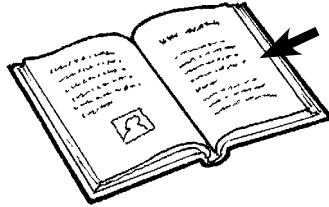
Phonics

Words with Soft g

Write the letters to complete the word. Read the sentence.
Tell what else you see.

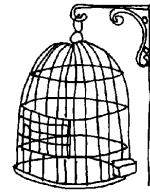
COPY READY

1.



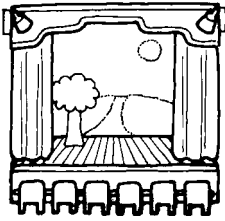
page

2.



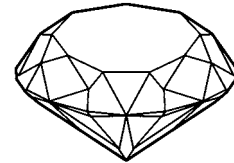
ca

3.



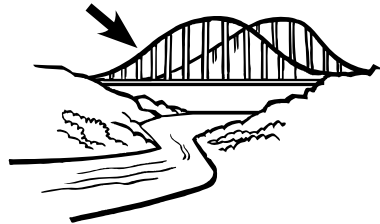
sta

4.



m

5.



bri

6.



he

Read It Together

I see a hedge and a bridge on this page.

Grammar & Writing

Write Possessive Pronouns

Read the story. Then choose a word from the box that goes with each sentence.

hers	his	mine	ours	theirs	yours
------	-----	------	------	--------	-------

We have a new book about wild animals. This book is _____
_____ ours _____.

My favorite animal in the book is the alligator. You also have a favorite

_____ animal. Which one is _____? The book shows a family of

_____ flamingos. The baby chicks are _____ . Here is a mother

_____ giraffe with her baby. The baby is _____ . Here's a picture of a

_____ male monkey. He has a banana. That banana is _____ . I think

_____ the baby lizard is really cute. I wish the baby lizard was _____ !

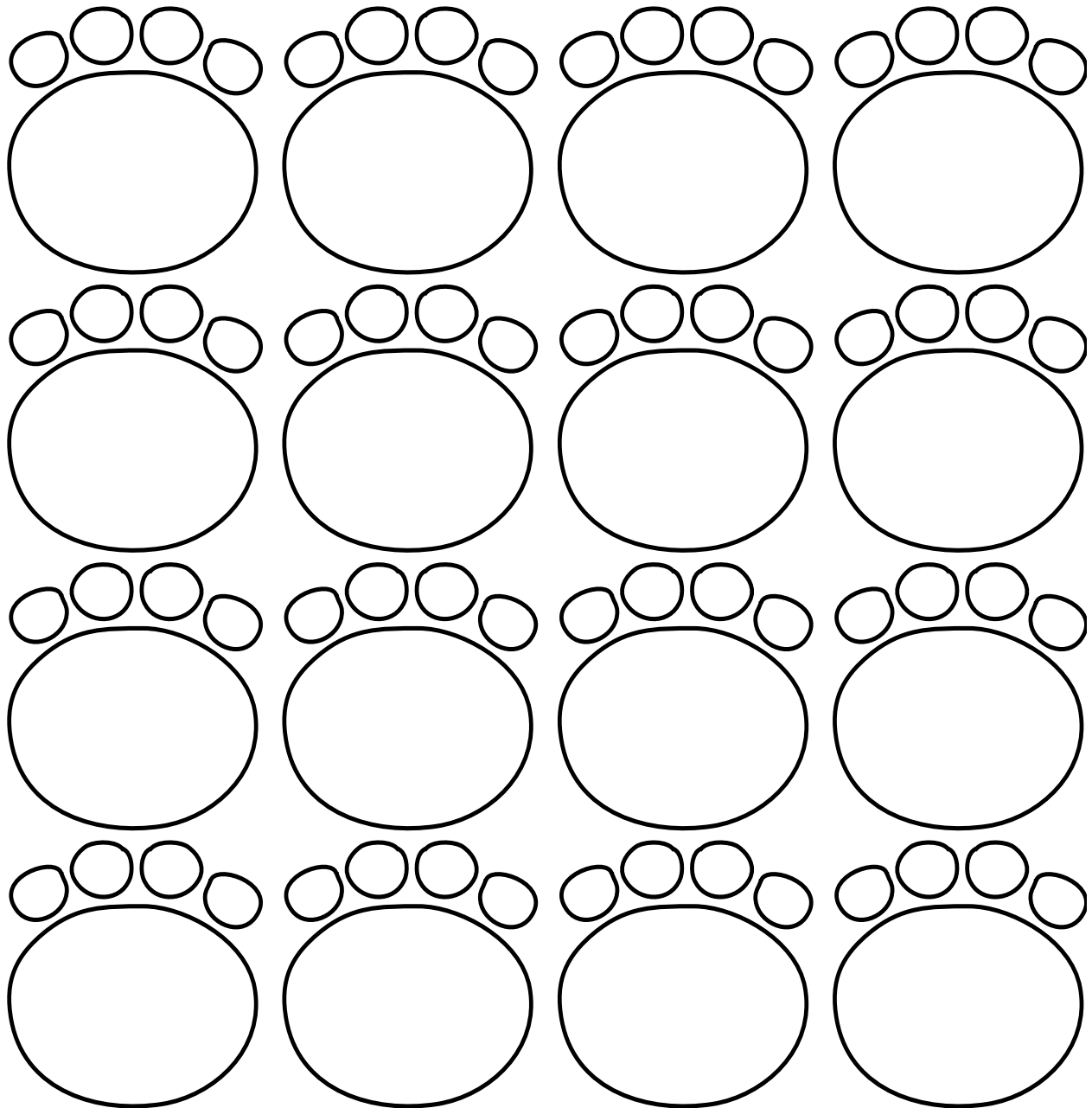
COPY READY

Vocabulary

Vocabulary Bingo

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

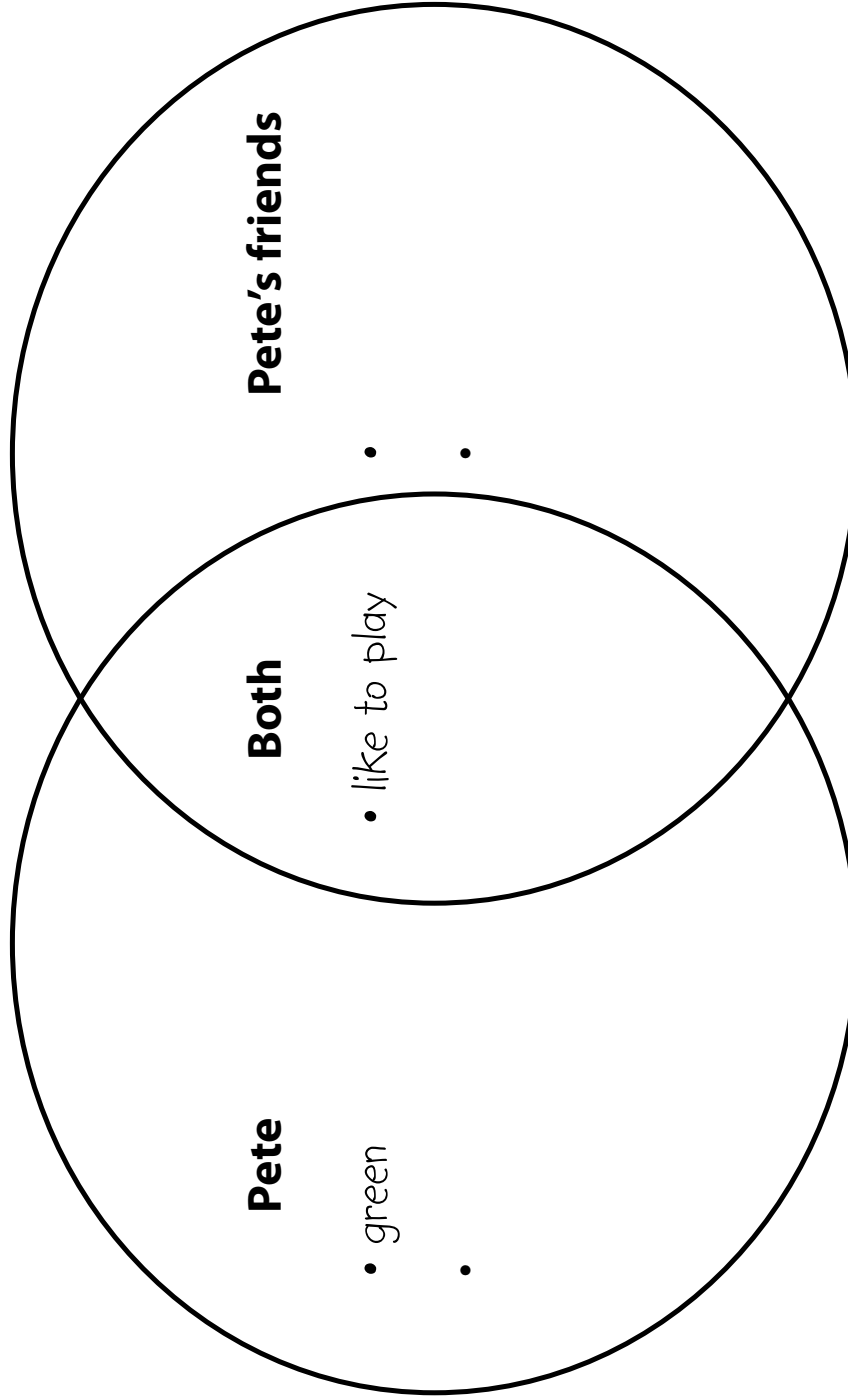
COPY READY



Venn Diagram

For Pete's Sake

Compare Pete and Pete's friends.



 Take turns with a partner. Tell about Pete and Pete's friends. Use your Venn diagram.

Phonics

Words with -y



fly



bunny

Circle the word that names the picture. Read and answer the question.

COPY READY

<p>1.</p>  <p>post pen <u>penny</u></p>	<p>2.</p>  <p>my muddy man</p>
<p>3.</p>  <p>fly fox fish</p>	<p>4.</p>  <p>cry candy cave</p>
<p>5.</p>  <p>hand hatch happy</p>	<p>6.</p>  <p>silly sky sea</p>
<p>7.</p>  <p>buggy by bone</p>	<p>8.</p>  <p>cake candy cry</p>

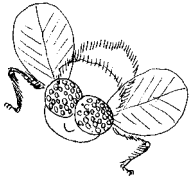
Read It Together

Do you see a buggy or a fly in the sky?

Phonics

Words with y

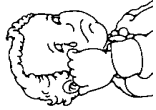
Cut out the cards. Paste each picture under the word that has the same sound for y. Use each word in a sentence.



fly



candy



cry



penny



bunny



sky

Name _____

Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

animal animal animal

color color color

group group group

might might might

most most most

move move move

COPY READY

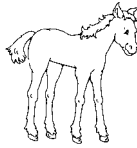
Word Cards: Words with -y



cry



fly



pony



city

story

family

why

ply

worry

tiny

fry

hurry

body

lady

skinny

sky

spy

try

pretty

spry

puppy

sly

lucky

dry

my

happy

baby

furry

COPY READY

High Frequency Word Cards

COPY READY

almost

animal

both

color

kind

group

over

might

two

most

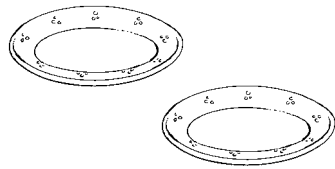
was

move

Phonics

Plurals -s, -es, -ies

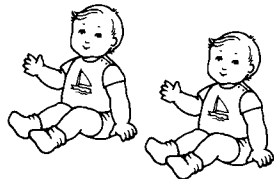
Write the plural form of each word. Read and answer the question.

hat + s = hats**six + es = sixes****bunny - y + ies = bunnies**1.  1 dish2. 2.  1 fox

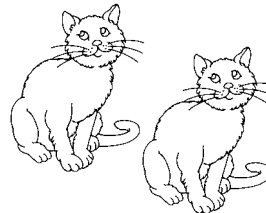
2. _____

3.  1 baby

2. _____

4.  1 cat

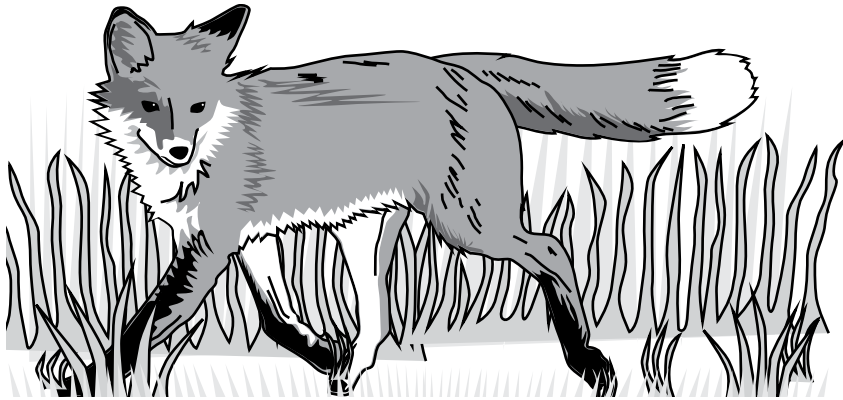
2. _____

**Read It Together**

Do babies and cats use dishes?

A Red Fox

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words
animal
color
group
might
most
move

COPY READY

1. A red fox is a kind of _____ .

2. What _____ is a red fox?

3. _____ red foxes are rusty red.

4. Red foxes do not hunt in a _____ .

5. Look! You might see one _____
through the grass.

© NGSP & HB

Grammar: Sentences

Expand Sentences

Read each sentence. Then add words to the naming and telling parts of the sentence.

COPY READY

1. Fish eat coral. Colorful fish
eat the pointy coral.

2. A fish hides. _____

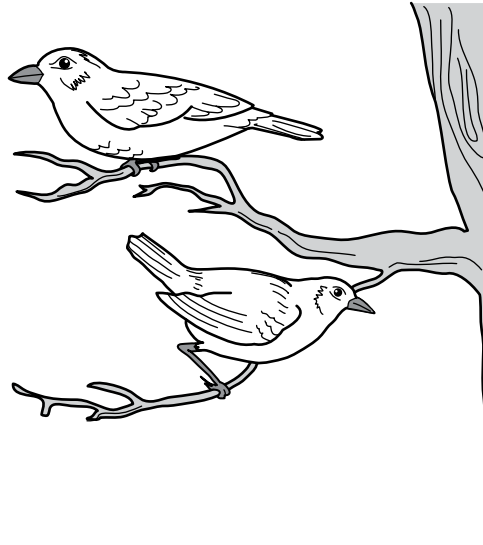
3. A starfish clings. _____

4. Birds fly. _____

5. The explorers watch. _____

Phonics

Plurals -s, -es, -ies



Read the word. Add *-s*, *-es*, or *-ies* and write the new word on the line.

Read the sentences.

ant + **s** = **ants**
fox + **es** = **foxes**
puppy - y + **ies** = **puppies**

finch

.....

1. Two _____ sit on branches.

bunny

.....

2. Three _____ hop through the grass.

snake

.....

3. Four _____ sit on the rocks.

buddy

.....

4. Five _____ watch the animals.

Grammar & Writing

Write Complete Sentences

Read the paragraph. Write a naming part or a telling part from the box to complete each sentence. Then underline words that tell more about each part.

Naming Parts	Telling Parts
Colorful fish	laps onto the rocks
A large tide pool	scuttle on their spindly legs

COPY READY

At high tide, a wave laps onto the rocks.

Water covers the spiny coral and forms a pool. Shellfish cling to the ledge.

_____ swim between the plants and

dart under the rocks. Crabs _____

_____ to avoid the water.

_____ fills the dip in a rock.

Grammar: Complete Sentences


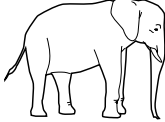

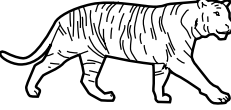

Build a Sentence Game

Grammar Rules Complete Sentences

A complete sentence has a naming part and a telling part.

- Start a sentence with a capital letter. (A) tiger has paws.
- End a sentence with an end mark.

1. Toss a marker onto one of the sentence parts below.
2. Put it together with another sentence part to make a complete sentence.
3. Write the complete sentence on a separate piece of paper.
4. Say the sentence to your partner.

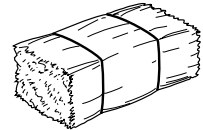
 the monkey	 the elephant
has a tail	 the giraffe
can run	has fur
can climb	 the tiger
 the snake	has a mouth

Phonics

Words with ai, ay

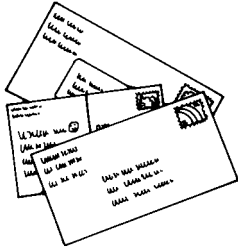

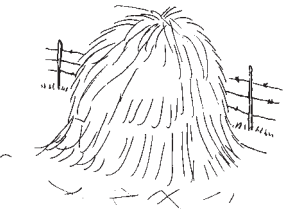
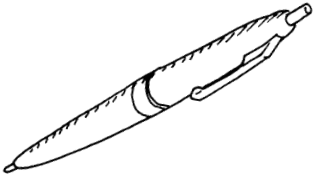
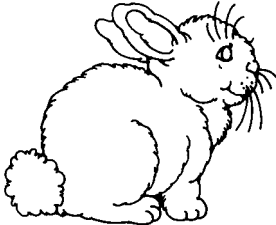

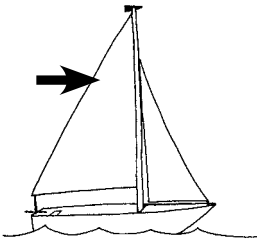
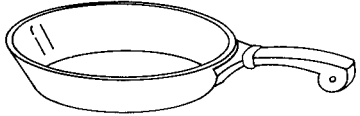


pail



hay

Circle the word that names the picture. Read the question.

<p>1.</p>  <p>mill map mail</p>	<p>2.</p>  <p>ran rain run</p>
<p>3.</p>  <p>hat hay hen</p>	<p>4.</p>  <p>paint pen pan</p>
<p>5.</p>  <p>tap till tail</p>	<p>6.</p>  <p>net nail nap</p>
<p>7.</p>  <p>sand sill sail</p>	<p>8.</p>  <p>pan pail pet</p>

Read It Together

Did you say the mail is in the pail?

Category Chart

Categorize Movements

Add animals and their movements to the category chart.

Animals	Movement
fish turtle	swim
	fly
	run

COPY READY

Phonics

Words with ai, ay

Write the letters to complete the word. Read the sentence.

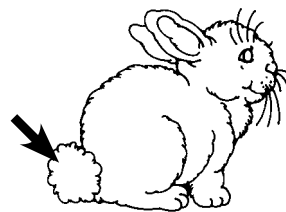
COPY READY

1.



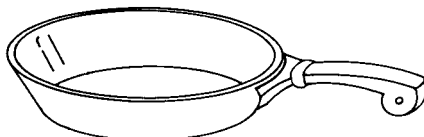
nail

2.



tail

3.



pan

4.



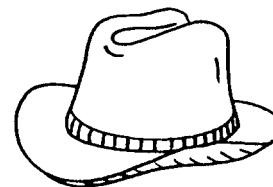
pot

5.



rain

6.



hat


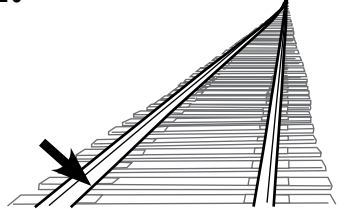
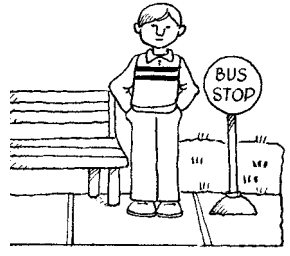

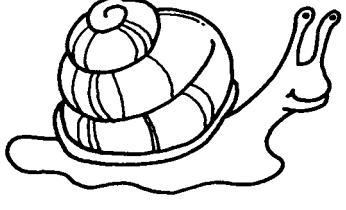
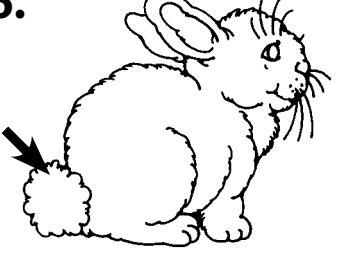
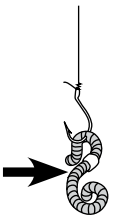
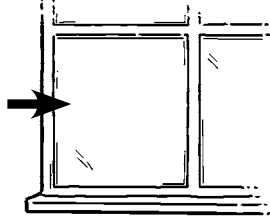
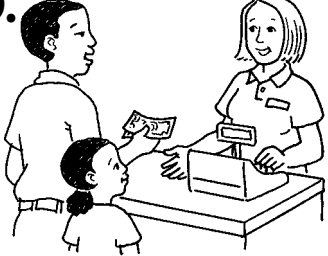
Read It Together

I lost my rain hat in the hay.

Phonics

Blend Words

Circle the word that names the picture. Read and answer the question.

<p>1. </p> <p>ran <u>rain</u></p>	<p>2. </p> <p>rail rate</p>	<p>3. </p> <p>wit wait</p>
<p>4. </p> <p>man main</p>	<p>5. </p> <p>snail snip</p>	<p>6. </p> <p>tell tail</p>
<p>7. </p> <p>bat bait</p>	<p>8. </p> <p>pane pail</p>	<p>9. </p> <p>pad paid</p>

Read It Together

Do you like to wait in the rain?

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

funny funny funny

hurt hurt hurt

light light light

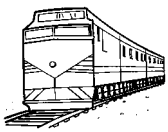
mean mean mean

sea sea sea

sound sound sound

COPY READY

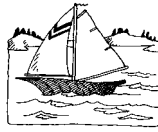
Word Cards: Digraphs *ai, ay*



train



ray



sail



play

tray

gray

may

pail

hail

mail

stain

day

way

fail

claim

wait

rail

lay

stay

chain

trait

say

trail

bay

clay

quail

bait

hay

COPY READY

High Frequency Word Cards

COPY READY

always

funny

any

hurt

each

light

every

mean

many

sea

never

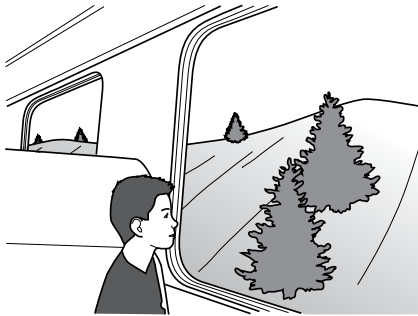
sound

Phonics

Contractions

Write the contraction.
Read the sentence.

I	+	am	=	I'm
he	+	will	=	he'll
you	+	have	=	you've
they	+	are	=	they're



COPY READY

1. We are on the way to see Gramps.

_____ on the way to see Gramps.

2. We have got to take a train there.

_____ got to take a train there.

3. I know it will be a long ride.

I know _____ be a long ride.

4. I think I am going to take a nap!

I think _____ going to take a nap!

High Frequency Words

Yipping and Yapping

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words
funny
hurt
light
mean
sea
sound

COPY READY

- My dog is lost. I hope she isn't _____ .

- I look for her while it is _____ out.

- These prints _____ my dog was here!

- What is that funny yipping _____ ?

- It's my dog yapping at the _____ !

Word Cards

Mom

Fluffy

Jake

Sarah

Grandpa

Buster

couch

window

garden

door

pond

snake

book

TV

song

call

tell

point

eat

put

turn

COPY READY

Phonics

Contractions

Write the contraction.
Read the sentence.

I	+	am	=	I'm
she	+	will	=	she'll
they	+	have	=	they've
we	+	are	=	we're



COPY READY

1. I am going on a whale watch.

_____ going on a whale watch.

2. You have got to come with me!

_____ got to come with me!

3. I hope we will see some whales.

I hope _____ see some whales.

4. I know they are out there in the sea!

I know _____ out there in the sea!

Name _____ Date _____

Grammar & Writing

Use End Marks in Sentences

Read each sentence. Then choose an end mark from the box that goes with the sentence. Write it on the blank.

.	!
---	---

Dear Mom and Dad,

I have some great news. Just listen to this ____ We went on a
hike ____ We saw a big pond. I looked at the water. I could not believe
my eyes ____ What did I see in the water? You had better sit
down ____ I saw a huge alligator ____ He looked as big as a car ____
Write back to me ____

Love,
Alex

COPY READY

Name _____

Date _____

Vocabulary

Rivet

1. Write the first letter of each word.
2. Try to guess the word.
3. Fill in the other letters of the word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

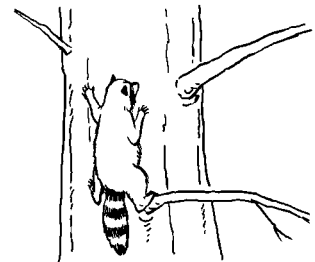
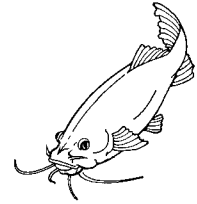
7. _____

8. _____

9. _____

10. _____

11. _____



COPY READY


Category Chart

Slither, Slide, Hop, and Run

Categorize the animals and their movements in “Slither, Slide, Hop, and Run.”

Animals	Movement
birds bats	fly
horses	

COPY READY

 Use your category chart to summarize the information in the selection. Work with a partner.

Phonics

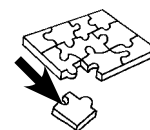
Words with ee, ea, ie



feet



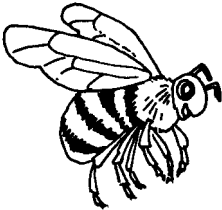
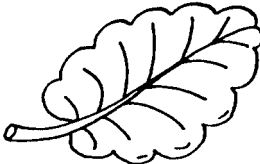
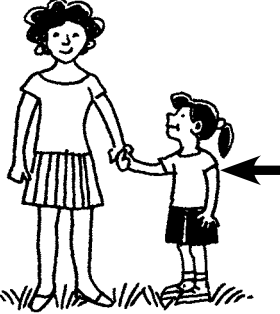
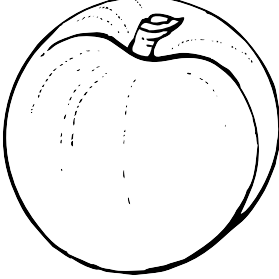

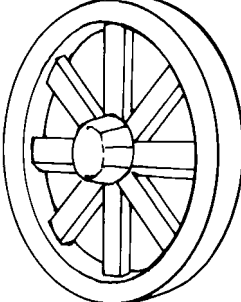
seal



piece

Circle the word that names the picture. Read and answer the question.

COPY READY

<p>1.</p>  <p>bee by bay</p>	<p>2.</p>  <p>life left leaf</p>
<p>3.</p>  <p>nice niece neck</p>	<p>4.</p>  <p>patch peach pitch</p>
<p>5.</p>  <p>them thief three</p>	<p>6.</p>  <p>wheel while wheat</p>

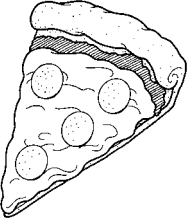
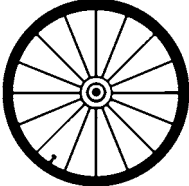
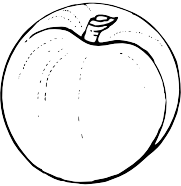


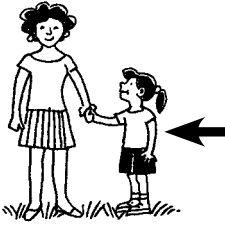
Read It Together

Would a niece eat a peach or a wheel?

Phonics

Words with ee, ea, ie

Write the letters to complete each word. Read the sentence.

<p>1. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

COPY READY

Read It Together

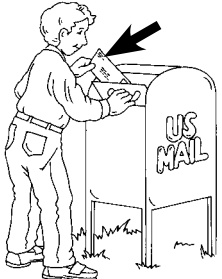

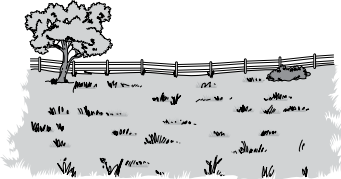

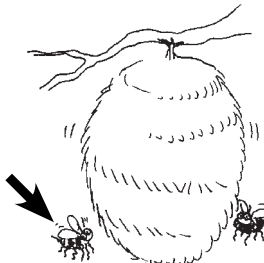
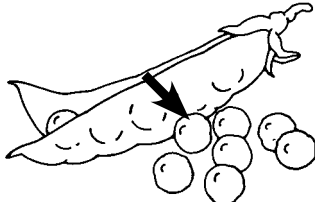

A seal swims through a wheel and gets a piece of fish.

Phonics

Blend Syllables

Circle the word that goes with the picture. Read the sentence.

COPY READY

<p>1.</p>  <p>mail meal</p>	<p>2.</p> <p>16</p> <p>sailing sixteen</p>
<p>3.</p>  <p>reading raining</p>	<p>4.</p>  <p>field feel</p>
<p>5.</p>  <p>playing feeding</p>	<p>6.</p>  <p>bean bee</p>
<p>7.</p>  <p>pea play</p>	<p>8.</p>  <p>tea team</p>

Read It Together

Sixteen kids are reading and playing.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

few few few

food food food

head head head

hold hold hold

into into into

once once once

COPY READY

Word Cards: ee, ea, ie



bee



leaf



tree



field

needle

yield

meat

belief

teapot

chief

feet

eel

week

beat

brief

thief

queen

jeans

beef

niece

clean

leaf

teeth

team

COPY READY

High Frequency Word Cards

four

few

may

food

only

head

other

hold

show

into

some

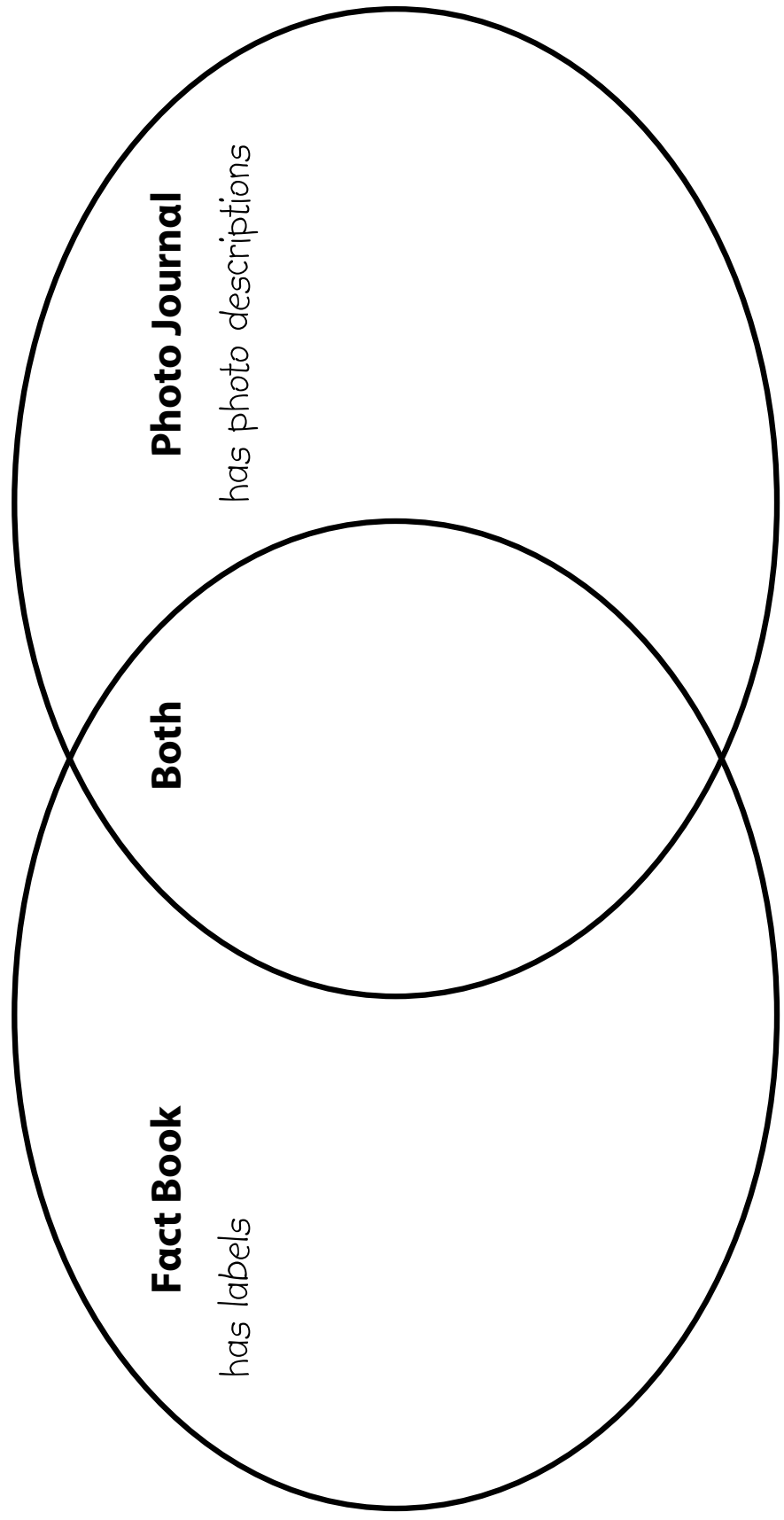
once

COPY READY

Venn Diagram

Compare Genres

Compare a fact book and a photo journal.



 Tell a partner how a fact book and a photo journal are the same.
Then tell how they are different.

Phonics

Ending -ed

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop

hopped

hum

hummed

rake

raked

skate

skated

cry

cried

dry

dried

COPY READY

Name _____ Date _____

Phonics

Ending -ing

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

COPY READY

hop

hopping

hum

humming

rake

raking

skate

skating

cry

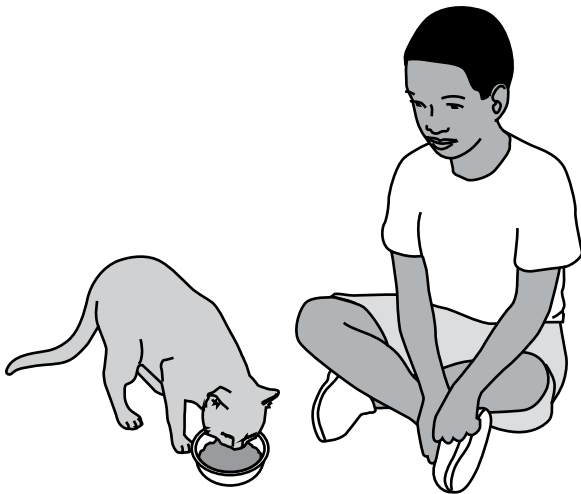
crying

dry

drying

Feed the Cat

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words
few
food
head
hold
into
once

COPY READY

1. I feed my cat _____ each day.

2. I put _____ into his dish.

3. My cat sticks his _____ into the dish and eats.

4. Then I _____ him in my lap.

5. I pat him a _____ times.

Grammar: Indefinite Pronouns

Match Indefinite Pronouns

Read the words on the left side. Then draw a line that connects each pronoun with the words that make a complete sentence.

- | | |
|---|---|
| 1. Anyone | is dangerous. |
| 2. Everything | are now club members. |
| 3. Nothing | then decide to join our nature club. |
| 4. Something | is welcome to our nature club. |
| 5. Two sisters love nature and both | happens and we all become good friends. |
| 6. Many visit and | leave our club after joining. |
| 7. Our teachers are proud of us and several | help us with our club. |
| 8. A few | is fun and easy. |
-

COPY READY

Phonics

Ending -ed

pop + p + ed = popped

like - e + ed = liked

fry - y + i + ed = fried

Read the word. Add *-ed*.
Write the new word on the
line. Read the sentences.

flap

1. The seagull _____ its wings.

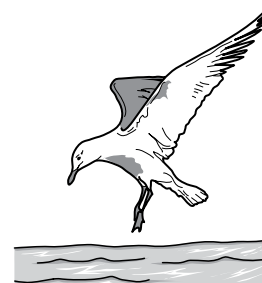
glide

2. Then it _____ up, up, up.



spy

3. I _____ it way up in the sky.



dip

dive

4. Then it _____ and _____

into the water.

Phonics

Ending -ing

Read the word. Add *-ing*.
Write the new word.
Read the sentences.

pop + p + ing = popping
like - e + ing = liking
fry + ing = frying

COPY READY

wade

1. Ted is _____ into
the lake.



try

2. Mom is _____ to teach him to swim.

drip

3. Water is _____ from him.

grin

4. Ted is _____ because he can swim!

Phonics

Endings -s, -es, -ies

smile	+ s	= smiles
wax	+ es	= waxes
dry	- y + ies	= dries

Read the word. Add *-s*, *-es*, or *-ies*.
Write the new word. Read the sentences.

make

1. Kim _____ eggs for lunch.

mix

2. She _____ the eggs.

fry

3. She _____ them in a pan.

help

4. Mom _____ Kim.

try

5. Then Kim _____ them. They're good!



COPY READY

Grammar & Writing

Write Indefinite Pronouns

Read the story. Then choose a word from the box that goes with the sentence and write it on the line.

both	a few	everything
nothing	several	something

COPY READY

_____ Something comes to my bird feeder every night. It

steals all the bird seed. _____ is left in the morning.

_____ are awake at night to see what it is. But I made a

plan. I read some books, and _____ of them explained my

problem. _____ was ready for the big night. I

heard a noise and ran out with a flashlight. I caught two raccoons climbing my

bird feeder! _____ looked right at me. I think they were laughing!

Grammar: Subject-Verb Agreement

Let's Swim

Grammar Rules Subject-Verb Agreement

1. If the subject names one, use *s* at the end of the verb.
2. If the subject names more than one, do not use *s* at the end of the verb.

Choose the verb that goes with the subject. Write the sentence.

1. One fish (swim/swims).

One fish swims.

2. Two fish (swim/swims).

3. A fish (come/comes) here.

4. Many fish (come/comes) here.

 Pick a verb from above. Write a new sentence. Read it to a partner.

COPY READY

Prewrite Graphic Organizer: Main Idea and Details Chart

Main Idea and Details Chart

COPY READY

Main Idea:	
	Supporting Detail:
	Supporting Detail:
	Supporting Detail:

Fluency Checklist


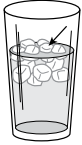

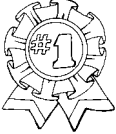


- ✓ Did you use more than one kind of sentence?
- ✓ Did you use some short sentences and some longer sentences?
- ✓ Do your sentences flow nicely from one to the next?
- ✓ Does each sentence begin with a capital letter?
- ✓ Does each sentence end with the right end mark?

Name _____ Date _____

Phonics

Words with Soft c

Circle the word that names the picture. Read and answer the question.

<p>1.  sat cent can't</p>	<p>2.  ice is ink</p>
<p>3.  fence fake fans</p>	<p>4.  print price prize</p>
<p>5.  miles mice mink</p>	<p>6.  damp dash dance</p>

Read It Together Do mice dance and use cell phones?

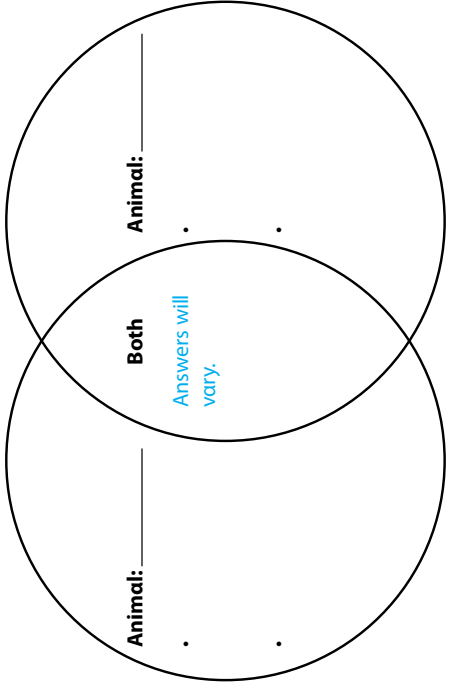
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Name _____ Date _____

Compare and Contrast Animals

Choose two animals. Compare and contrast the animals in the Venn diagram.

Venn Diagram









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Name _____ Date _____

Phonics

Words with Soft c

Write the letters to complete the word. Read the sentence.

<p>1.  _____ city</p>	<p>2.  _____ cell</p>
<p>3.  _____ race</p>	<p>4.  _____ lace</p>
<p>5.  _____ cent</p>	<p>6.  _____ price</p>

Read It Together We'll race from this place to the fence.

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Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

eyes eyes eyes

far far far

small small small

three three three





through through

through

under under under

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Word Cards: Soft c and Soft g

 ice	 fence	 cage	 giraffe
nice	city	huge	cent
pencil	magic	cellar	gym
face	page	center	gel
mice	spice	age	cell
price	twice	gem	race
space	giant	dance	gentle

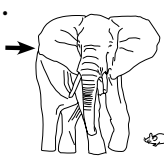


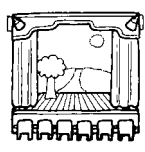


High Frequency Word Cards

because	eyes
carry	far
don't	small
new	three
play	through
sleep	under

Words with Soft g



Circle the word that names the picture. Read and answer the question.

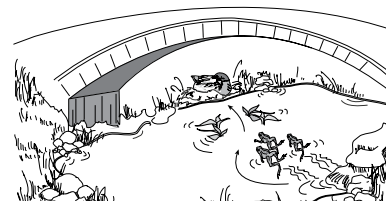
<p>1.  hut hug <u>huge</u></p>	<p>2.  jam <u>jog</u> gel</p>
<p>3.  <u>fringe</u> fling flag</p>	<p>4.  stack stag <u>stage</u></p>
<p>5.  bang <u>badge</u> bag</p>	<p>6.  <u>smudge</u> smug smile</p>

Read It Together Would you sing or jog on a huge stage?

Name _____ Date _____

The Duck Can Swim

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



- eyes
- far
- small
- three
- through
- under

- How far will the duck swim?
- She swims by three frogs.
- She swims under a small bridge.
- She swims through some plants.
- Then she shuts her eyes to nap!

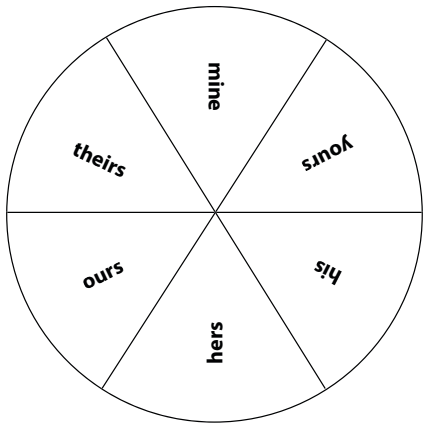
Name _____ Date _____

Use Possessive Pronouns


Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Say a sentence with the pronoun and a word from the word bank.

bird	lizard	turtle	rabbit	dog	cat
------	--------	--------	--------	-----	-----





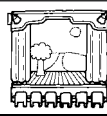



Make a Spinner

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 _____

Words with Soft g

Write the letters to complete the word. Read the sentence. Tell what else you see.

1.  _____ page _____	2.  _____ cage _____
3.  _____ stage _____	4.  _____ gem _____
5.  _____ bridge _____	6.  _____ hedge _____

Read It Together I see a hedge and a bridge on this page.

Name _____ Date _____

Grammar & Writing

Write Possessive Pronouns

Read the story. Then choose a word from the box that goes with each sentence.

hers	his	mine	ours	theirs	yours
------	-----	------	------	--------	-------

We have a new book about wild animals. This book is ours.

My favorite animal in the book is the alligator. You also have a favorite animal. Which one is yours? The book shows a family of

flamingos. The baby chicks are theirs. Here is a mother

giraffe with her baby. The baby is hers. Here's a picture of a

male monkey. He has a banana. That banana is his. I think

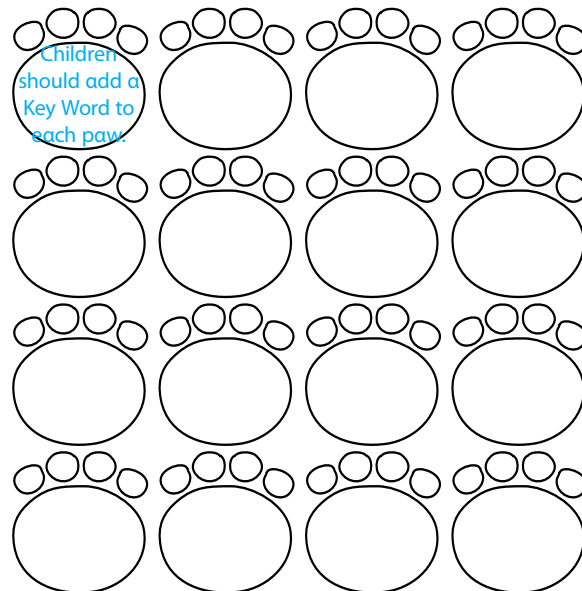
the baby lizard is really cute. I wish the baby lizard was mine!

Name _____ Date _____

Vocabulary

Vocabulary Bingo

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

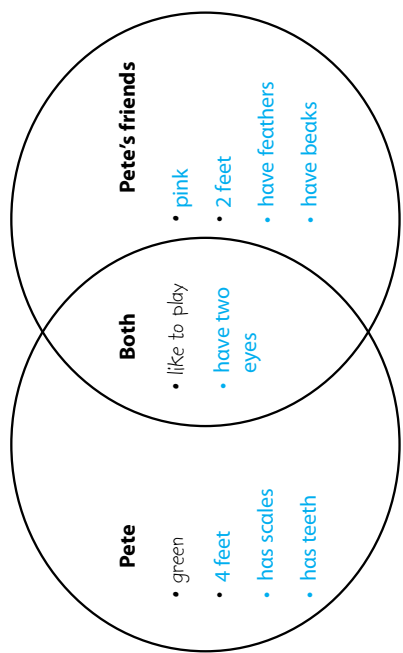


Name _____ Date _____

Venn Diagram

For Pete's Sake

Compare Pete and Pete's friends.



Take turns with a partner. Tell about Pete and Pete's friends. Use your Venn diagram.

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PM5.13

Unit 5 | Creature Features

Name _____ Date _____

Phonics

Words with -y











fly



bunny

Circle the word that names the picture. Read and answer the question.

1.  post pen <u>penny</u>	2.  my <u>muddy</u> man
3.  fly <u>fox</u> fish	4.  cry <u>candy</u> cave
5.  hand hatch <u>happy</u>	6.  silly <u>sky</u> sea
7.  <u>buggy</u> by bone	8.  cake candy <u>cry</u>

Do you see a buggy or a fly in the sky?

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PM5.14

Unit 5 | Creature Features

Name _____ Date _____

Phonics

Words with -y

Cut out the cards. Paste each picture under the word that has the same sound for y. Use each word in a sentence.







fly



candy

<u>cry</u>
sky

penny
<u>bunny</u>

 cry	 penny	 bunny	 sky
---	---	---	---

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PM5.15

Unit 5 | Creature Features

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

animal animal animal

color color color

group group group

might might might

most most most

move move move





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PM5.16

Unit 5 | Creature Features

Spelling & Word Work

Word Cards: Words with -y

 cry	 fly	 pony	 city
story	family	why	ply
worry	tiny	fry	hurry
body	lady	skinny	sky
spy	try	pretty	spry
puppy	sly	lucky	dry
my	happy	baby	furry

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Spelling & Word Work

High Frequency Word Cards

almost	animal
both	color
kind	group
over	might
two	most
was	move

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Name _____ Date _____

Respond and Extend: T-Chart

Compare Genres

Compare a story and a science article.

Animal Fantasy	Science Article
no labels no headings or captions illustrations or pictures talking animals that are not real	has labels headings and captions photographs and maps real animals that don't talk

Tell a partner how a story and a science article are different.

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Name _____ Date _____

Phonics

Plurals -s, -es, -ies

Write the plural form of each word. Read and answer the question.

hat + s = hats
six + es = sixes
bunny - y + ies = bunnies

1.  1 dish 2.  dishes	2.  1 fox 2.  foxes
3.  1 baby 2.  babies	4.  1 cat 2.  cats

Read It Together Do babies and cats use dishes?

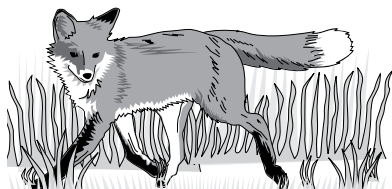
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Name _____ Date _____

High Frequency Words

A Red Fox

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



- High Frequency Words
- animal
 - color
 - group
 - might
 - most
 - move

1. A red fox is a kind of animal.
2. What color is a red fox?
3. Most red foxes are rusty red.
4. Red foxes do not hunt in a group.
5. Look! You might see one move through the grass.

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PM5.21

Unit 5 | Creature Features

Name _____ Date _____

Grammar: Sentences

Expand Sentences

Read each sentence. Then add words to the naming and telling parts of the sentence.

1. Fish eat coral. Colorful fish
eat the pointy coral.
2. A fish hides. A little fish
hides in the rocks.
3. A starfish clings. A blue starfish
clings onto a rock.
4. Birds fly. Red birds fly away.
5. The explorers watch. The young
explorers watch carefully.

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PM5.22

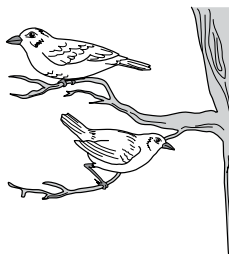
Unit 5 | Creature Features

Name _____ Date _____

Phonics

Plurals -s, -es, -ies

Read the word. Add -s, -es, or -ies and write the new word on the line. Read the sentences.



- | | | |
|-----------|-------|-----------|
| ant | + s | = ants |
| fox | + es | = foxes |
| puppy - y | + ies | = puppies |

1. Two finches sit on branches.
2. Three bunnies hop through the grass.
3. Four snakes sit on the rocks.
4. Five buddies watch the animals.

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PM5.23

Unit 5 | Creature Features

Name _____ Date _____

Grammar & Writing

Write Complete Sentences

Read the paragraph. Write a naming part or a telling part from the box to complete each sentence. Then underline words that tell more about each part.

Naming Parts	Telling Parts
Colorful fish	laps onto the rocks
A large tide pool	scuttle on their spindly legs

- At high tide, a wave laps onto the rocks.
- Water covers the spiny coral and forms a pool. Shellfish cling to the ledge.
- Colorful fish swim between the plants and scuttle on their spindly legs to avoid the water.
- A large tide pool fills the dip in a rock.

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PM5.24

Unit 5 | Creature Features

Name _____ Date _____

Grammar: Complete Sentences






Build a Sentence Game

Grammar Rules Complete Sentences

A complete sentence has a naming part and a telling part.

- Start a sentence with a capital letter. (A tiger has paws.)
- End a sentence with an end mark.

1. Toss a marker onto one of the sentence parts below.
2. Put it together with another sentence part to make a complete sentence.
3. Write the complete sentence on a separate piece of paper.
4. Say the sentence to your partner.

 the monkey	 the elephant
has a tail	 the giraffe
can run	has fur
can climb	 the tiger
 the snake	has a mouth




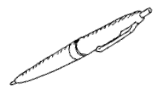


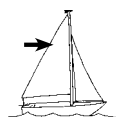
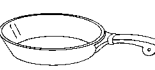
Name _____ Date _____

Phonics

Words with ai, ay



Circle the word that names the picture. Read the question.

1.  mill map <u>mail</u>	2.  ran <u>rain</u> run
3.  hat <u>hay</u> hen	4.  paint <u>pen</u> pan
5.  tap till <u>tail</u>	6.  net <u>nail</u> nap
7.  sand sill <u>sail</u>	8.  <u>pan</u> pail pet

Read It Together Did you say the mail is in the pail?

Name _____ Date _____

Category Chart

Categorize Movements

Add animals and their movements to the category chart.







Animals	Movement
fish turtle	swim
Possible response: bird	fly
Possible response: horse	run
Answers will vary.	

Name _____ Date _____

Phonics

Words with ai, ay

Write the letters to complete the word. Read the sentence.

1.  _____ nail _____	2.  _____ tail _____
3.  _____ pan _____	4.  _____ pail _____
5.  _____ rain _____	6.  _____ hat _____


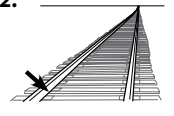

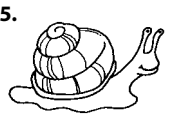


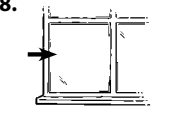

Read It Together I lost my rain hat in the hay.

Name _____ Date _____

Phonics

Blend Words

Circle the word that names the picture. Read and answer the question.

1.  ran <u>rain</u> rail rate	2.  wit <u>wait</u>
4.  <u>man</u> main	5.  <u>snail</u> snip
6.  tell <u>tail</u>	
7.  bat <u>bait</u> pane pail	8.  pad <u>paid</u>
9. 	

Read It Together Do you like to wait in the rain?

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PM5.29

Unit 5 | Creature Features

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

funny funny funny

hurt hurt hurt

light light light

mean mean mean

sea sea sea

sound sound sound





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PM5.30

Unit 5 | Creature Features

Spelling & Word Work

Word Cards: Digraphs ai, ay

 train	 ray	 sail	 play
tray	gray	may	pail
hail	mail	stain	day
way	fail	claim	wait
rail	lay	stay	chain
trait	say	trail	bay
clay	quail	bait	hay

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PM5.31

Unit 5 | Creature Features

Spelling & Word Work

High Frequency Word Cards

always	funny
any	hurt
each	light
every	mean
many	sea
never	sound

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PM5.32


Unit 5 | Creature Features

Name _____ Date _____

Phonics

Contractions

Write the contraction.
Read the sentence.



I	+ am	= I'm
he	+ will	= he'll
you	+ have	= you've
they	+ are	= they're

- We are on the way to see Gramps.
We're on the way to see Gramps.
- We have got to take a train there.
We've got to take a train there.
- I know it will be a long ride.
I know it'll be a long ride.
- I think I am going to take a nap!
I think I'm going to take a nap!


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Name _____ Date _____

High Frequency Words

Yipping and Yapping

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



High Frequency Words
funny
hurt
light
mean
sea
sound

- My dog is lost. I hope she isn't hurt.
- I look for her while it is light out.
- These prints mean my dog was here!
- What is that funny yipping sound?
- It's my dog yapping at the sea!

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Grammar: Expand Sentences

Word Cards

Mom	Fluffy	Jake
Sarah	Grandpa	Buster
couch	window	garden
door	pond	snake
book	TV	song
call	tell	point
eat	put	turn


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Name _____ Date _____

Phonics

Contractions

Write the contraction.
Read the sentence.



I	+ am	= I'm
she	+ will	= she'll
they	+ have	= they've
we	+ are	= we're

- I am going on a whale watch.
I'm going on a whale watch.
- You have got to come with me!
You've got to come with me!
- I hope we will see some whales.
I hope we'll see some whales.
- I know they are out there in the sea!
I know they're out there in the sea!

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Name _____ Date _____

Grammar & Writing

Use End Marks in Sentences

Read each sentence. Then choose an end mark from the box that goes with the sentence. Write it on the blank.

.	!
---	---

Dear Mom and Dad,




I have some great news. Just listen to this _____. We went on a hike _____. We saw a big pond. I looked at the water. I could not believe my eyes _____. What did I see in the water? You had better sit down _____. I saw a huge alligator _____. He looked as big as a car _____. Write back to me _____.
Love,
Alex

Name _____ Date _____

Vocabulary

Rivet

- Write the first letter of each word.
- Try to guess the word.
- Fill in the other letters of the word.

- _____ swim 
- _____ back
- _____ movement
- _____ fly 
- _____ run
- _____ front
- _____ slide
- _____ fact
- _____ push 
- _____ climb
- _____ slither

Name _____ Date _____

Category Chart

Slither, Slide, Hop, and Run

Categorize the animals and their movements in "Slither, Slide, Hop, and Run."

Animals	Movement
birds bats	fly
horses	run
snails	slide
spiders	crawl

Use your category chart to summarize the information in the selection. Work with a partner.




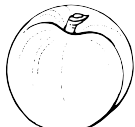

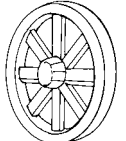
Name _____ Date _____

Phonics

Words with ee, ea, ie



Circle the word that names the picture. Read and answer the question.

1.  bee by bay	2.  life left leaf
3.  nice niece neck	4.  patch peach pitch
5.  them thief three	6.  wheel while wheat







Read It Together Would a niece eat a peach or a wheel?

Name _____ Date _____

Phonics

Words with ee, ea, ie

Write the letters to complete each word. Read the sentence.

1.  piece	2.  wheel
3.  peach	4.  seal
5.  feet	6.  niece

Read It Together A seal swims through a wheel and gets a piece of fish.







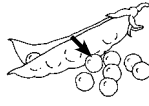

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Name _____ Date _____

Phonics

Blend Syllables

Circle the word that goes with the picture. Read the sentence.

1.  mail meal	2.  sailing sixteen
3.  reading raining	4.  field feel
5.  playing feeding	6.  bean bee
7.  pea play	8.  tea team

Read It Together Sixteen kids are reading and playing.

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Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

few few few

food food food

head head head

hold hold hold





into into into

once once once

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Spelling & Word Work

Word Cards: ee, ea, ie

 bee	 leaf	 tree	 field
needle	yield	meat	belief
teapot	chief	feet	eel
week	beat	brief	thief
queen	jeans	beef	niece
clean	leaf	teeth	team

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High Frequency Word Cards

four

few

may

food

only

head

other

hold

show

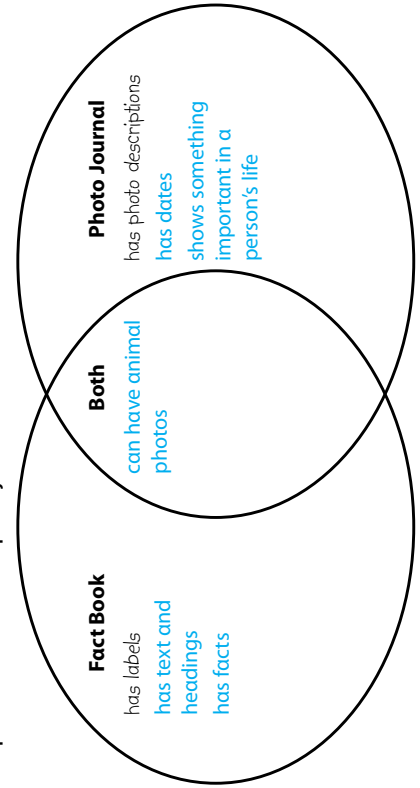
into

some

once

Compare Genres

Compare a fact book and a photo journal.



Tell a partner how a fact book and a photo journal are the same. Then tell how they are different.

Ending -ed

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop

hopped

hum

hummed

rake

raked

skate

skated

cry

cried

dry

dried

Ending -ing

Cut out the cards and shuffle them. Then match them and tell how they changed. Act out the words and use them in sentences.

hop

hopping

hum

humming

rake

raking

skate

skating

cry

crying

dry

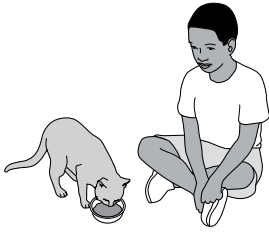
drying

Name _____ Date _____

High Frequency Words

Feed the Cat

Look at the picture. Write a word from the box to complete each sentence. Read the sentences.



- | |
|----------------------|
| High Frequency Words |
| few |
| food |
| head |
| hold |
| into |
| once |

- I feed my cat once each day.
- I put food into his dish.
- My cat sticks his head into the dish and eats.
- Then I hold him in my lap.
- I pat him a few times.

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Name _____ Date _____

Grammar: Indefinite Pronouns

Match Indefinite Pronouns

Read the words on the left side. Then draw a line that connects each pronoun with the words that make a complete sentence.

- | | |
|---|---|
| 1. Anyone | is dangerous. |
| 2. Everything | are now club members. |
| 3. Nothing | then decide to join our nature club. |
| 4. Something | is welcome to our nature club. |
| 5. Two sisters love nature and both | happens and we all become good friends. |
| 6. Many visit and | leave our club after joining. |
| 7. Our teachers are proud of us and several | help us with our club. |
| 8. A few | is fun and easy. |

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Name _____ Date _____

Phonics

Ending -ed

Read the word. Add *-ed*. Write the new word on the line. Read the sentences.

- | |
|--------------------------|
| pop + p + ed = popped |
| like - e + ed = liked |
| fry - y + i + ed = fried |

- The seagull flapped its wings. 
- Then it glided up, up, up. 
- I spied it way up in the sky. 
- Then it dipped and dived into the water. 

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Name _____ Date _____

Phonics

Ending -ing

Read the word. Add *-ing*. Write the new word. Read the sentences.

- | |
|-------------------------|
| pop + p + ing = popping |
| like - e + ing = liking |
| fry + ing = frying |

- Ted is wading into the lake. 
- Mom is trying to teach him to swim.
- Water is dripping from him.
- Ted is grinning because he can swim!

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Name _____ Date _____

Phonics

Endings -s, -es, -ies

Read the word. Add -s, -es, or -ies.
Write the new word. Read the sentences.

smile	+ s	= smiles
wax	+ es	= waxes
dry	- y + ies	= dries

1. Kim make _____ eggs for lunch.
makes

2. She mix _____ the eggs.
mixes

3. She fry _____ them in a pan.
fries

4. Mom help _____ Kim.
helps

5. Then Kim try _____ them. They're good!
tries



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PM5.53

Unit 5 | Creature Features

Name _____ Date _____

Grammar & Writing

Write Indefinite Pronouns

Read the story. Then choose a word from the box that goes with the sentence and write it on the line.

both	a few	everything
nothing	several	something

Something comes to my bird feeder every night. It

steals all the bird seed. Nothing is left in the morning.

A few are awake at night to see what it is. But I made a

plan. I read some books, and several of them explained my

problem. Everything was ready for the big night. I

heard a noise and ran out with a flashlight. I caught two raccoons climbing my

bird feeder! Both looked right at me. I think they were laughing!

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PM5.54

Unit 5 | Creature Features

Name _____ Date _____

Grammar: Subject-Verb Agreement

Let's Swim

Grammar Rules Subject-Verb Agreement

1. If the subject names one, use s at the end of the verb.
2. If the subject names more than one, do not use s at the end of the verb.

Choose the verb that goes with the subject. Write the sentence.

1. One fish (swim/swims).
One fish swims.

2. Two fish (swim/swims).
Two fish swim.

3. A fish (come/comes) here.
A fish comes here.

4. Many fish (come/comes) here.
Many fish come here.

Pick a verb from above. Write a new sentence. Read it to a partner.

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PM5.55

Unit 5 | Creature Features

Name _____ Date _____

Prewrite Graphic Organizer: Main Idea and Details Chart

Main Idea and Details Chart

Main Idea:
Supporting Detail:
Supporting Detail:
Supporting Detail:

Fluency Checklist

- ✓ Did you use more than one kind of sentence?
- ✓ Did you use some short sentences and some longer sentences?
- ✓ Do your sentences flow nicely from one to the next?
- ✓ Does each sentence begin with a capital letter?
- ✓ Does each sentence end with the right end mark?

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PM5.56

Unit 5 | Creature Features



Leveled Reading Time

TEACHER

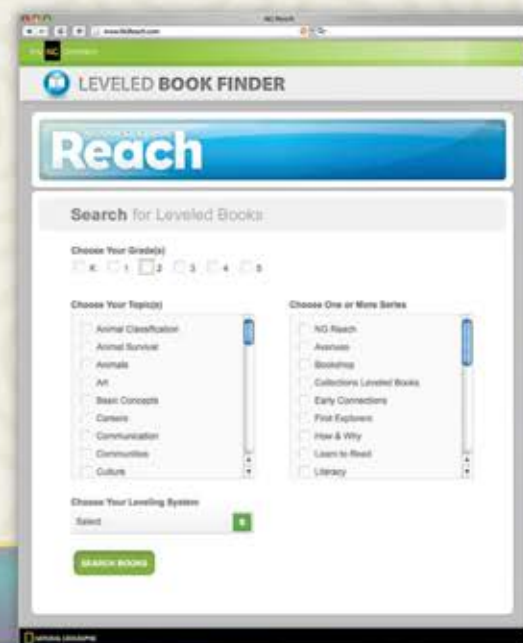
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

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



Suggested Pacing by Week 20 minutes per day



Books at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
A	<i>Little Monkeys</i>	Gustav Blümchen	Animals and Their Young	Nonfiction	8 pp.	LR4
B	<i>I See Tails!</i>	Lada Kratky	Animal Features	Nonfiction	8 pp.	LR4
C	<i>Ears</i>	Lada Kratky	Animal Features	Fiction	8 pp.	LR5
D	<i>An Elephant's Trunk</i>	Leroy Taylor	Animal Features	Nonfiction	8 pp.	LR5
E	<i>Creature Features</i>	Maria Valdez	Animal Features	Fiction	16 pp.	LR6
E	<i>Jenna's Pet</i>	Claudia Moore	Pets	Fiction	16 pp.	LR6
F	<i>Marks in the Sand</i>	Marilyn Woolley	Animal Tracks	Nonfiction	12 pp.	LR7
F	<i>How Animals Move</i>	Ricardo Lopez	Animal Movement	Nonfiction	16 pp.	LR7
G	<i>The Speedy Cheetah</i>	Rachel Elliott	Cheetahs	Nonfiction	12 pp.	LR8
G	<i>Polar Bears</i>	Caroline Candusio	Bears	Nonfiction	12 pp.	LR8
H	<i>Put Me in the Zoo</i>	Robert Lopshire	Animal Stories	Fiction	61 pp.	LR9
H	<i>A Frog Has a Sticky Tongue</i>	Pamela Graham	Frogs	Nonfiction	24 pp.	LR9
I	<i>Walking Up Walls</i>	Isabella Jose	Animal Features	Nonfiction	12 pp.	LR10
I	<i>A Cat's Whiskers</i>	Sharon Street	Animal Features	Nonfiction	16 pp.	LR10
J	<i>What Do You Know About Dolphins?</i>	Harley Chan	Dolphins	Nonfiction	12 pp.	LR11
K	<i>Seven Blind Mice</i>	Ed Young	Animal Stories	Fiction	36 pp.	LR11

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Unit 5 Reading Routines

Fiction & Nonfiction

OBJECTIVES

Thematic Connection: Animal Features

Read and Comprehend Text

- Make Connections
- Compare and Contrast
- Categorize

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

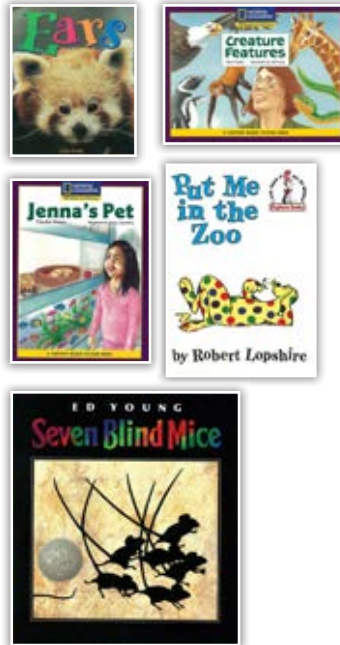
Practice Masters LR5.1, LR5.2, and LR5.3

Assessment Masters LR4.4-LR4.7, LR5.4-LR5.7

COMMON CORE STANDARDS

Read Prose	CC.1.Rlit.10
Read Informational Text	CC.1.Rinf.10
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 4.

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 are animals different?**

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. Children will repeat the same schedule to read two books each week.

Read and Integrate Ideas

Have children read independently. Circulate to observe children reading. Ask them to read a page aloud. Note miscues and check for fluency. Encourage children to self-correct. Ask: *Did that make sense? You said _____. Does that sound right?*

Have homogenous pairs reread and discuss. Pair children who have read the same book. Have pairs reread the book. After children have learned the reading strategy and target skills, have them complete a graphic organizer together to demonstrate how the skill applies to their book.

- Compare and Contrast: **Practice Master LR5.1**
- Categorize: **Practice Master LR5.2**

Monitor partners’ discussions. Have children share their completed graphic organizers. Prompt children to show you where in the book they gathered the information to complete them. Use the build comprehension questions in the Teaching Resources to check for understanding.

Have children self-assess. Distribute **Assessment Master LR5.4**. Have children evaluate their ability to read on their own and determine importance.

Provide writing options. Have each child complete one of the writing options 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.

AFTER READING

Name _____ Date _____

Compare and Contrast
Use the Venn diagram to take notes about your book as you read.
Use your Venn diagram to tell a partner about the book.

LR5.1 Unit 5 | Animal Features

NGReach.com
Practice Master LR5.1

AFTER READING

Name _____ Date _____

Categorize
Use the category chart to take notes about your book as you read.
Use your chart to tell a partner about the book.

Animals	Features

LR5.2 Unit 5 | Animal Features

NGReach.com
Practice Master LR5.2

DURING CONFERENCES

Speaking and Listening Observation Log

Student Name	1	2	3	4	5	6	7	8	9	10

LR5.4 Unit 5 | Creature Features

NGReach.com
Assessment Master LR5.4–LR5.7

Connect Across Texts

Form heterogeneous discussion groups. Group children of mixed ability levels into clusters of four, representing different combinations of books.

Introduce the activity. Write the **Big Question: How Are Animals Different?** Distribute **Practice Master LR5.3**. Explain to children in each group that they will take turns retelling or summarizing one of the books they read that week.

Have children summarize. Have each child retell his or her story or summarize his or her book. Have listeners use **Practice Master LR5.3** to draw or take notes about the books. They may begin by writing about one book they read and then add notes about three other books described by their group members.

Have children connect across texts. Have groups use completed **Connect Across Texts Practice Master LR5.3** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide
Connect Across Texts
Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

Title: _____	Title: _____
Title: _____	Title: _____

How are animals different?

LR5.3 Unit 5 | Animal Features

NGReach.com Practice Master LR5.3

Conduct Conferences

Assess reading. Have each child choose a favorite part of his or her book and read it aloud. Listen for miscues as you check for fluency. Ask the child to tell why it was the best part of the story or the most important part of the informational text. Have the child self-select a part of the book related to the **Big Question**. Ask: *What makes [animal] special?* or *How does [animal] move?*

Use the Reading Strategy Rubrics on **Assessment Master LR5.6** and **LR5.7** to assess the child's use of reading strategies. Say:

- *Tell me one important idea or event from the book. How do you know it is important?*
- *Were there any parts of the book that you didn't understand? What did you do?*

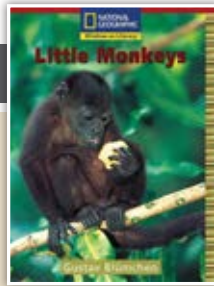
Assess writing. Ask: *Which writing option did you choose? Why did you choose that option?* Have the child read his or her writing aloud. Ask: *How did your writing help you understand the book?*

Plan intervention or acceleration. Ask the child if there is anything he or she didn't understand. Plan for further instruction:

- Use independent time to provide reteaching or practice with skills.

Use the Recommended Books on page LR12 to guide children in choosing books to read independently.

A Guided Reading Level



Little Monkeys

by Gustav Blümchen

Nonfiction | Pages: 8

Content Connection: Animals and Their Young

Summary Little monkeys do many activities, such as sit, jump, climb, eat, hang, and run.

Activate Prior Knowledge Ask: *What are some of the things you can do?* (Possible responses: eat, play, run) Explain that little monkeys can do some of the same things as human children.

Preview Display the cover and read aloud the title. Ask: *What is the little monkey doing?* (eating) Tell children they will read to find out other things that little monkeys do. Introduce the story word *monkeys* (page 2).

Build Comprehension

- ✓ **Categorize** *What are some of the ways little monkeys move?* (sit, jump, climb, eat, hang, and run)
- ✓ **Make Connections** *What are some things monkeys do that you do too?* (Possible response: I run and jump.)
- Use Visuals** *Look at page 6. What do monkeys use to hang from a vine?* (Possible response: legs and arms)

Writing Options

Book Page Have children write and illustrate a new book page that shows something they think little monkeys can do.

Journal Entry Have children write about something they like to do.

B Guided Reading Level



I See Tails!

by Lada Kratyk

Nonfiction | Pages: 8

Content Connection: Animal Features

Summary Animals have different kinds of tails. Some tails are long, some are short, and some are curly.

Activate Prior Knowledge Ask: *What is a tail?* (Possible response: a part of an animal on the back of its body) Explain that many animals have tails.

Preview Display the cover and read aloud the title. Ask: *How does this animal's tail look?* (Possible response: It is colorful.) Explain that animals have different kinds of tails. Introduce the story words *short* (page 3) and *curly* (page 8).

Build Comprehension

- ✓ **Compare and Contrast** *How are all tails the same?* (They are all on the back of an animal's body.) *How are tails different?* (Some are long and some are short.)
- ✓ **Make Connections** *What are some other animals you know that have tails?* (Possible response: dogs, cats, lizards, fish)

Writing Options

Labeled Drawing Have children draw a picture of an animal with a tail and write a sentence that describes its tail.

Journal Entry Have children write about their favorite animal.

C Guided Reading Level



Ears

by Lada Kratky

Fiction | Pages: 8

Content Connection: Animal Features

Summary Animals have ears. We can identify animals, such as giraffes, horses, and elephants by their ears.

Activate Prior Knowledge Say: *Point to your ears.* Then, ask: *What do you use your ears for?* (to hear) Explain that animals have different kinds of ears.

Preview Display the cover and read aloud the title. Say: *Point to the animal's ears.* Tell children they will read to find out about the different kinds of ears animals have. Introduce the story words *whose* (page 2) and *giraffe* (page 2).

Build Comprehension

- ✓ **Make Connections** *Think of an animal. What are its ears like?* (Possible response: A cat has small, pointed ears.)
- ✓ **Compare and Contrast** *How are animals' ears the same?* (Possible response: Their ears are on their heads.)
- Give Information** *Why does the boy say "Surprise!" on page 8?* (Possible response: He's wearing bunny ears.)

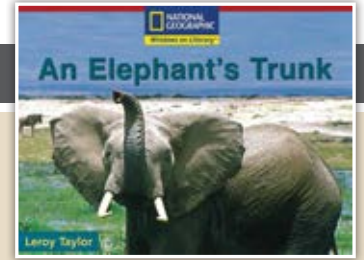
Writing Options

Book Page Have children write and illustrate a page for the book that shows another animal and its ears.

Journal Entry Have children choose one animal from the book and write about its ears. Provide a sentence frame:

The _____ has ears that are _____.

D Guided Reading Level



An Elephant's Trunk

by Leroy Taylor

Nonfiction | Pages: 8

Content Connection: Animal Features

Summary An elephant uses its trunk to do many things, such as smell, dig, eat, drink, wash, and hug.

Activate Prior Knowledge Ask: *How would you describe an elephant?* (Possible responses: big, gray, wrinkled, has a trunk and big ears) Explain that elephants' trunks are very important to them.

Preview Display the cover and read aloud the title. Point to the photo and ask: *What do you think the elephant is doing?* Tell children they will read to find out about many things elephants can do with their trunks. Introduce the story word *hug* (page 8).

Build Comprehension

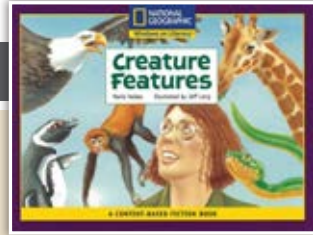
- ✓ **Categorize** *What part of an elephant helps you to know it is an elephant?* (its trunk)
- ✓ **Make Connections** *What do you think it would be like to have a trunk? Explain.* (Possible response: It would be fun because I could pick things up with it.)

Writing Options

Labeled Drawing Have children draw and label a picture of an elephant.

Journal Entry Have children choose one page from the book and write a sentence telling how they do the same thing the elephant does. (Possible response: I use my nose to smell.)

E Guided Reading Level



Creature Features

by Maria Valdez

Fiction | Pages: 16

Content Connection: Animal Features

Summary A zookeeper gives a group of children a tour of the zoo, giving rhyming clues about the animals' features. The children guess which animal they will see next.

Activate Prior Knowledge Ask children to describe themselves. Explain that the words they are using tell about their features.

Preview Display the cover and read aloud the title. Point to the illustration and ask: *What are some of the animals you see here?* (eagle, giraffe, penguin, monkey, snake) Introduce the story words *tour* (page 2), *clue* (page 2), *webbed* (page 9), and *creatures* (page 15).

Build Comprehension

- ✓ **Make Connections** *What are some animals you can see at the zoo?* (Possible responses: giraffe, zebra, monkeys)
- ✓ **Compare and Contrast** *What three animal features in the book are long?* (a snake's body, a giraffe's neck, and a monkey's tail)

Writing Options

Riddle Have children draw a picture of their favorite animal and write their own rhyming clue to give for it.

Journal Entry Have children write about something they liked about the story.

E Guided Reading Level



Jenna's Pet

by Claudia Moore

Fiction | Pages: 16

Content Connection: Pets

Summary Jenna and her mom think of an animal they could keep as a pet in their apartment. Her mom suggests unusual pets, such as a seal or kangaroo. Jenna decides a fish would be the best choice, and her mom agrees.

Activate Prior Knowledge Ask: *What are some animals people keep as pets?* (Possible response: dogs, cats, hamsters) Have children share why they think people might have pets.

Preview Display the cover and read aloud the title. Point to the illustration on the cover of the book and ask: *Who do you think this is?* (Jenna) *Where is she?* (in a pet store) Introduce the story words *claws* (page 4), *apartment* (page 5), and *flippers* (page 9).

Build Comprehension

- ✓ **Categorize** *Why do you think Jenna says that they can't have some animals in their apartment?* (Possible responses: They are wild. They are too big.)
- ✓ **Make Connections** *What pet do you think would be good for Jenna and her mom? Explain.* (Possible response: a cat because it can live in an apartment)

Writing Options

Book Page Have children write and illustrate a new page for the book that shows another animal that Jenna could not have in her apartment.

Journal Entry Have children write about a pet they have or would like to have.

F Guided Reading Level



Marks in the Sand

by Marilyn Woolley

Nonfiction | Pages: 12

Content Connection: Animal Tracks

Summary When animals move across sand, they make specific marks because their features, such as feet and flippers, are unique.

Activate Prior Knowledge Ask: *Have you ever made footprints in the sand or snow? How did they look?* (Possible response: They were the shape of my shoes.) Explain that different kinds of animals make different marks.

Preview Display the cover and read aloud the title. Ask: *Why do you think the sand has these marks in it?* (An animal moved through it.) Say: *Let's find out what animal made these marks.* Introduce the story words *marks* (page 2), *gull* (page 3), *long* (page 5), and *thin* (page 5).

Build Comprehension

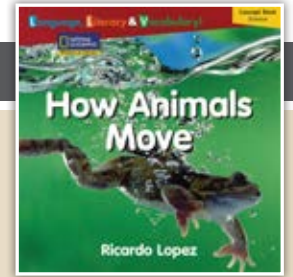
- ✓ **Categorize** *Why do a gull's marks look different from a seal's marks?* (Possible response: A gull walks on its feet. A seal drags itself in the sand.)
- ✓ **Make Connections** *Think of an animal. How would this animal's marks look?* (Possible response: A rabbit hops, so it would have large spaces between its footprints.)

Writing Options

Drawing and Caption Have children draw an animal and how they think the animal's footprints might look and write a sentence describing the footprints.

Journal Entry Ask children to look at page 12 and write the answer to the question posed there: *Who made these marks in the sand?* (a person)

F Guided Reading Level



How Animals Move

by Ricardo Lopez

Nonfiction | Pages: 16

Content Connection: Animal Movement

Summary Animals move in different ways. They can walk, climb, run, hop, swim, crawl, and fly. Some animals can move in more than one way.

Activate Prior Knowledge Ask children to move like an animal they know. Allow other children to guess the animal. Explain that different animals move in different ways.

Preview Display the cover and read aloud the title. Point to the photo and ask: *How is this frog moving?* (It is swimming.) Tell children they will read to find out other ways animals can move. Introduce the story words *pond* (page 5), *hop* (page 10), and *crawl* (page 12).

Build Comprehension

- ✓ **Make Connections** Say: *Think of an animal.* Then ask: *What are some of the ways you have seen this animal move?* (Possible response: A dog can run and jump.)
- ✓ **Compare and Contrast** *What is one way some animals can move that people can't?* (Possible response: People can't fly.)

Writing Options

Labeled Drawing Have children draw an animal and write a sentence about the ways the animal can move.

Journal Entry Have children write about some of the ways they can move.

G Guided Reading Level



The Speedy Cheetah

by Rachel Elliott

Nonfiction | Pages: 12

Content Connection: Cheetahs

Summary A cheetah is a wild African cat that weighs about 120 pounds, is about 4 feet long, and is about 3 feet tall. It has four legs and runs as fast as a car on a highway. Its babies are called cubs.

Activate Prior Knowledge Say: *Name some cats you know.* (house cat, lion, tiger, leopard) Explain that cheetahs are a kind of cat that can run very fast.

Preview Display the cover and read aloud the title. Ask: *Why do you think this book is called The Speedy Cheetah?* (The cheetah runs fast.) Tell children they will read to find out about cheetahs. Introduce the story words *wild* (page 2) and *highway* (page 10).

Build Comprehension

- ✔ **Compare and Contrast** *How does a cheetah compare with a 7-year-old boy?* (Possible response: A cheetah is heavier, shorter, and faster.)
- ✔ **Make Connections** *What is something you think is interesting about a cheetah?* (Possible response: It can run as fast as a car on a highway.)

Writing Options

Drawing and Caption Have children draw a cheetah and write a sentence telling a fact about cheetahs.

Journal Entry Have children write about something else that is speedy and compare it to a cheetah.

G Guided Reading Level



Polar Bears

by Caroline Candusio

Nonfiction | Pages: 12

Content Connection: Bears

Summary Polar bears have features, such as sharp claws, strong legs, long bodies, and big paws that help them walk, jump, swim, and play in their cold environment.

Activate Prior Knowledge Ask: *What do you do when it's cold outside?* (Possible responses: dress warmly, play in the snow) Explain that polar bears have special features that help them to live where it is always cold.

Preview Display the cover and read aloud the title. Have children point out the features of the polar bears on the cover. (big paws, thick fur, sharp teeth) Tell children they will read to find out about polar bears. Introduce the story words *icy* (page 2), *gripping* (page 5), and *slippery* (page 11).

Build Comprehension

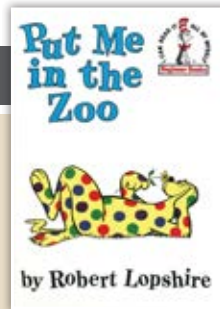
- ✔ **Categorize** *What are three things that polar bears need to live in an icy place?* (Possible responses: sharp claws, strong legs, long bodies, and big paws)
- ✔ **Make Connections** *What is something polar bears do that you do too?* (Possible responses: walk, jump, swim, play, and sleep)

Writing Options

Book Page Review Have children pick one feature of a polar bear and draw a picture showing that feature. Then, have them tell how the feature helps the polar bear do something.

Journal Entry Have children write about what they think it would be like to be a polar bear.

H Guided Reading Level



Put Me in the Zoo

by Robert Lopshire

Fiction | Pages: 61

Content Connection: Animal Stories

Summary An unusual animal wants to live in the zoo. He shows two children many wonderful things he can do with his spots. The children suggest he should be in the circus instead of in the zoo.

Activate Prior Knowledge Ask: *What is the most unusual animal you have seen? What made it unusual?* Invite volunteers to share their descriptions.

Preview Display the cover and read aloud the title. Point to the cover illustration and ask: *What do you think this animal is?* Tell children they will read about an unusual animal. Introduce the story words *spots* (page 15), *violet* (page 23), and *circus* (page 59).

Build Comprehension

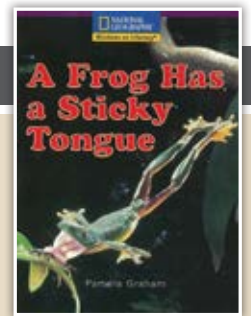
- ✓ **Make Connections** *Would you like to see this animal? Why or why not?* (Possible response: Yes, I would like to see it because it is friendly and fun to watch.)
- ✓ **Categorize** *How does this make-believe animal remind you of an animal you know?* (Possible response: It has spots and a tail and looks like a big cat, such as a leopard.)

Writing Options

Book Page Have children write and illustrate a new page for the book that shows a new thing the animal can do with his spots.

Journal Entry Have children draw their own make-believe animal and write a sentence about it.

H Guided Reading Level



A Frog Has a Sticky Tongue

by Pamela Graham

Nonfiction | Pages: 24

Content Connection: Frogs

Summary Animals have features that they share with other animals, but they are still unique in their appearance. For example, frogs and tigers have big eyes, and giraffes and goats have horns.

Activate Prior Knowledge Say: *Think of an animal.* Then, ask: *What feature does it have that helps you know what it is?* Have children tell about the animal and its feature. Explain that animals have special features that help you know what animals they are.

Preview Display the cover and read aloud the title. Page through the book and say: *Look at the pictures.* Then, ask: *Do you think these animals have anything in common?* Introduce the story words *sticky* (page 2), *tongue* (page 2), *whiskers* (page 5), and *spines* (page 21).

Build Comprehension

- ✓ **Compare and Contrast** *How are an ostrich and a giraffe similar?* (Both have a long neck.)
- ✓ **Make Connections** *What are two animals you have seen that share a feature?* (Possible response: A bird and a butterfly have wings.)

Writing Options

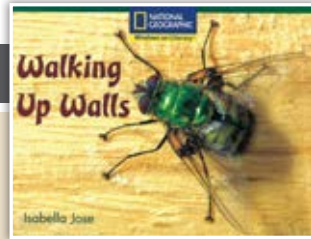
Book Page Have children write and illustrate a new scene about something else the girl can buy at the farmer's market.

Journal Entry Have children look at the ladybug on the back of the book and answer the question: *What else has spots?*

I Guided Reading Level

Walking Up Walls

by Isabella Jose



Nonfiction | Pages: 12

Content Connection: Animal Features

Summary Animals have special body parts that help them to climb without falling. Some have claws at the ends of their legs, and others have sticky pads or hooks.

Activate Prior Knowledge Ask: *Have you ever noticed that some animals can climb up a wall?* Have children share what they have observed. Then say: *Special body parts help these animals climb without falling.*

Preview Display the cover and read aloud the title. Page through the book and ask: *What are some animals you see?* (caterpillar, spider, ant, fly, gecko) Tell children they will read to find out how these animals can climb up things. Introduce the story words *branch* (page 3) and *hooks* (page 10).

Build Comprehension

- ✓ **Compare and Contrast** *How are spiders and ants the same and different?* (Both have claws at the end of each leg. Spiders have eight legs, and ants have six legs.)
- ✓ **Make Connections** *Why do you think it is important for some animals to be able to walk up walls?* (Possible response: They might have to look for food.)

Writing Options

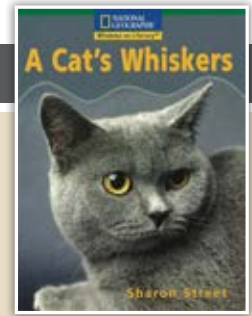
Drawing Caption Have children draw their favorite animal from the book and write about how it climbs up walls.

Journal Entry Have children write about what they think it would be like to be able to walk up walls.

I Guided Reading Level

A Cat's Whiskers

by Sharon Street



Nonfiction | Pages: 16

Content Connection: Animal Features

Summary A cat has features that help it take care of itself. Its whiskers, ears, nose, and eyes help it understand its surroundings. Its paws and tail help it move and stay balanced.

Activate Prior Knowledge Ask children to move like a cat. Have them share what they know about cats.

Preview Display the cover and read aloud the title. Point to the cat and ask: *What are some features of this cat?* (Possible responses: pointy ears, big eyes, grey fur) Tell children they will read to find out how cats use their features. Introduce the story words *itself* (page 2), *whiskers* (page 3), *eyesight* (page 9).

Build Comprehension

- ✓ **Make Connections** *A cat uses its features to help it take care of itself. How do you use your features?* (Possible responses: My eyes help me see. My ears help me hear.)
- ✓ **Compare and Contrast** *What is something a cat can do that you cannot do?* (Possible response: I cannot turn my ears in different directions.)

Writing Options

Labeled Diagram Have children draw a picture of a cat, label its features, and write what each feature does.

Journal Entry Have children write a sentence telling something they learned from the book.

J Guided Reading Level



What Do You Know About Dolphins?

by Harley Chan

Nonfiction | Pages: 12

Content Connection: Dolphins

Summary A dolphin has special features that help it to breathe, eat, and swim fast.

Activate Prior Knowledge Ask: *Have you ever seen a dolphin in a book, in a magazine, on a nature show, or in real life?* Invite volunteers to share their descriptions.

Preview Display the cover and read aloud the title. Repeat the title and have children share what they know. Tell children they will read to learn more about dolphins. Introduce the story words *whole* (page 7), *fin* (page 9), and *smooth* (page 9).

Build Comprehension

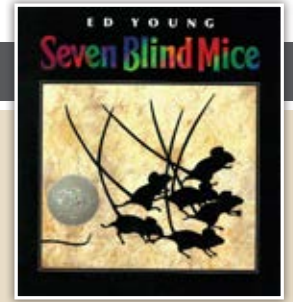
- ✓ **Make Connections** *What is something interesting you learned about dolphins?* (Possible response: A dolphin breathes through a hole in its head.)
- ✓ **Compare and Contrast** *How is a dolphin similar to and different from another ocean animal you know?* (Possible response: It swims like a fish, but it breathes air above the water.)

Writing Options

Labeled Diagram Have children draw a picture of a dolphin and label the parts mentioned in the book.

Journal Entry Have children write a short story about a dolphin using facts from the book.

K Guided Reading Level



Seven Blind Mice

by Ed Young

Fiction | Pages: 36

Content Connection: Animal Stories

Summary Seven blind mice find a “strange Something” by their pond. Each mouse explores only a part of the thing and decides what it is. But, the seventh mouse explores the whole thing and discovers it is an elephant.

Activate Prior Knowledge Have a few children volunteer to identify an item, such as a pencil, eraser, or book, without using their eyes. Ask: *What did you do to figure out what the item is?* (Possible response: I used my other senses.)

Preview Display the cover and read aloud the title. Point to the mice and ask: *If these mice are blind, how do you think they can tell what is around them?* (by using their other senses, such as touch) Introduce the story words *pillar* (page 5), *believed* (page 5), *cliff* (page 17), and *argue* (page 27).

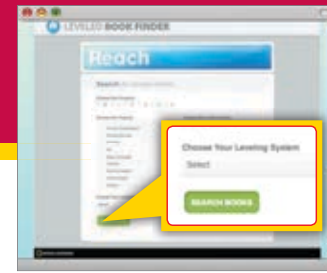
Build Comprehension

- ✓ **Categorize** *What are two features of the elephant?* (Possible responses: a leg [pillar], a trunk [snake], a tusk [spear], a head [cliff], an ear [fan], and a tail [rope])
- ✓ **Make Connections** *What lesson did the mice learn in the story?* (Possible response: You have to look at the whole picture to understand what you are seeing.)

Writing Options

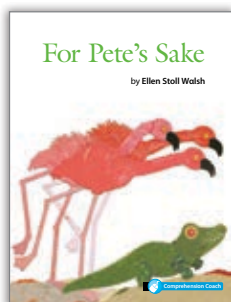
Poster Have children draw the elephant from the book and label its parts as the mice identified them and as what the parts really are.

Journal Entry Have children write about a time they were surprised to learn that something was different from what they thought it was.

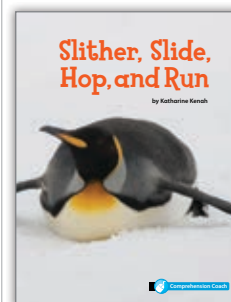


Recommended Books

Level*	Fiction About Animal Features	Nonfiction About Animal Features
A	Mayer, Mercer. <i>A Boy, a Dog, a Frog, and a Friend</i> . Puffin, 1993. COMMON CORE EXEMPLAR Tafuri, Nancy. <i>Have You Seen My Duckling?</i> Greenwillow Books, 1991. CALDECOTT HONOR BOOK	Canizares, Susan. Chanko, Pamela. <i>What Do Insects Do?</i> Scholastic, 1998. Chessen, Betsy. <i>The Things Birds Eat</i> . Scholastic, 1998.
B	Brown, Ann. <i>Rick and Rosie</i> . Hampton-Brown, 1999. Long, Sharon. <i>The Hungry Goat</i> . National Geographic, 1998. Sands, Kay. <i>Cat Prints</i> . Steck-Vaughn, 1997.	Hutt, Thea. <i>Legs</i> . National Geographic, 2003. Mitchell, Melanie. <i>Feet</i> . Lerner Classroom, 2003. Schirmer, Regina. <i>My Cat and I</i> . National Geographic, 2004.
C	dePaola, Tomie. Shapiro, Arnold. <i>Mice Squeak, We Speak</i> . Puffin, 2000. Williams, Rozanne L. <i>Scaredy Cat</i> . Creative Teaching Press, 1994.	Donnelly, Jane. <i>Different Dogs</i> . National Geographic, 2006. Whiting, Sue. <i>Who Lives Here?</i> National Geographic, 2003.
D	Ginsburg, Mirra. <i>The Chick and the Duckling</i> . Aladdin, 1988. Rockliff, Mara. <i>Next to an Ant</i> . Children's Press, 2005.	Intrater, Roberta G. <i>Two Eyes, a Nose and a Mouth</i> . Scholastic, 1995. Koyama, Neve. <i>Baby Birds</i> . National Geographic, 2003.
E	Cabrera, Jane. <i>Cat's Colors</i> . Puffin, 2000. Church, Caroline J. <i>Do Your Ears Hang Low?</i> Egmont Books, 2002.	Foley, Cate. <i>Let's Go to the Zoo</i> . Children's Press, 2000. Gardiner, Stewart. <i>Birds</i> . National Geographic, 2003.
F	Garcia, Dave. <i>A Surprise for Jake</i> . National Geographic, 2006. Lionni, Leo. <i>A Color of His Own</i> . Knopf Books, 2006.	Fowler, Allan. <i>Horses, Horses, Horses</i> . Childrens Press Chicago, 1992. Phillips, Cory. <i>Animal Bodies</i> . National Geographic, 2006.
G	Karlin, Nurit. <i>Fat Cat Sat on the Mat</i> . HarperCollins, 1998. Root, Phyllis. <i>One Duck Stuck</i> . Candlewick, 2003.	Fowler, Allan. <i>Spiders Are Not Insects</i> . Children's Press, 1996. Pullen, Ray. <i>Which Is the Tallest?</i> National Geographic, 2005.
H	Ada, Alma Flor. <i>Giraffe's Sad Tale (with a Happy Ending)</i> . Hampton-Brown, 1993. Kunari, Anna. <i>The Missing Suit</i> . Hampton-Brown., 2000. Wilson, Karma. <i>Bear Snores On</i> . Little Simon, 2005.	Fowler, Allan. <i>Stars of the Sea</i> . Scholastic, 2002. Lewin, Betsy. <i>Animal Snackers</i> . Henry Holt and Co., 2004. Swinburne, Stephen R. <i>Lots and Lots of Zebra Stripes: Patterns in Nature</i> . Boyds Mills Press, 2002.
I	Baker, Alan. <i>White Rabbit's Color Book</i> . Kingfisher, 1999. Birnbaum, A. <i>Green Eyes</i> . Dragonfly Books, 2011. CALDECOTT HONOR BOOK Fox, Mem. <i>Hattie and the Fox</i> . Aladdin, 1992.	Hurd, Edith Thatcher. <i>Starfish</i> . HarperCollins, 2000. Cowley, Joy. <i>Chameleon, Chameleon</i> . Scholastic, 2005. Smith, Cathy. <i>Animal Armor</i> . National Geographic, 2001.
J	Asch, Frank. <i>Bear Shadow</i> . Houghton Mifflin, 1996. Minarik, Elsa H. <i>Little Bear</i> . Harper Trophy, 1978. COMMON CORE EXEMPLAR	Jenkins, Steve. <i>What Do You Do With a Tail Like This?</i> Houghton Mifflin, 2003. Tainui, Bronwyn. <i>Spiders Spin Silk</i> . National Geographic, 2001.
K	Andreae, Giles. <i>Giraffes Can't Dance</i> . Orchard, 2001. Lobel, Arnold. <i>Frog and Toad Together</i> . HarperFestival, 1999. COMMON CORE EXEMPLAR	Davies, Nicola. <i>One Tiny Turtle</i> . Candlewick, 2005. Heller, Ruth. <i>Chickens Aren't the Only Ones</i> . Puffin, 1999. James, Sylvia M. <i>Dolphins</i> . Mondo Publishing, 2002.



Author Study: Ellen Stoll Walsh
Balancing Act. Beach Lane Books, 2010.
Hop Jump. Sandpiper, 1996.
Mouse Paint. Sandpiper, 1995.
You Silly Goose. Sandpiper, 1996.



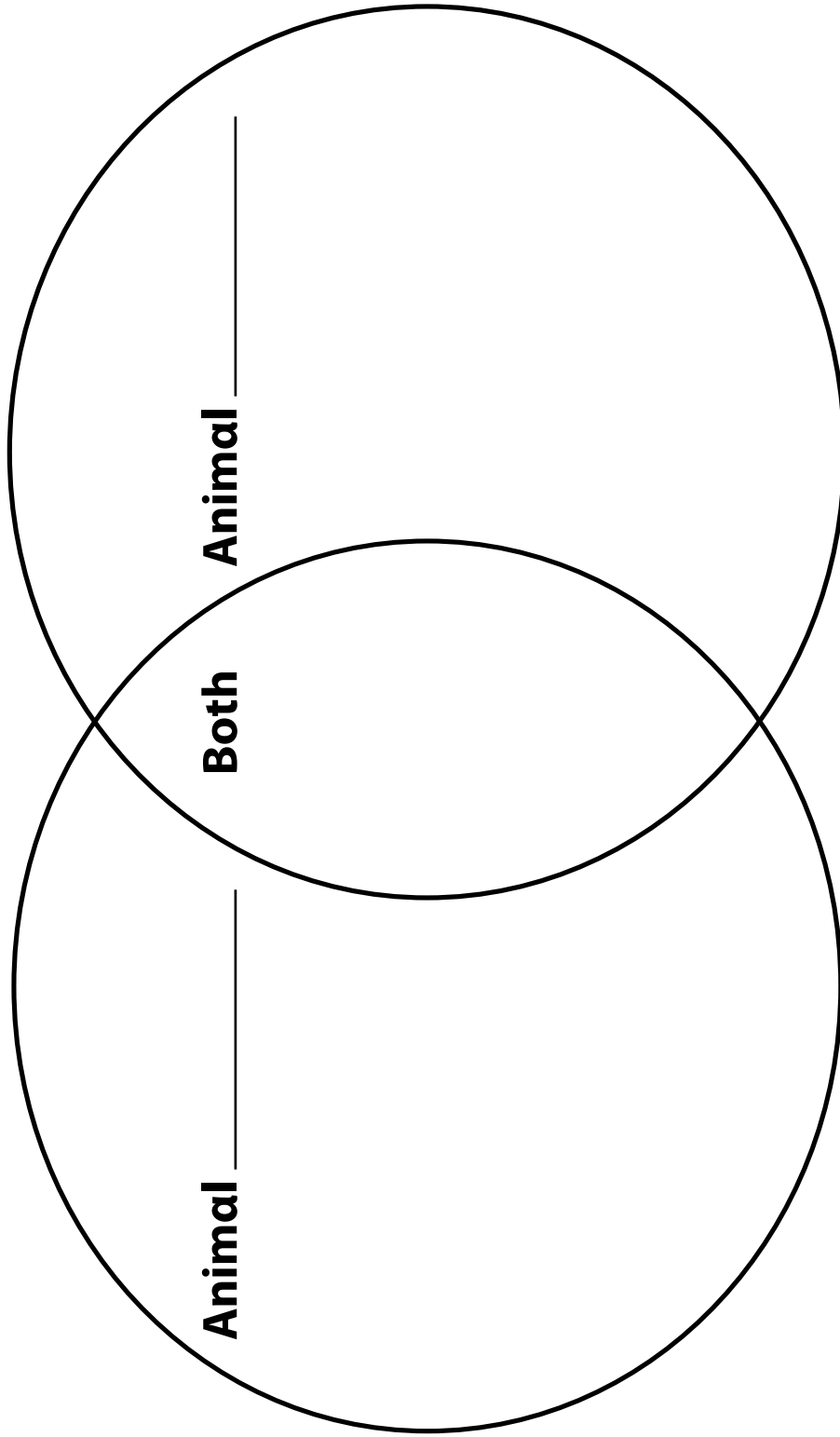
Author Study: Katharine Kenah
The Amazing, Incredible You! Brighter Child, 2005.
The Dream Shop. HarperCollins, 2002.
Eggs Over Easy. Dutton Children's Books, 1993.
Undercover Creatures. Brighter Child, 2004.

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Venn Diagram

Compare and Contrast

Use the Venn diagram to take notes about your book as you read.




Use your Venn diagram to tell a partner about the book.

Category Chart

Categorize

Use the category chart to take notes about your book as you read.

Animals	Features

 Use your chart to tell a partner about the book.

COPY READY

Name _____ Date _____

Discussion Guide

Connect Across Texts

Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

COPY READY

Title: _____ 	Title: _____
Title: _____ 	Title: _____

 **How are animals different?**

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For use with TE pages LR4–LR11

LR5.3

Unit 5 | Animal Features

Speaking and Listening Observation Log

Unit 5

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 *grade 1 topics and texts* 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 5

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.			4	Consistently identifies when comprehension breaks down, and can clarify text independently and successfully.			4	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.			3	Monitors comprehension, but cannot always clarify.			3	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.			2	Can monitor comprehension, but does not attempt to solve comprehension problems.			2	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.			1	Is not aware of comprehension difficulties.			1	Does not ask questions.			

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 5

				Reading Strategies															
Determine Importance				Make Connections (Unit Focus)				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

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	✓	✓		

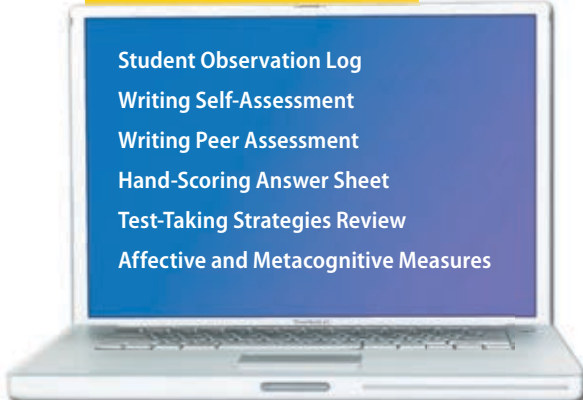
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Foundational Skills Test	A5.5	Comprehension: Compare and Contrast	RT5.1
Reading Comprehension Test	A5.8	Comprehension: Make Connections	RT5.2
Vocabulary Test	A5.10	Grammar: Possessive Pronouns	RT5.3
Grammar and Writing Test	A5.15	More Grammar Practice	RT5.4
Week 2			
Foundational Skills Test	A5.17	Comprehension: Identify Main Idea and Details	RT5.5
Reading Comprehension Test	A5.19	Comprehension: Make Connections	RT5.6
Vocabulary Test	A5.21	Grammar: Sentences	RT5.7
Grammar and Writing Test	A5.23	More Grammar Practice	RT5.8
Week 3			
Foundational Skills Test	A5.25	Comprehension: Categorize Details	RT5.9
Reading Comprehension Test	A5.27	Comprehension: Make Connections	RT5.10
Vocabulary Test	A5.29	Grammar: Commands and Exclamatory Sentences	RT5.11
Grammar and Writing Test	A5.33	More Grammar Practice	RT5.12
Week 4			
Foundational Skills Test	A5.35	Comprehension: Distinguish Fact From Opinion	RT5.13
Reading Comprehension Unit Test	A5.37	Comprehension: Make Connections	RT5.14
Vocabulary Unit Test	A5.43	Grammar: Indefinite Pronouns	RT5.15
Grammar and Writing Unit Test	A5.47	More Grammar Practice	RT5.16
		Writing Trait: Fluency	RT5.17
		(Also see prior weeks.)	
Oral Reading Assessment	A5.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A5.51		
Class Profile: Weekly and Unit Assessments	A5.53		
Student Profile: Strengths and Needs Summary	A5.54		
Writing Rubric	A5.55		
Unit Self-Assessment	A5.56		
Answer Keys and Rubrics	A5.57		
Leveled Reading Assessments			
Speaking and Listening Observation Log	LR5.4		
Reading Strategy Assessment	LR5.5		
Reader Reflection	LR5.7		

Online Assessment Resources

NGReach.com



- Student Observation Log
- Writing Self-Assessment
- Writing Peer Assessment
- Hand-Scoring Answer Sheet
- Test-Taking Strategies Review
- Affective and Metacognitive Measures

Oral Reading Assessment

Unit 5

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It gets holes in places. New skin grows in place of the old.

At shedding time, a snake has a trick. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

COPY READY

Oral Reading Assessment

COPY READY

Did you know that snakes can change their skin? They can. A snake will shed its skin many times.

Why does a snake shed its skin? As a snake grows, its skin will not fit. Some snakes get huge! As a snake ages, it doesn't grow as much. But it still slides through rocks. It slides under plants. It rubs its skin. The skin rips. It gets holes in places. New skin grows in place of the old.

At shedding time, a snake has a trick. It rubs its face on a rock. That loosens its old skin. The snake slides out of it. It changes skin!

7
16
19
27
36
43
51
58
68
76
78
86
95
104
107

Miscue Observations

Oral Reading Assessment

Unit 5

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
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.
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.
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.
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.
			Expression
			4 3 2 1 Reads with appropriate feeling for all content.
			4 3 2 1 Reads with appropriate feeling for most content.
			4 3 2 1 Reads with appropriate feeling for some content.
			Does not read with feeling.

Oral Reading Assessment

COPY READY

Retelling Rubric				
Circle Score	4	3	2	1
4	Child provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Child's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Child provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, child may identify the topic without any elaboration.			
1	Child is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the child about his or her reading. You can prompt the child 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 child'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 child to retell the story, make notes about what the child needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Foundational Skills Test

Unit 5, 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 A5.7.

Tested Skill	Assessment Routine	Items
Substitute Initial Sounds	Say a word and an <u>initial</u> sound to substitute. Have the student say the new word.	1 race (face) 4 tell (cell) 2 three (tree) 5 seeds (needs) 3 top (hop)
Substitute Final Sounds	Say a word and a <u>final</u> sound to substitute. Have the student say the new word.	6 fun (fudge) 8 me (my) 7 net (neck)

Decoding ✖✖✖

• Soft c

• Soft g

The Decoding Test on page A5.6 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 A5.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** cent
- 2** gem
- 3** mice
- 4** face
- 5** cage
- 6** badge

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 A5.7.



Week 1

eye

far

small

three

through

under

✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 5, Week 1

COPY READY

- 1 (A) went
(B) cent
(C) city



- 2 (A) hem
(B) gem
(C) game



- 3 (A) mile
(B) mice
(C) mite



- 4 (A) face
(B) fake
(C) lace



- 5 (A) cake
(B) cage
(C) gate



- 6 (A) bat
(B) bike
(C) badge



Score
_____/6

DONE!

Name _____

Foundational Skills

Unit 5

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"> Substitute Initial Sounds Substitute Final Sounds <p> race (face) <input type="checkbox"/> three (tree) <input type="checkbox"/> top (hop) <input type="checkbox"/> tell (cell) <input type="checkbox"/> seeds (needs) <input type="checkbox"/> fun (fudge) <input type="checkbox"/> net (neck) <input type="checkbox"/> me (my) <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Final Sounds Add Final Sounds <p> by (be) <input type="checkbox"/> trash (trap) <input type="checkbox"/> mat (mash) <input type="checkbox"/> ski (sky) <input type="checkbox"/> penny (pennies) <input type="checkbox"/> rock (rocks) <input type="checkbox"/> fly (flies) <input type="checkbox"/> bus (buses) <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Initial Sounds Substitute Final Sounds Add Final Sounds <p> found (round) <input type="checkbox"/> crack (track) <input type="checkbox"/> so (say) <input type="checkbox"/> snake (snail) <input type="checkbox"/> bow (both) <input type="checkbox"/> they (they've) <input type="checkbox"/> row (road) <input type="checkbox"/> sea (seal) <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Initial Sounds Substitute Final Sounds Count & Combine Syllables <p> glee (flea) <input type="checkbox"/> keep (peep) <input type="checkbox"/> them (then) <input type="checkbox"/> tip (tick) <input type="checkbox"/> spotted (2 syl) <input type="checkbox"/> frogs (1 syl) <input type="checkbox"/> buzzing <input type="checkbox"/> wading <input type="checkbox"/> Total <input type="checkbox"/> </p>
<p>Decoding</p> <ul style="list-style-type: none"> Soft c Soft g <p> cent <input type="checkbox"/> gem <input type="checkbox"/> mice <input type="checkbox"/> face <input type="checkbox"/> cage <input type="checkbox"/> badge <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>Decoding</p> <ul style="list-style-type: none"> Words with -y Plurals -s, -es, -ies <p> candy <input type="checkbox"/> frogs <input type="checkbox"/> trophy <input type="checkbox"/> bunnies <input type="checkbox"/> glasses <input type="checkbox"/> cry <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>Decoding</p> <ul style="list-style-type: none"> Vowel Digraphs ai, ay Contractions <p> train <input type="checkbox"/> spray <input type="checkbox"/> nail <input type="checkbox"/> hay <input type="checkbox"/> I'm <input type="checkbox"/> we're <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>Decoding</p> <ul style="list-style-type: none"> Vowel Digraphs ee, ea, ie Endings -ed, -ing <p> scream <input type="checkbox"/> feet <input type="checkbox"/> popped <input type="checkbox"/> thief <input type="checkbox"/> skating <input type="checkbox"/> seatbelt <input type="checkbox"/> Total <input type="checkbox"/> </p>
<p>High Frequency Words</p> <p> eye <input type="checkbox"/> far <input type="checkbox"/> small <input type="checkbox"/> three <input type="checkbox"/> through <input type="checkbox"/> under <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>High Frequency Words</p> <p> animal <input type="checkbox"/> color <input type="checkbox"/> group <input type="checkbox"/> might <input type="checkbox"/> most <input type="checkbox"/> move <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>High Frequency Words</p> <p> funny <input type="checkbox"/> hurt <input type="checkbox"/> light <input type="checkbox"/> mean <input type="checkbox"/> sound <input type="checkbox"/> sea <input type="checkbox"/> Total <input type="checkbox"/> </p>	<p>High Frequency Words</p> <p> food <input type="checkbox"/> head <input type="checkbox"/> hold <input type="checkbox"/> into <input type="checkbox"/> once <input type="checkbox"/> few <input type="checkbox"/> Total <input type="checkbox"/> </p>
<p>Weekly Total /20</p>	<p>Weekly Total /20</p>	<p>Weekly Total /20</p>	<p>Weekly Total /20</p>

COPY READY

Reading Comprehension Test

Unit 5, Week 1

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

A New House

It is almost winter. Cat and her kittens are getting cold. Cat needs a house to keep them warm. Friends come to help Cat build a house.



Bear and Cat work together. They build the floor of the house first. Next, Dog builds the walls. After that, Duck builds the roof.



At last, the house is done! Now, Cat and her kittens are warm in their new house.



 GO ON

Reading Comprehension Test

Unit 5, Week 1

- 1** Bear and Cat are alike because they both build —
- Ⓐ the roof.
 - Ⓑ the floor.
 - Ⓒ the walls.
- 2** At the beginning, the kittens are cold. At the end of the story, they are —
- Ⓐ tired.
 - Ⓑ warm.
 - Ⓒ hungry.
- 3** What is different for Cat at the end of the story?
- Ⓐ She has kittens.
 - Ⓑ She has friends.
 - Ⓒ She has a house.

COPY READY

Score

_____/3

DONE!

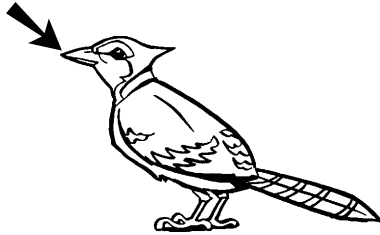
Vocabulary Test

Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

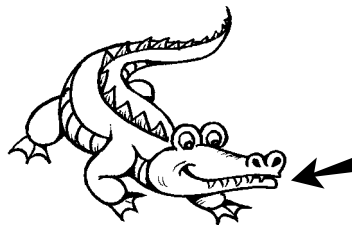
1 This is a _____.

- Ⓐ nest
- Ⓑ beak
- Ⓒ seed



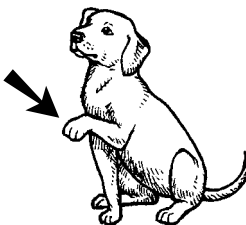
2 This is a _____.

- Ⓐ store
- Ⓑ petal
- Ⓒ mouth



3 This is a _____.

- Ⓐ job
- Ⓑ bud
- Ⓒ paw



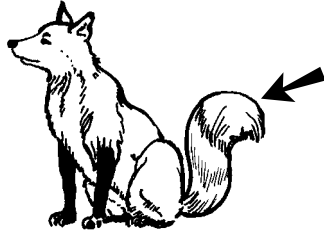
GO ON 

Vocabulary Test

Unit 5, Week 1

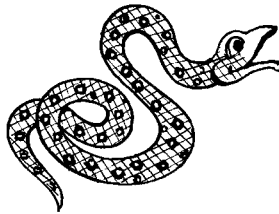
4 This is a _____.

- Ⓐ tail
- Ⓑ leaf
- Ⓒ pupa



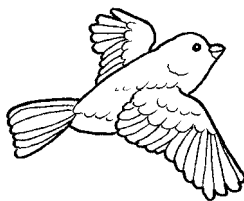
5 The snake has _____.

- Ⓐ adults
- Ⓑ scales
- Ⓒ groups



6 The bird has _____.

- Ⓐ insects
- Ⓑ feathers
- Ⓒ services



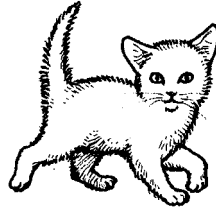
GO ON 

Vocabulary Test

Unit 5, Week 1

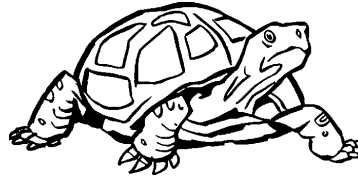
7 The cat has _____.

- Ⓐ fur
- Ⓑ time
- Ⓒ food



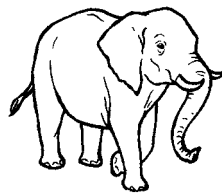
8 The turtle has a hard _____.

- Ⓐ delivery
- Ⓑ butterfly
- Ⓒ covering



9 Legs and a long nose are _____ of an elephant.

- Ⓐ sizes
- Ⓑ parts
- Ⓒ wants



GO ON 

Vocabulary Test

Unit 5, Week 1

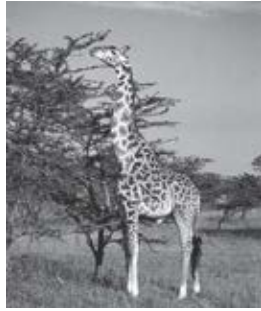
10 These cats are _____.

- Ⓐ cold
- Ⓑ hard
- Ⓒ alike



11 A long neck is the main _____ of a giraffe.

- Ⓐ feature
- Ⓑ money
- Ⓒ holiday



12 These apples _____ the same.

- Ⓐ look
- Ⓑ play
- Ⓒ hear



GO ON 

Vocabulary Test

Unit 5, Week 1

13 A baby has a small _____.

- Ⓐ color
- Ⓑ body
- Ⓒ home



14 These fruits are _____.

- Ⓐ old
- Ⓑ happy
- Ⓒ different



Score

_____/14

DONE!

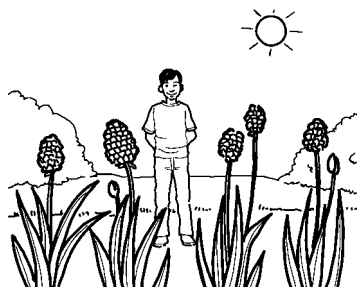
Grammar and Writing Test

Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

- 1 These flowers belong to the boy.
They are _____.

- Ⓐ his
- Ⓑ hers
- Ⓒ mine



- 2 The horse belongs to my cousins.
It is _____.

- Ⓐ theirs
- Ⓑ yours
- Ⓒ his

- 3 I see your pencil, but I don't see my pencil.
Where could _____ be?

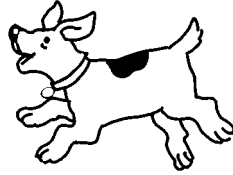
- Ⓐ hers
- Ⓑ mine
- Ⓒ ours

GO ON 

Grammar and Writing Test

4 Your dog is small, but my dog is smaller than _____.

- (A) ours
- (B) mine
- (C) yours



5 No two animals are alike. Write one or two sentences to compare two different animals. Use words that describe the way they look or act.

Score	
_____ /4	multiple-choice
_____ /4	writing

DONE!

Foundational Skills Test

Unit 5, 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 A5.7.

Tested Skill	Assessment Routine	Items
Substitute Final Sounds	Say a word and a <u>final</u> sound to substitute. Have the student say the new word.	1 by (be) 3 mat (mash) 2 trash (trap) 4 ski (sky)
Add Final Sounds	Say a word and a <u>final</u> sound to add. Have the student say the new word.	5 penny (pennies) 7 fly (flies) 6 rock (rocks) 8 bus (buses)

COPY READY

Decoding ✕✕✕

- Words with -y
- Plurals -s, -es, ies

The Decoding Test on page A5.18 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 A5.7.


Say: *Listen to this word:* _____.
Choose the word _____.

- candy
- frogs
- trophy
- bunnies
- glasses
- cry

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 A5.7.

Week 2



animal
 color
 group
 might
 most
 move

✕ = one child ✕✕ = two children ✕✕✕ = three or more children

Foundational Skills Test

Unit 5, Week 2

COPY READY

- 1 (A) cans
(B) candy
(C) canned



- 4 (A) buns
(B) bunny
(C) bunnies



- 2 (A) frog
(B) flags
(C) frogs



- 5 (A) glass
(B) glassy
(C) glasses



- 3 (A) try
(B) tiny
(C) trophy



- 6 (A) cry
(B) city
(C) cozy



Score
____/6

DONE!

Reading Comprehension Test

Unit 5, Week 2

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

Pet Dogs

Dogs are not people, but they can be like family.

Care

We feed our dogs. We give them baths. If they get sick, we take them to the doctor.

At Home

Some dogs come inside our homes. They sleep on beds and eat out of bowls.

Travel

We take our dogs places. They go to the park. They have play dates. Most dogs love to ride in the car. Some dogs even fly on airplanes!



COPY READY

GO ON 

Reading Comprehension Test

Unit 5, Week 2

COPY READY

- 1** What is the main idea of "Pet Dogs"?
- Ⓐ People take their dogs many places.
 - Ⓑ People feed their dogs out of a bowl.
 - Ⓒ People do many things for their dogs.
- 2** What is the section called "Travel" about?
- Ⓐ playing with dogs
 - Ⓑ dogs flying on airplanes
 - Ⓒ going places with dogs
- 3** Which detail supports the idea that people care for their pets?
- Ⓐ We feed our dogs.
 - Ⓑ Dogs are not people.
 - Ⓒ Most dogs love to ride in the car.

Score
____/3

DONE!

Vocabulary Test

Unit 5, Week 2

Directions: Read the question.
Choose the best answer.

1 Which word means **the same as** city?

- Ⓐ car
- Ⓑ town
- Ⓒ store

2 Which word means **the same as** small?

- Ⓐ little
- Ⓑ large
- Ⓒ light

COPY READY



Vocabulary Test

Unit 5, Week 2

3 Which word means the same as leave?

- Ⓐ go
- Ⓑ lift
- Ⓒ help

4 Which word means the same as looks?

- Ⓐ calls
- Ⓑ uses
- Ⓒ sees

COPY READY

Score
_____/4

DONE!

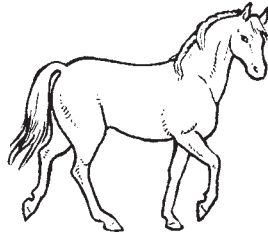
Grammar and Writing Test

Unit 5, Week 2

Directions: Choose the answer that completes the sentence correctly.

1 A horse _____.

- Ⓐ four legs
- Ⓑ runs fast
- Ⓒ big animal



2 _____ have wings.

- Ⓐ Birds
- Ⓑ Fly high
- Ⓒ Very light

3 The snake _____.

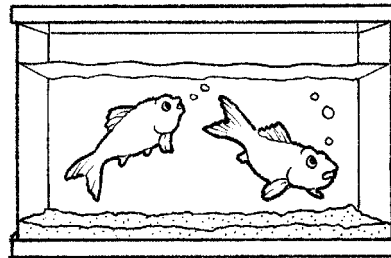
- Ⓐ on the tree
- Ⓑ spotted skin
- Ⓒ moves slowly



Grammar and Writing Test

4 _____ swim in the tank.

- Ⓐ Two fish
- Ⓑ Very quietly
- Ⓒ Under water



5 Think of an animal you know a lot about. Write a sentence to tell how the animal looks, sounds, feels, smells, or acts.

Score	
_____ /4	multiple-choice
_____ /4	writing

DONE!

Foundational Skills Test

Unit 5, 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 A5.7.

Tested Skill	Assessment Routine	Items
Substitute Initial Sounds	Say a word and an <u>initial</u> sound to substitute. Have the student say the new word.	1 found (round) 2 crack (track)
Substitute Final Sounds	Say a word and a <u>final</u> sound to substitute. Have the student say the new word.	3 so (say) 4 snake (snail)
Add Final Sounds	Say a word and a <u>final</u> sound to add. Have the student say the new word.	5 bow (both) 7 row (road) 6 they (they've) 8 sea (seal)

Decoding ✖✖✖

- Vowel Digraphs *ai, ay*
- Contractions

The Decoding Test on page A5.26 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 A5.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1 train
- 2 spray
- 3 nail
- 4 hay
- 5 I'm
- 6 we're

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 A5.7.

Week 3

funny

hurt

light

mean

sound

sea

✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 5, Week 3

COPY READY

- 1 (A) try
(B) tray
(C) train



- 2 (A) spy
(B) spray
(C) sprain



- 3 (A) no
(B) nail
(C) nest



- 4 (A) hay
(B) has
(C) ham

- 5 (A) I'll
(B) I'm
(C) I've

- 6 (A) we'll
(B) we've
(C) we're

Score
_____/6

DONE!

Reading Comprehension Test

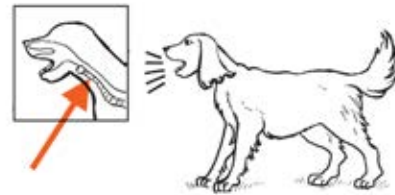
Unit 5, Week 3

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

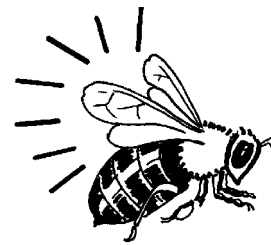
Animal Sounds

Animal sounds are all around us. We hear them every day.

Dogs make sounds with their throat. They bark. Pigs push their nose in the mud and snort. Rattlesnakes make sounds with their tail. The sounds warn people to stay away!



Most insects make sounds with their wings. Bees and flies use their wings and body to buzz.



What sounds can you make?

GO ON 

Reading Comprehension Test

Unit 5, Week 3

COPY READY

1 What is the main idea of the passage?

- Ⓐ Some animals make sounds to warn people.
- Ⓑ Both people and animals make sounds.
- Ⓒ Animals make sounds in different ways.

2 Bees and flies both make sounds with their —

- Ⓐ wings.
- Ⓑ noses.
- Ⓒ throats.

3 The words in this box are all —

bark buzz rattle

- Ⓐ animal names.
- Ⓑ animal sounds.
- Ⓒ animals with wings.

Score

_____/3

DONE!

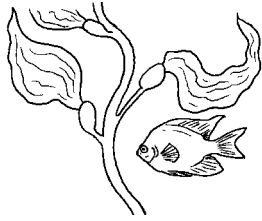
Vocabulary Test

Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

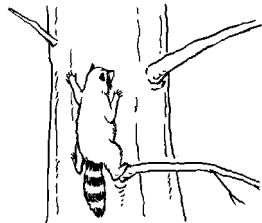
1 A fish _____.

- Ⓐ helps
- Ⓑ swims
- Ⓒ counts



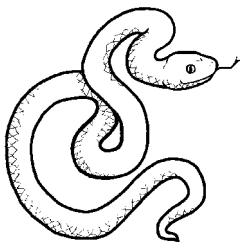
2 A raccoon _____.

- Ⓐ visits
- Ⓑ shares
- Ⓒ climbs



3 A snake _____.

- Ⓐ slithers
- Ⓑ attaches
- Ⓒ sells



GO ON 

Vocabulary Test

Unit 5, Week 3

4 A bird _____.

- Ⓐ flies
- Ⓑ cares
- Ⓒ shops



5 This lion _____.

- Ⓐ eats
- Ⓑ runs
- Ⓒ buys



6 We _____ at the park.

- Ⓐ slide
- Ⓑ form
- Ⓒ hatch



GO ON 

Vocabulary Test

Unit 5, Week 3

7 It is a _____ that a dog has four legs.

- Ⓐ trip
- Ⓑ fact
- Ⓒ baby



8 We had to _____ the car.

- Ⓐ earn
- Ⓑ push
- Ⓒ grow



9 The _____ tire is flat.

- Ⓐ need
- Ⓑ meal
- Ⓒ back



GO ON 

Vocabulary Test

Unit 5, Week 3

10 The _____ of a turtle is slow.

- Ⓐ length
- Ⓑ money
- Ⓒ movement



11 The _____ of the house is blue.

- Ⓐ front
- Ⓑ place
- Ⓒ shape



Score
_____/11

DONE!

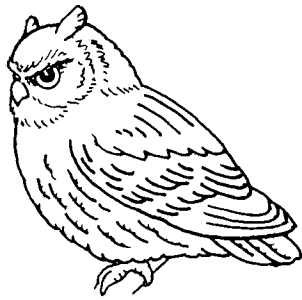
Grammar and Writing Test

Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 Oh, what a beautiful _____

- Ⓐ bird.
- Ⓑ bird?
- Ⓒ bird!



2 Get away from that cage right _____

- Ⓐ now.
- Ⓑ now!
- Ⓒ now?

3 Feed the turtle different kinds of _____

- Ⓐ plants.
- Ⓑ plants?
- Ⓒ plants!

GO ON 

Grammar and Writing Test

4 Take the dog for a _____

(A) walk.

(B) walk!

(C) walk?



5 Think about how different animals move. Choose one animal, and write a sentence to tell how it moves.

Score	
_____ /4	multiple-choice
_____ /4	writing

DONE!

Foundational Skills Test

Unit 5, 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 A5.7.

Tested Skill	Assessment Routine	Items
Substitute Initial Sounds	Say a word and an <u>initial</u> sound to substitute. Have the student say the new word.	1 glee (flea) 2 keep (peep)
Substitute Final Sounds	Say a word and a <u>final</u> sound to substitute. Have the student say the new word.	3 them (then) 4 tip (tick)
Count Syllables	Say a word. Have the student count the number of syllables in the word.	5 spotted 6 frogs
Combine Syllables	Say a word slowly, syllable by syllable. Have the student say the word.	7 buzzing 8 wading

COPY READY

Decoding ✖✖✖

- Vowel Digraphs *ee, ea, ie*
- Endings *-ed, -ing*

The Decoding Test on page A5.36 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 A5.7.


Say: *Listen to this word:* _____ .
Choose the word _____ .

- 1 scream
- 2 feet
- 3 popped
- 4 thief
- 5 skating
- 6 seatbelt

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 A5.7.

Week 4



food

head

hold

into

once

few

✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 5, Week 4

COPY READY

- 1 (A) scam
(B) scratch
(C) scream



- 2 (A) fast
(B) feet
(C) field



- 3 (A) pop
(B) poppy
(C) popped



- 4 (A) thief
(B) teeth
(C) thank



- 5 (A) skates
(B) skated
(C) skating



- 6 (A) seatbelt
(B) seaweed
(C) saltwater



Score
_____/6

DONE!

Reading Comprehension Test

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

Who Has the Best Senses?

Animals see, hear, and smell. Some animals do these things much better than we do!

Owls see well in the dark. Some owls see 100 times better than people! Their big eyes are also beautiful.

It seems that big ears should help with hearing. That is not always true. Guess who wins for best hearing? It's the dolphin! Its ear holes are only as wide as a pencil.

Bears have a great sense of smell. They are even better than dogs. Sharks also have a strong sense of smell. It helps them find food. They grab the food with their scary teeth.

A red arrow pointing to the right with the words "GO ON" written inside it in white capital letters.

Reading Comprehension Test**Unit Test****COPY READY**

- 1** Which detail supports the idea that owls see better than people?
- Ⓐ They can see in the dark.
 - Ⓑ They have beautiful eyes.
 - Ⓒ Their sight is 100 times better than ours.
- 2** Which of these is a **fact**?
- Ⓐ Dolphins have very good hearing.
 - Ⓑ Sharks have scary teeth.
 - Ⓒ Owls have beautiful eyes.
- 3** Which of these is an **opinion**?
- Ⓐ Owls see better than people.
 - Ⓑ Big ears should help with hearing.
 - Ⓒ Some animals hear better than we do.

GO ON 

Reading Comprehension Test

Unit Test

4 Look at this category.

Animals with a Strong
Sense of Smell

Which two animals belong in
this category?

- Ⓐ owls and sharks
- Ⓑ dolphins and bears
- Ⓒ bears and sharks

5 What is the same about
owls, dolphins, and bears?

- Ⓐ They all can see well at night.
- Ⓑ They all can smell better
than people.
- Ⓒ They all have one sense that
is special.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read a student's report. Then answer the questions about it.

A New Pet

I am going to get a new pet. Should it be a fish or a bird?

Birds Are Fun

Birds are fun to watch, and their singing sounds pretty. Some birds even talk. A bird can sit on your hand. A fish can't do that. On the other hand, birds can be noisy. They can fly away.

Fish Are Better

Fish are quiet and easy to take care of. They stay in their fish tank. It's fun to watch them swim around. Fish never get into trouble!

GO ON

Reading Comprehension Test

Unit Test

- 6 What is the main idea of the section “Fish Are Better”?
- Ⓐ Fish are better pets than birds.
 - Ⓑ Fish and birds are kinds of pets.
 - Ⓒ Fish are better swimmers than birds.
- 7 Which of these is a **fact**?
- Ⓐ Some birds talk.
 - Ⓑ Birds make good pets.
 - Ⓒ Birds make pretty sounds.
- 8 Which of these is an **opinion**?
- Ⓐ Fish are quiet.
 - Ⓑ Fish live in water.
 - Ⓒ Fish are fun to watch.

GO ON 

Reading Comprehension Test

Unit Test

COPY READY

- 9 Which detail tells how birds and fish are alike?
- Ⓐ They are noisy.
 - Ⓑ They are fun to watch.
 - Ⓒ They never get into trouble.
- 10 Birds and fish can both be pets. What other animal belongs in this category?
- Ⓐ flies
 - Ⓑ cats
 - Ⓒ whales

Score
_____/10

DONE!

Vocabulary Test

Unit Test

Directions: Read the question.
Choose the correct answer.

1 Which word means the opposite of give?

- Ⓐ take
- Ⓑ find
- Ⓒ change

2 Which word means the opposite of hold?

- Ⓐ pull
- Ⓑ drop
- Ⓒ hang

3 Which word means the opposite of near?

- Ⓐ noisy
- Ⓑ hard
- Ⓒ far

GO ON 

Vocabulary Test

Unit Test

4 Which word means **the opposite of** day?

- Ⓐ moon
- Ⓑ night
- Ⓒ bed

5 Which word means **the same as** want?

- Ⓐ talk
- Ⓑ wish
- Ⓒ have

6 Which word means **the same as** correct?

- Ⓐ big
- Ⓑ soft
- Ⓒ right

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 7 Sara and Sue are sisters.
They look _____.
- Ⓐ alike
 - Ⓑ early
 - Ⓒ ready
- 8 We learn a new _____ about science every day.
- Ⓐ fact
 - Ⓑ covering
 - Ⓒ movement
- 9 A _____ of an elephant is its trunk.
- Ⓐ body
 - Ⓑ change
 - Ⓒ feature

GO ON 

Vocabulary Test

Unit Test

10 The bear had brown _____.

- Ⓐ fur
- Ⓑ scales
- Ⓒ health

11 The snakes _____ along the road.

- Ⓐ fly
- Ⓑ swim
- Ⓒ slither

12 The bird's _____ were white and black.

- Ⓐ paws
- Ⓑ feathers
- Ⓒ changes

Score

_____/12

DONE!

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 1** Please feed the chickens this _____
- Ⓐ morning?
 - Ⓑ morning!
 - Ⓒ morning.
- 2** They fed their animals already.
We haven't fed _____ yet.
- Ⓐ hers
 - Ⓑ ours
 - Ⓒ theirs
- 3** Nothing _____ more scary than alligators.
- Ⓐ is
 - Ⓑ am
 - Ⓒ are

COPY READY

GO ON 

Grammar and Writing Test

Unit Test

COPY READY

- 4 _____ carry a leaf.
- Ⓐ The ants
 - Ⓑ Big and green
 - Ⓒ Work together
- 5 More than 20 kinds of birds live at the zoo. _____ are parrots.
- Ⓐ Both
 - Ⓑ A few
 - Ⓒ Nothing
- 6 Sara got a new cat last week. _____ is older than my cat.
- Ⓐ His
 - Ⓑ Mine
 - Ⓒ Hers

GO ON 

Grammar and Writing Test

Unit Test

- 7 What a fun zoo this _____
- Ⓐ is.
 - Ⓑ is?
 - Ⓒ is!
- 8 _____ can enjoy a visit to the zoo.
- Ⓐ Anyone
 - Ⓑ Everything
 - Ⓒ Something
- 9 The chimps _____.
- Ⓐ at the zoo
 - Ⓑ know tricks
 - Ⓒ very strong

COPY READY

GO ON 

Grammar and Writing Test

- 10** My dog and my cat are thirsty.
Both _____ water right away.
- Ⓐ need
 - Ⓑ wants
 - Ⓒ drinks

- 11** Your class is writing an article about where animals live. Write a paragraph about an animal that lives in the water. Write your main idea and some details about the main idea.

Score
_____/10 multiple-choice
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 5

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 A5.59.

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 A5.59.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Compare and Contrast	1 2 3			5 9	_____/5
Main Idea CC.1.Rinf.2, Rinf.5		1 2 3	1	1 6	_____/6
Categorize			2 3	4 10	_____/4
Fact and Opinion				2 3 7 8	_____/4
Total	____/3 ____%	____/3 ____%	____/3 ____%	____/10 ____%	

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	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6	10 11 12	_____/18
Academic Vocabulary CC.1.L.4	10 11 12 13 14		7 8 9 10 11	7 8 9	_____/13
Synonyms CC.1.L.5		1 2 3 4		5 6	_____/6
Antonyms CC.1.L.5				1 2 3 4	_____/4
Total	____/14 ____%	____/4 ____%	____/11 ____%	____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 5

COPY READY

Grammar and Writing Tests		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			2 3 5 6 8 10	_____/10
	Sentence Structure CC.1.L.1.j		1 2 3 4	1 2 3 4	1 4 7 9	_____/12
Subtotal		_____/4	_____/4	_____/4	_____/10	
Weekly Writing Skills (Writing Prompts)	Write a Comparison CC.1.W.2	_____/4				_____/4
	Write a Description CC.1.W.2		_____/4			_____/4
	Write an Informative Sentence CC.1.W.2			_____/4		_____/4
	Write Informative Text CC.1.W.2				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		____/8 ____%	____/8 ____%	____/8 ____%	____/14 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.1.W.2	_____/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

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	_____/24	_____/24	_____/24	_____/24

Weekly and Unit Assessments

Unit 5

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

Reading Comprehension	Compare and Contrast											
	Main Idea CC.1.Rinf.2, Rinf.5											
	Categorize											
	Fact and Opinion											
Grammar and Writing	Pronouns CC.1.L.1.d											
	Sentence Structure CC.1.L.1.j											
	Writing in Response to Prompt CC.1.W.2											
Vocabulary	Science Vocabulary CC.1.L.4											
	Academic Vocabulary CC.1.L.4											
	Synonyms CC.1.L.5											
	Antonyms CC.1.L.5											

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

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 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 and 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

A5.55

Unit 5 | Creature Features

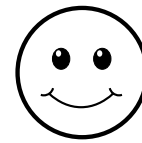
COPY READY

Unit Self-Assessment

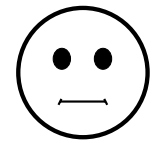
Unit 5

Directions: Mark a ✓ in one box for each skill.

When I read, I can...



yes



not yet

tell which words mean the same thing.		
tell which words are opposites.		
make connections to help me understand.		
compare and contrast.		
categorize details.		
tell the difference between facts and opinions.		
find main ideas and details.		

COPY READY

Answer Keys and Rubrics

Unit 5

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	B	Compare and Contrast	
2	B	Compare and Contrast	
3	C	Compare and Contrast	
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.1.Rinf.2
2	C	Main Idea	CC.1.Rinf.2, Rinf.5
3	A	Supporting Details	CC.1.Rinf.2
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.1.Rinf.2
2	A	Categorize	
3	B	Categorize	
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Supporting Details	CC.1.Rinf.2
2	A	Fact and Opinion	
3	B	Fact and Opinion	
4	C	Categorize	
5	C	Compare and Contrast	
6	A	Main Idea	CC.1.Rinf.2, Rinf.5
7	A	Fact and Opinion	
8	C	Fact and Opinion	
9	B	Compare and Contrast	
10	B	Categorize	

Vocabulary					
Week 1 CC.1.L.4			Week 3 CC.1.L.4		
Item	Key	Word	Item	Key	Word
1	B	beak	1	B	swims
2	C	mouth	2	C	climbs
3	C	paw	3	A	slithers
4	A	tail	4	A	flies
5	B	scales	5	B	runs
6	B	feathers	6	A	slide
7	A	fur	7	B	fact
8	C	covering	8	B	push
9	B	parts	9	C	back
10	C	alike	10	C	movement
11	A	feature	11	A	front
12	A	look			
13	B	body			
14	C	different			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Synonyms	CC.1.L.5
2	A	Synonyms	CC.1.L.5
3	A	Synonyms	CC.1.L.5
4	C	Synonyms	CC.1.L.5
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Antonyms	CC.1.L.5
2	B	Antonyms	CC.1.L.5
3	C	Antonyms	CC.1.L.5
4	B	Antonyms	CC.1.L.5
5	B	Synonyms	CC.1.L.5
6	C	Synonyms	CC.1.L.5
7	A	Academic Vocabulary	CC.1.L.4
8	A	Academic Vocabulary	CC.1.L.4
9	C	Academic Vocabulary	CC.1.L.4
10	A	Science Vocabulary	CC.1.L.4
11	C	Science Vocabulary	CC.1.L.4
12	B	Science Vocabulary	CC.1.L.4

COPY READY

Answer Keys and Rubrics

COPY READY

Grammar and Writing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	A	Possessive Pronouns	CC.1.L.1.d	1	C	Commands	CC.1.L.1.j
2	A	Possessive Pronouns	CC.1.L.1.d	2	B	Possessive Pronouns	CC.1.L.1.d
3	B	Possessive Pronouns	CC.1.L.1.d	3	A	Indefinite Pronouns	CC.1.L.1.d
4	C	Possessive Pronouns	CC.1.L.1.d	4	A	Complete Sentences	CC.1.L.1.j
Prompt (5)	Skill Rubric	Write a Comparison	CC.1.W.2	5	B	Indefinite Pronouns	CC.1.L.1.d
Week 2				6	C	Possessive Pronouns	CC.1.L.1.d
Item	Key	Item Descriptor	CCSS Code	7	C	Exclamatory Sentences	CC.1.L.1.j
1	B	Complete Sentences	CC.1.L.1.j	8	A	Indefinite Pronouns	CC.1.L.1.d
2	A	Complete Sentences	CC.1.L.1.j	9	B	Complete Sentences	CC.1.L.1.j
3	C	Complete Sentences	CC.1.L.1.j	10	A	Indefinite Pronouns	CC.1.L.1.d
4	A	Complete Sentences	CC.1.L.1.j	Prompt (11)	Skill Rubric; Writing Rubric	Write Informative Text	CC.1.W.2
Prompt (5)	Skill Rubric	Write a Description	CC.1.W.2				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	C	Exclamatory Sentences	CC.1.L.1.j				
2	B	Exclamatory Sentences	CC.1.L.1.j				
3	A	Commands	CC.1.L.1.j				
4	A	Commands	CC.1.L.1.j				
Prompt (5)	Skill Rubric	Write an Informative Sentence	CC.1.W.2				

Answer Keys and Rubrics

Use the Skill Rubrics to score student responses for weekly skills or editing. 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 A5.55.

Grammar and Writing	
Week 1 Skill Rubric Item 5 (Prompt) Write a Comparison	
Child writes a response that	
4 points	clearly compares and describes two animals.
3 points	adequately compares and describes two animals.
2 points	vaguely compares and describes two animals.
1 point	minimally describes one or two animals.
Week 2 Skill Rubric Item 5 (Prompt) Write a Description	
Child writes a sentence that	
4 points	clearly describes an animal.
3 points	adequately describes an animal.
2 points	vaguely describes an animal.
1 point	minimally describes an animal.
Week 3 Skill Rubric Item 5 (Prompt) Write an Informative Sentence	
Child writes a sentence that is	
4 points	informative and clearly describes an animal's movement.
3 points	informative and adequately describes an animal's movement.
2 points	somewhat informative or vaguely describes an animal's movement.
1 point	not informative or does not describe an animal's movement.

Grammar and Writing	
Unit Test Week 4 Skill Rubric Item 11 (Prompt) Write Informative Text	
Child writes a paragraph about an animal that contains	
4 points	a clear main idea and relevant details.
3 points	an adequate main idea and general details.
2 points	a vague main idea and few details.
1 point	a minimal main idea or random details.

Conversion Charts: Points Earned to Percent Scored

3 points

Points	1	2	3
%	33	67	100

4 points

Points	1	2	3	4
%	25	50	75	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

COPY READY

Compare and Contrast

Reteach

You **compare** to tell how things are **alike**. Use words like **and** or **both**. You **contrast** to tell how things are **different**. Use a word like **but**. Look at the picture of two girls. The first sentence tells how they are **alike**. The next sentence tells how they are **different**.



Both girls have books. But one girl has many books.

COPY READY



1. Write a sentence that tells how the kids are alike.

Both _____ .

2. Write a sentence that tells how the kids are different.

But _____ .



3. Write a sentence that tells how the pigs are alike.

Both _____ .

4. Write a sentence that tells how the pigs are different.

But _____ .

Make Connections

Reteach

Make connections when you read. Think about how the text reminds you of

- of your own life
- other stories you know.

I read that Marla is sick and she has to rest. This reminds me of a time when I was sick. I had to rest a lot, too. This helps me understand how Marla will feel better.

Marla is sick. Her mom takes her to the doctor.

The doctor tells Marla to rest. It will make her feel better.

Read the story.

Bear Cubs

It is spring. Little bear cubs wake up. They had a long nap in the cave. Then mother bear wakes up. She watches her cubs. The cubs play games together. They wade in a lake to look for fish. Then they will all eat it. When winter comes again, they will all take a long nap together.

Follow the directions.

1. Underline a sentence you can connect to your life.
2. Circle a sentence you can connect to another story.
3. Retell what you read. Share the connections you made.

Possessive Pronouns

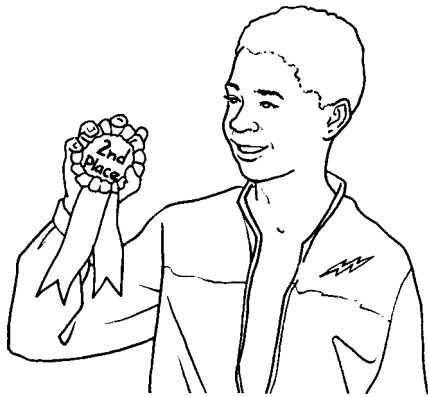
Reteach

Grammar Rules Possessive Pronouns

A **singular possessive pronoun** shows that someone owns something.

- Use **mine** to tell what *you* own.
- Use **yours** to tell what *the person you are talking to* owns.
- Use **his** or **hers** to tell what he or she owns.

This is Julio's medal. It is **his**. These are **my** sneakers. They are mine.



Read the sentences. Circle the possessive pronoun.

1. This is my dog Sparky. He is mine.
2. Sparky has a blue bed. It is his.
3. My sister has a goldfish. It is hers.
4. You have a cat. It is yours.
5. I got a new pet. It is mine.
6. Thomas has a turtle. It is his.

Possessive Pronouns

Grammar Rules Possessive Pronouns

A **plural possessive pronoun** shows that more than one person owns something.

- Use **ours** to tell what you and another person own.
- Use **yours** to tell what people you are talking to own.
- Use **theirs** to tell what others own.

This is **our** sand castle. It is **ours**.



Circle the correct possessive pronoun. Write it on the line.

1. These are our skates. They are _____ . (theirs, ours)
2. They own the horses. They are _____ . (theirs, yours)
3. You and Pete have a game. It is _____ . (yours, ours)
4. The Chan family owns the car. It is _____ . (yours, theirs)
5. We have the best dog. It is _____ . (yours, ours)

Identify Main Idea and Details

Reteach

The **main idea** is what a story is mostly about. Sometimes the title tells about the main idea.

Details tell more about a main idea.

The name of the book is Bicycle Rodeo. The main idea is the bicycle rodeo. The details will tell what happens at the bicycle rodeo.


COPY READY

Read the story.

Where Moles Live

Moles live under the ground.

This is a mole's home. It is made of tunnels. A tunnel is a long hole in the ground. Every little mole lives in a tunnel with its mother. When a mole grows up, it makes a home in a new tunnel.



1. What is the main idea?

2. Circle a detail that tells about the main idea.

3. Retell what you read.

Make Connections

Reteach

Make connections when you read. Think about how the text reminds you of

- of your own life
- other stories you know.

I read that Tim and Ed play soccer. This reminds me of another story I read about two girls on different teams. One team won. The girl who lost was very upset. This helps me understand why Ed is sad.

Tim and Ed play soccer. They are on different teams. It is the last game. The teams are playing each other. Tim's team wins. Ed is sad.

Read the story.

A Good Place

I found a good place for my stuffed pig! It can sleep on my bed. I can carry it around. But my bed isn't a good place for a real pig! Pigs need a big pen. They like to play in the mud.

Follow the directions.

1. Circle a sentence you can connect to another story.
2. Underline a sentence you can connect to your own life.
3. Retell what you read. Share the connections you made.

Sentences

Reteach

Grammar Rules Sentences

A **sentence** tells a complete thought.

A **sentence** tells what a person or thing is **DOING**.

Start a sentence with a **capital letter**.

End a sentence with an **end mark**.

The boy is yawning.

capital letter end mark



Read the words. Circle the complete sentences.

1. The dog
2. The dog jumps on the chair.
3. My mom
4. The barking dog
5. I take the dog outside.

Expand Sentences

Reteach

Grammar Rules Expand Sentences

A **sentence** tells a complete thought.

A **sentence** shows a person or thing **DOING** something.

To **expand** a sentence

- add words to tell more about the person or thing
- add words to tell more about the action.

The frog eats.

The hungry frog eats.

The frog eats quickly.



Read the sentences. Underline words that tell more about the person, thing, or action.

1. The furry cat purrs.
2. Her dog runs fast.
3. The colorful fish swim.
4. His snake slithers quickly.
5. My turtle crawls slowly.

Categorize Details

Reteach

A **category** is a group of things that are alike. A category is a big idea. Details tell more about a big idea.



The category is "Things You Drink."
Details are milk, water, and juice.

Things you Drink
Milk
Water
Juice

COPY READY

Read the story.

My Home

I live in a red house. It has a lot of rooms inside. It has two floors.

I have a big yard. It has a swing and a slide. I can play ball on the grass.

Put the details in the correct category. One category is My House. One category is My Yard.

My House

My Yard

Make Connections

Reteach

Make connections when you read. Think about how to connect facts to what you know and see in the world around you.

Matt saw a tiger at the zoo. It was a hot day. The tiger was panting.

I read that Matt saw a tiger panting on a hot day. This reminds me of the time I saw my dog pant on a hot day. This is how my dog cools off. This helps me understand that the tiger does the same thing!

Read the story.

Flamingos

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 needs time to grow. The mother keeps the chick safe. One day, the chick will grow up. Then it will be pink like its mother and have two long legs!

Follow the directions.

1. Retell what you read.
2. Connect this story to what you know about the world.

Complete the sentence:

This reminds me of _____ .

Commands and Exclamations

Reteach

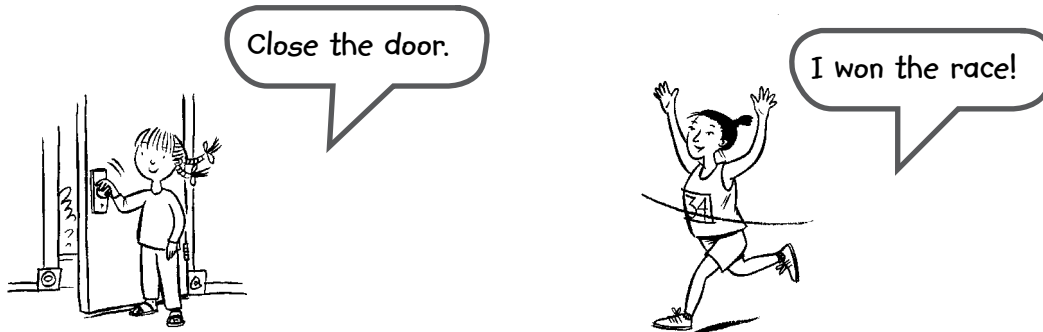
Grammar Rules Commands and Exclamations

A **command** tells someone to do something.

- usually ends with a period(.)
- strong commands end with an exclamation point(!)

An **exclamation** shows strong emotion.

- ends with an exclamation point(!)



Read the sentences. Circle the commands. Underline the exclamations.

1. Open your books.
2. I love to read about snakes!
3. Turn the page.
4. That green snake is huge!
5. Tell me what you learned.
6. Snakes can move fast!
7. Show me how snakes move.

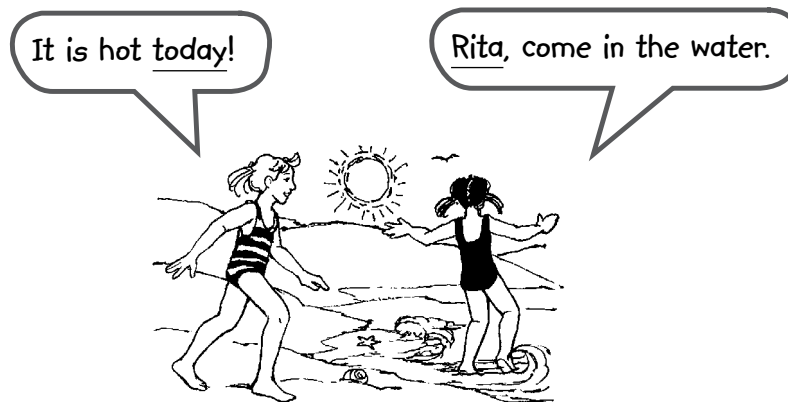
Commands and Exclamations

Reteach

Grammar Rules Commands and Exclamations

You can add words to the naming part of a **command** or **exclamation**.

You can add words to the telling part of a **command** or **exclamation**.



Read the sentences. Circle the words that give more information about the command or the exclamation.

1. Eric, come inside.
2. Feed the fish now.
3. Mom, there is no fish food!
4. Go to the store quickly.
5. It is too cold outside to walk!
6. Samuel, drive Eric to the store.
7. We will go right now!

Distinguish Fact from Opinion

Reteach

A **fact** is true. You can check it.

An **opinion** is what someone thinks or feels. You cannot check an opinion.

Look at the flowers in the rain. The first sentence tells a **fact**. The next sentence tells an **opinion**.



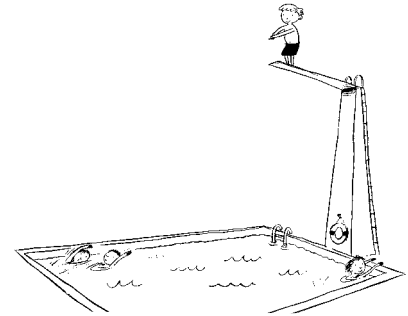
Flowers need rain to grow. I think flowers are so pretty!

COPY READY

Read the story.

Our Swimming Pool

I love to swim! Our pool has a high dive. Sam is going to dive. I think he looks scared. Two kids swim together. I bet they are having fun. Swimming is the best sport!



Write three facts under Facts. Write three opinions under Opinions.

Facts

Opinions

Make Connections

Reteach

Make connections when you read. Think about how to connect facts to what you know and see in the world around you.

The fire truck races down the street. Cars stop to let it pass. Fire fighters hang on to the truck.

I read that a fire truck races down the street. This reminds me of a time I saw a fire truck. It was going very fast! This helps me understand why the fire fighters hang on to the truck.

The Mole

A mole is an animal. It has soft, black fuzz. It has a pink nose and pink toes. Those toes can dig. Those little toes can dig many big holes in the ground. A mole's home is a tunnel. A tunnel is a long hole in the ground. A baby mole lives in a tunnel with its mother. When a mole grows up, it makes its own home somewhere.

Follow the directions.

1. Underline a fact about moles.
2. How is a mole like another animal you know?

3. Retell what you read.

Indefinite Pronouns

Reteach

Grammar Rules Indefinite Pronouns

Indefinite pronouns are words that replace **any** people or things.

- **Singular indefinite pronouns** (*anyone, something, nothing, everything*) refer to any person or thing.
- **Plural indefinite pronouns** (*many, several, a few, both*) refer to more than one person or thing.



I see kites! **Both** are flying. **Something** is stuck in the tree.
Can **anyone** get it down? The wind blows **everything**.

Read the sentences. Circle the indefinite pronouns.

1. We have two cats. Both of them are brown.
2. Anyone can pet our cats.
3. They have several toys.
4. A few of their balls are missing.
5. The cats hide everything!
6. We will find something else for them to play with.

Subject-Verb Agreement

Reteach

Grammar Rules Subject-Verb Agreement

The **subject** and the **verb** go together in a sentence.

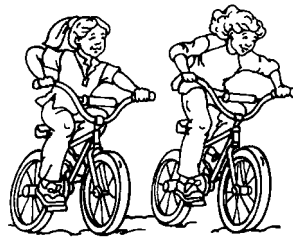
A **singular pronoun** uses a **singular verb**.

- If the subject names **one**, use **s** at the end of the verb.
- Or if the subject names **one**, use **is**.

A **plural pronoun** uses a **plural verb**.

- If the subject names **more than one**, do **NOT** use **s** at the end of the verb.
- Or if the subject names **more than one**, use **are**.

Someone rides a bike. Both girls ride bikes.



Read the sentences. Circle the correct verb.

1. Something (is, are) in the nest.
2. We watch the eggs. Several (hatch, hatches) in the spring.
3. I see the birds. Both (munch, munches) the worms.
4. Nothing (stop, stops) them from eating.
5. Many (is, are) ready to fly.
6. Everyone (watch, watches) them fly away.

Writing Trait: Fluency

Reteach

Good writers make their writing easy to read. They spell words correctly. They begin each sentence with a capital letter. They end each sentence with an end mark. They use the right verb with each noun. This is called **fluency**.



COPY READY

Revise the paragraph. Use the Revising Marks.

- Check for misspelled words.
- Use capital letters and end marks.
- Make sure the subjects and verbs match.

Revising Marks

^	Add.
↵	Take out
○	Check spelling.
≡	Capitalize.

Good Meatballs!

I am a good cook. My best dish is meatballs. I lov to mix up the meet and eggs. My mom and dad helps me with the hot pans. we eat the meatballs with noodles. My mom and dad lik my meatballs

Practice the Trait

Write about something you like to do. Make your writing easy to read.

Reteaching Masters Answer Key

RT5.1 Compare and Contrast

1. Possible response: Both kids are in the snow.
2. Possible response: But one kid has black boots.
3. Both pigs are standing up.
4. But one pig has a tie.

RT5.2 Make Connections

1. Answers will vary, but should have a clear connection to children's lives.
2. Answers will vary, but should have a clear connection to another story.
3. Answers will vary, but should be an accurate summary of the content.

RT5.3 Possessive Pronouns

Circled possessive pronouns:

1. mine
2. his
3. hers
4. yours
5. mine
6. his

RT5.4 Possessive Pronouns

Circled possessive pronouns:

1. ours
2. theirs
3. yours
4. theirs
5. ours

RT5.5 Identify Main Idea and Details

1. where moles live
2. Possible response: under the ground, tunnels
3. Answers will vary, but should be an accurate summary of the content.

RT5.6 Make Connections

1. Answers will vary, but should have a clear connection to another story.
2. Answers will vary, but should have a clear connection to children's lives.
3. Answers will vary, but should be an accurate summary of the content.

RT5.7 Sentences

1. no circle
2. The dog jumps on the chair.
3. no circle
4. no circle
5. I take the dog outside.

RT5.8 Expand Sentences

Underlined words:

1. furry
2. fast
3. colorful
4. quickly
5. slowly

RT5.9 Categorize Details

My House

red, a lot of rooms, two floors

My Yard

big, a swing, a slide, grass

RT5.10 Make Connections

1. Answers will vary, but should be an accurate summary of the content.
2. Answers will vary, but should have a clear connection from the story to something in the world.

Reteaching Masters Answer Key, continued

RT5.11 Command and Exclamations

1. Open your books.
2. I love to read about snakes!
3. Turn the page.
4. That green snake is huge!
5. Tell me what you learned.
6. Snakes can move fast!
7. Show me how snakes move.

RT5.12 Commands and Exclamations

Circled words:

1. Eric
2. now
3. Mom
4. quickly
5. outside to walk
6. Samuel, Eric
7. right now

RT5.13 Distinguish Fact from Opinion

Facts

The pool has a high dive.; Sam is going to dive.; Two kids swim together.

Opinions

I love to swim!; I think he looks scared.; I bet they are having fun.;
Swimming is the best sport

RT5.14 Ask Questions

1. Answers will vary, but must be a fact in the story.
2. Answers will vary, but should be a clear connection between a mole and another animal.
3. Answers will vary, but should be an accurate summary of the content.

RT5.15 Indefinite Pronouns

Circled indefinite pronouns:

1. Both
2. Anyone
3. several
4. few
5. everything
6. something

RT5.16 Subject-Verb Agreement

Circled verbs:

1. is
2. hatch
3. munch
4. stops
5. are
6. watches

RT5.17 Writing Trait: Fluency

Good Meatballs!

I am a good cook. My best dish is meatballs. I lov[^]e to mix up the meat and eggs. My mom and dad help me with the hot pans. we eat the meatballs with noodles. My mom and dad lik[^]e my meatballs[^].

Contents

Teaching Resources	Pages
Reading Level Translation Key	R2
Phonics Picture Card Index	R3
Cumulative Key Word List	R4
Anthology Picture Dictionary	R6
Interactive Read-Aloud PDFs	R11
Anthology Index	R17
Professional Resources	Pages
Research Base and Bibliography	R20
Scope and Sequence	S&S1
Common Core Standards Correlation	CC1
Additional Resources	Pages
Program Features and Resources Index	Index1
Skills Index	Index5
Acknowledgements	Ack1

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)
animal (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)

Words from Unit 5 appear in red type. For additional content words and story words, please see the Leveled Reading section.

family member (n)
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)
person (n)
petal (n)
picture (n)
plant (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.*

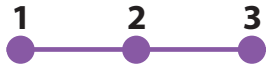
B

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.*

butterfly




*The **butterfly** used to be a caterpillar.*

bud



*The flower **bud** will bloom in a few days.*

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

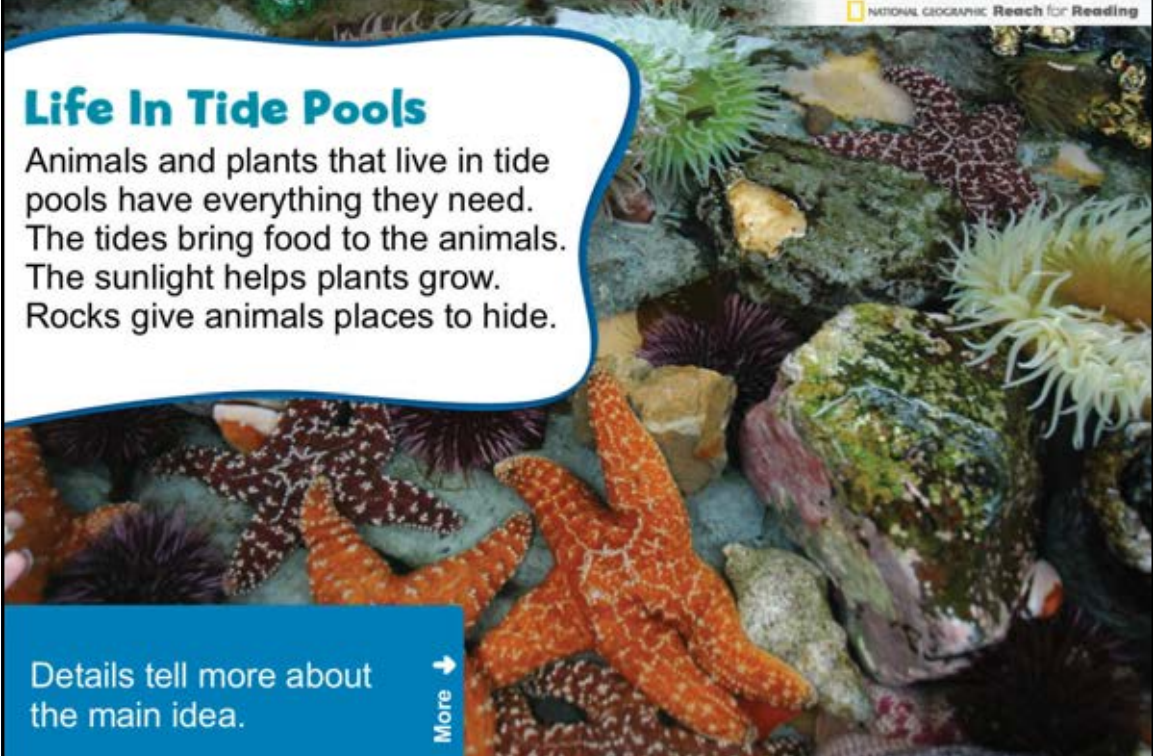


The World of Tide Pools
by Ben Keller

Exploring Tide Pools

The tide pools in the Grand Caymans look quiet and even lifeless from far away. These tide pools are actually crowded with bright, colorful plant and animal life. What makes tide pools such a great underwater place to live?

A main idea is the author's most important point. **More** →



Life In Tide Pools

Animals and plants that live in tide pools have everything they need. The tides bring food to the animals. The sunlight helps plants grow. Rocks give animals places to hide.

Details tell more about the main idea. **More** →

Science Article

NATIONAL GEOGRAPHIC Reach for Reading

Different Kinds of Animals

Animals in tide pools come in wild shapes and crazy colors. A sea anemone and a sea slug look like beautiful flowers. An octopus looks like a slimy, gray bag with eight long legs.



sea slug

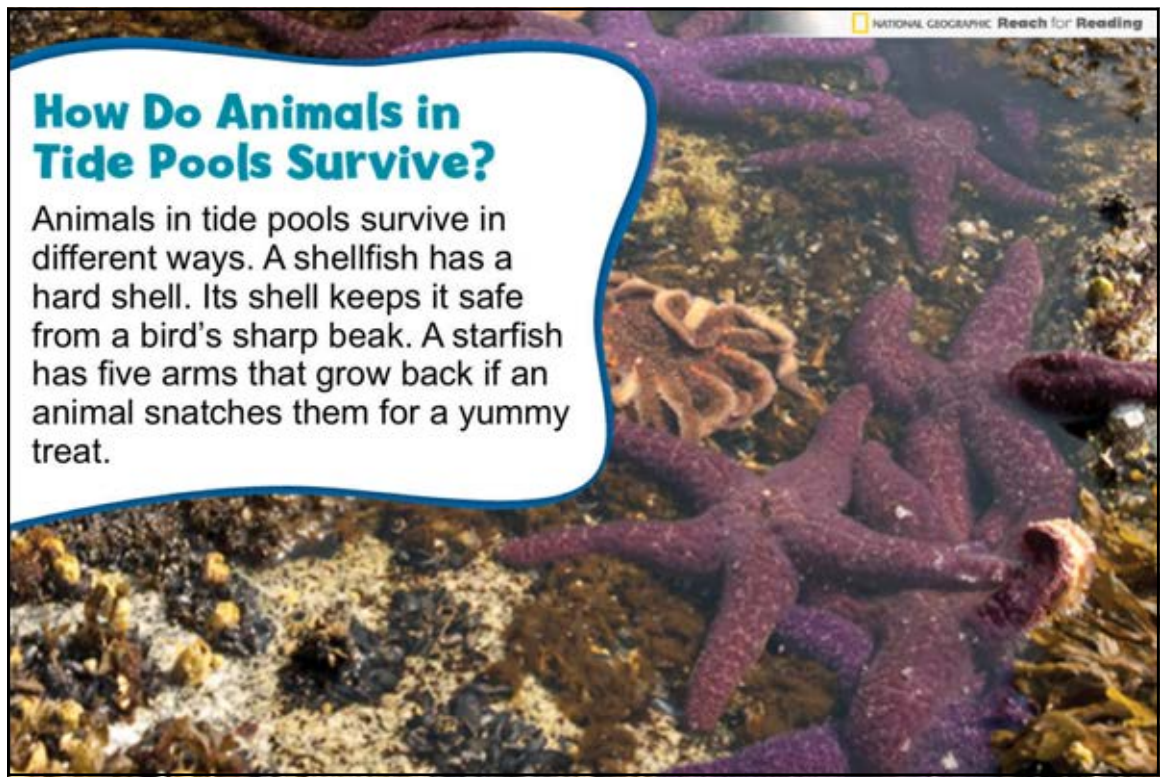
sea anemone

octopus

NATIONAL GEOGRAPHIC Reach for Reading

How Do Animals in Tide Pools Survive?

Animals in tide pools survive in different ways. A shellfish has a hard shell. Its shell keeps it safe from a bird's sharp beak. A starfish has five arms that grow back if an animal snatches them for a yummy treat.



COPY READY • Black & White or Color

Name _____

Date _____

Science Article

COPY READY • Black & White or Color



NATIONAL GEOGRAPHIC Reach for Reading

A Different World

The Grand Cayman tide pools are surrounded by beaches. But these beaches are unusual. There is no sand—just sharp, pointy coral. It is a different world. But a world full of fascinating life!

Science Article


COPY READY • Black & White or Color

NATIONAL GEOGRAPHIC Reach for Reading

Greg Marshall and **Crittercam**
by Jenna Kwon

Animals in Motion

Studying sea animals such as seals is hard. They dive too deep and swim too fast for humans to follow. Scientist Greg Marshall had an idea. Why not attach a camera to an animal's back? Greg Marshall created his Crittercam in 1986.




A fact is something that can be proved true or false. **More** →

NATIONAL GEOGRAPHIC Reach for Reading

Testing Crittercam

Greg leads the Crittercam team at National Geographic. He and his team have tested Crittercam on many different animals. They put Crittercams on everything from turtles to penguins. Nothing is harder than putting a camera on a shark!



An opinion is a feeling or belief. It cannot be proved true or false. **More** →

Science Article

NATIONAL GEOGRAPHIC Reach for Reading

Camera with Wings


National Geographic engineers also use a Helicam. Helicam is a camera that attaches to a small helicopter. It's an awesome invention! It's so light it can be carried to far-off places. It can fly to the tops of tall trees to view animals such as butterflies and birds.



NATIONAL GEOGRAPHIC Reach for Reading

Exploring the Sea Floor

Greg and his team also created DropCam, another exciting tool. The camera can be dropped 1,000 meters into the ocean. It's amazing to explore habitats that have never been seen before! It can stay down for as long as a week and then pop to the surface!



Science Article

NATIONAL GEOGRAPHIC Reach for Reading

Mysteries of the Deep

National Geographic engineers also made a new version, the Deep Ocean Drop Cam. They dropped it in the deepest spot in the ocean—the Mariana Trench. This is 11,034 meters deep! Now that is exciting!

Greg and his team are just getting started. Who knows what they'll find?

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A

- Academic vocabulary** 7, 35, 71, 97, 137, 165, 205, 245
- Activate prior knowledge** 3, 67, 133, 201
- Action verbs** 156, 190, 197
- Adjectives** 93, 127, 129
- Animal Life Cycles** 200, 201, 202, 203, 207-229, 235-239, 240, 242, 243, 244, 246-257, 258, 259, 260, 261-263, 264, 268, 269
see also Butterflies, Caterpillars, Turtles
- Arizona** 57-59
- Ask questions**
 - about stories 138, 154, 166, 269
 - of others
see Speaking
 - types
 - literal 138, 162, 163, 164, 166, 269
- Author's purpose** 160
- Author's style** 53, 117, 186, 231

B

- Build Background** 3, 67, 133, 201
- Butterflies** 246-257, 258, 259, 260

C

- Categorizing** 88, 120, 129, 199
- Caterpillars** 261-263, 264
- Characters,**
 - actions 53, 232
 - compare 232
 - feelings 232
 - story 53, 96, 119, 206
- Clarifying meaning**
See Plan and monitor
- Compare**
 - author's purpose 30, 160
 - genres 60, 92, 126, 194, 240, 264
 - texts 25, 57, 60, 89, 92, 121, 126, 157, 191, 194, 235, 240, 261, 264
- Compare and contrast** 88, 154, 164
- Complete Sentences** 22, 31, 54, 61, 86, 93, 118, 127, 154, 161, 195, 232, 241, 258, 265
- Comprehension strategies**
see Strategies for reading comprehension
- Connections, making**
 - text to own experiences 22, 30, 54, 86, 160, 194
 - text to text 25, 57, 60, 89, 92, 121, 126, 157, 191, 194, 235, 240, 261, 264
 - text to larger community 60

- Content Vocabulary**
see Vocabulary
- Context clues**
 - using to determine meanings 234, 260
 - unfamiliar words 234, 260
- Conventions, in writing**
 - capitalization
 - for proper nouns 61, 63
 - for salutation and closing of letter 58, 197
 - parts of speech
 - adjectives 93, 127, 129
see also Adjectives
 - nouns 31, 61, 63, 93, 127
see also Nouns, Plural nouns, Proper nouns
 - pronouns 241, 267
see also Pronouns, Subject pronouns
 - verbs 161, 195, 197
see also Action verbs, Present tense verbs, Subject-verb agreement, Verbs
 - punctuation
see also Sentences
- Creative projects** 3, 24, 65, 67, 131, 133, 156, 199, 201, 233, 269
- Critical thinking** 22, 54, 86, 118, 154, 288, 232, 258

D

- Describe**
 - actions 4, 5, 6, 22, 86, 118, 232
 - people and things 5, 6, 68, 69, 86, 93, 129
- Determine importance**
 - main idea and details 206, 246, 259
 - summarize 259
- Details, locating** 117
- identifying** 164, 189, 244
- about stories** 164, 189
see also Determine importance
- Directions, following written** 62, 63, 128, 129, 196, 197, 266, 267

E

- Explain** 69, 120, 128, 129, 133, 196, 201, 203, 234, 243, 244, 260
- Express feelings** 63, 196, 197
- Express ideas** 120, 131, 190, 241
- Express needs and wants** 134, 135, 154, 164, 194, 196, 197, 198, 199
- Express opinions** 197, 241

F

- Facts, locating** 70, 87, 191
 - list 70, 87, 191
 - about stories 70, 87, 191
- Families** 2, 3, 4, 5, 6, 8-21, 22, 23, 25-29, 30, 31, 32, 33, 34, 37-52, 54, 57, 60, 61, 62, 63, 64, 65
- Feelings**
see Express feelings, Speaking, express feelings
- Fiction** 36-53, 72-85, 98-117, 206-230
- Flowers** 157-159

G

- Genres** 60, 92, 126, 194, 240, 264
 - diagram 89, 92
 - fact sheet 191, 194
 - folk tale 98, 126
 - how to make something 128
 - magazine article 25
 - online article 157
 - photo book 8
 - photo essay 62
 - poem 166, 188, 194, 261, 264
 - postcard 57, 60
 - project notebook 121, 126
 - science article 235, 240, 246, 264
 - social studies article 138
 - song 72, 92
 - story 36, 60, 206, 240

- Give information** 31, 32, 33, 34, 54, 55, 65, 67, 69, 70, 93, 118, 119, 120, 133, 135, 136, 137, 161, 188, 189, 190, 201, 203, 243, 244, 258, 259, 260, 269
- Goods and services** 137, 138-153, 157-159, 166-185, 191-193
see also Flowers, Markets, Money
- Graphic organizers**
 - beginning-middle-end chart 204, 233
 - character-setting-plot chart 96, 119
 - chart 64
 - checklist 70, 87
 - idea web 6, 23, 164, 189
 - main idea and details chart 244, 259
 - sequence chain 203, 268
 - setting chart 34, 55
 - T chart 130, 136, 155, 198
- Grammar**
see Adjectives, Conventions, Nouns, Plural nouns, Possessive words, Present-tense verbs, Pronouns, Subject-verb agreement, Verbs
- H**
- High-frequency words** 4, 7, 33, 68, 94, 134, 137, 162, 202, 205, 242

Index, continued

I

Ideas
see *Express ideas, Speaking, express ideas*

K

Key words
see *Vocabulary*

L

Language Functions
see *Speaking, Listening*

Listening

ask for and give information 5, 6, 23, 33, 65, 70, 87, 97, 118, 120, 155, 156, 163, 164, 188, 190, 233, 234, 243, 244, 258
collaborate with peers 30, 60, 61, 63, 65, 88, 92, 96, 120, 126, 129, 131, 136, 156, 160, 164, 165, 190, 194, 197, 234, 240, 244, 245, 260, 264, 267
comprehend spoken language 5, 6, 30, 33, 34, 61, 63, 65, 69, 70, 92, 93, 95, 96, 120, 126, 131, 135, 160, 161, 163, 189, 194, 203, 240, 241, 264, 269
monitor understanding of spoken language 70, 120, 131, 137, 163, 260, 269
to discussions 5, 6, 30, 33, 34, 61, 63, 65, 70, 92, 120, 126, 136, 160, 164, 194, 240, 260, 264

to instructions
following 5, 6, 7, 23, 30, 33, 34, 35, 60, 61, 63, 65, 69, 70, 87, 88, 92, 95, 96, 97, 118, 119, 120, 126, 131, 135, 136, 155, 156, 160, 163, 164, 165, 188, 189, 190, 194, 199, 204, 203, 233, 234, 240, 243, 244, 245, 258, 259, 260, 264, 269
to language structures 62, 129, 190, 197, 199, 241, 267
to media
audio tape
CD ROM
DVD
MP3 4, 33, 68, 94, 134, 162, 202, 242
video 3, 67, 133, 201
to messages 67
to speakers
asking questions 70
being attentive 5, 6, 7, 23, 30, 33, 34, 35, 61, 63, 65, 69, 70, 87, 88, 92, 95, 96, 97, 118, 119, 120, 126, 129, 131, 135, 136, 155, 156, 160, 163, 164, 165, 188, 189, 190, 194, 197, 199, 203, 204, 233, 234, 240, 243, 244, 245, 258, 259, 260, 264, 267, 269
making comments 67, 120, 131
to stories 95, 96, 266, 267
to vocabulary 5, 7, 33, 35, 69, 70, 71, 95, 97, 135, 137, 163, 165, 203, 205, 243, 245

Literary analysis
see *Characters, Setting, Plot*

Living and nonliving things 67, 68, 69, 70, 72-85, 86, 87, 88, 89, 90-91, 92, 95, 126, 130

Logical order
see *Sequence*

M

Main idea and details 244, 259
see also *Determine importance*

Mapping
beginning-middle-end chart 204
character-setting-plot chart 96
checklist 70
idea web 6, 164
main idea and details chart 244
setting chart 34
T chart 136

Markets 134, 135, 138-153, 154, 155

Media, non-print 3, 4, 33, 67, 68, 94, 133, 134, 162, 201, 202, 242

Money 191-193

Monitor comprehension
see *Plan and monitor*

N

Needs and wants
see *Express needs and wants, Speaking, express needs and wants*

Nonfiction 8-21, 25-29, 57-59, 89-91, 121-125, 138-153, 157-159, 191-193, 235-239, 246-257, 261-263

Nonliving things
see *Living and nonliving things*

Nouns 24, 31, 56, 61, 63, 93, 127, 241
see also *Conventions, Plural nouns, Proper nouns*

O

Opinions
see *Express opinions, Speaking, express opinions*

Oral language
see *Speaking, Listening*

Organize Ideas 6, 23, 34, 55, 63, 64, 70, 87, 96, 119, 129, 130, 136, 155, 164, 189, 197, 198, 203, 204, 233, 244, 259, 267, 268

P

Plan and monitor
monitor and clarify 72, 98

Plot 96, 119, 131, 204

Plural nouns 31

Poetry 166-185
rhyme 166, 188, 199
rhythm

Index, continued

Possessive words 265

Predict 36, 54

Present tense verbs 161

Preview 36

Pronouns 241, 267
see also *Conventions, Subject pronouns*

Proper nouns 61, 63

Purpose for reading
get information 8, 22

Q

Questions
see *Ask questions, Listening, Speaking, Vocabulary, Writing*

R

Reading
comprehension
see *Strategies for reading comprehension*
decoding
base words 31, 161
shared reading 190
see also *Retelling*

Reading strategies
see *Strategies for reading comprehension*

Redwood trees 121-125

Restate an idea 242, 243, 258

Retell 23, 94, 95, 96, 189, 202, 203, 232, 233

S

Sentences
complete, see *Complete sentences*
subject-verb agreement in 195, 197
types of 154

Sequence 202, 203, 233, 245, 266, 267, 268, 269

Set a purpose 8, 22

Setting 34, 35, 55, 62, 96

Songs 4, 33, 68, 72, 73-85, 94, 134, 162, 202, 242

Sorting 88, 120, 129, 199

Speaking

adapt spoken language for purposes 199
ask and answer questions 3, 30, 60, 67, 69, 70, 97, 118, 120, 126, 133, 135, 136, 162, 163, 164, 188, 194, 203, 234, 241, 244, 258, 259, 264, 269
ask for and give information 5, 6, 23, 33, 65, 70, 93, 97, 118, 119, 120, 131, 136, 155, 161, 163, 164, 188, 189, 190, 199, 234, 243, 244, 258, 259, 260, 269
collaborate with peers 30, 60, 61, 63, 65, 88, 92, 96, 120, 126, 129, 131, 136, 137, 156, 160, 164, 165, 190, 194, 197, 205, 234, 240, 244,

245, 260, 264, 267
describe 4, 5, 6, 22, 68, 69, 86, 93, 119
engage in conversations 88, 131, 136, 156, 234, 267
explain 69, 120, 129, 133, 201, 203, 234, 243, 244, 260
express feelings 63, 197
express ideas 120, 131, 190, 241
express needs and wants 134, 135, 154, 164, 194, 199
express opinions 197, 241
give information 31, 32, 33, 34, 54, 55, 65, 67, 69, 70, 93, 118, 119, 120, 133, 135, 136, 137, 161, 164, 188, 189, 190, 201, 203, 243, 244, 258, 259, 260, 269
give presentations 63, 67, 129, 131, 197, 201, 204, 267
identify objects, people, and places 67, 70, 88, 93, 96, 120, 133, 164, 201, 260
narrate 131, 267
participate in discussions 6, 23, 30, 33, 34, 54, 55, 60, 65, 88, 92, 96, 120, 126, 136, 155, 156, 160, 163, 164, 194, 234, 240, 264
provide suggestions 88, 96, 120, 136, 156, 190, 234, 260
restate an idea 242, 243, 264
retell 94, 95, 96, 189, 202, 203, 204, 232, 233, 267
share ideas 30, 60, 63, 65, 88, 92, 95, 96, 120, 126, 129, 131, 133, 136, 156, 160, 164, 194, 234, 240,

241, 264
share information 31, 32, 33, 34, 54, 55, 65, 67, 69, 70, 118, 119, 120, 133, 135, 136, 137, 161, 164, 188, 189, 190, 199, 201, 203, 205, 243, 244, 258, 259, 260
tell a story 131, 266, 267
use a variety of grammatical structures 62, 129, 197, 267
see also *Vocabulary*

Spelling

base words with inflectional endings 31, 161
high-frequency words 7, 137, 205
see also *High-frequency words*
using resources to check 63, 129, 197, 267

Story elements
see *Characters, Plot, Setting*

Strategies for reading comprehension
see *Ask questions, Determine importance, Plan and monitor, Set a purpose*

Subject-verb agreement 195, 197
see also *Verbs*

Subject pronouns 241, 267

Summarize 259
see *Determine importance*

T

Tell a story 131, 266, 267
 Text features (list all specific text features here)
 captions 62
 diagrams 246, 256
 headings 138, 140, 144, 148
 photos 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20-21
Topic
 and main idea 160
Transition words 202, 203, 233, 266, 267
Trees
see Redwood trees
Turtles 235-239, 241

U

Unfamiliar words
see Context clues

V

Verbs 156, 161, 190, 195, 197
see also Action verbs, Conventions, Present tense verbs, Subject-verb agreement
Visualize 93
Vocabulary
 academic 7, 35, 71, 97, 137, 165, 205, 245

high-frequency words 7, 137, 205
see also High-frequency words
 science 69, 70, 95, 203, 243
 social studies 5, 33, 135, 163
 strategies
 ask questions 97
 count syllables 35
 discuss words 137
 draw pictures 165
 make word cards 245
 use words in context 7, 71, 205

W

Word clues
see Context clues
World 25-29
Writing
 paragraphs 57, 197, 267
 sentences
 complete 22, 31, 54, 61, 86, 93, 118, 127, 154, 161, 195, 232, 241, 258, 265
 compound 65
 simple 31, 61, 93, 118, 127, 154, 161, 195, 241, 258, 265
see also Writing forms

Writing forms

how to make something 128
 photo essay 62
 poem 188
 story 266
 thank you letter 196

Writing models

diagram 89, 92
 fact sheet 191, 194
 folk tale 98, 126
 how to make something 128
 magazine article 25
 online article 157
 photo book 8
 photo essay 62
 poem 166, 188, 194, 261, 264
 postcard 57, 60
 project notebook 121, 126
 science article 235, 240, 246, 264
 social studies article 138
 song 72, 92
 story 36, 60, 206, 240, 266
 thank you letter 196

Writing process

drafting 63, 129, 197, 267
 editing 63, 129, 197, 267
 revising 63, 129, 197, 267
 prewrite
 planning 63, 129, 197, 267
 organizing 63, 129, 197, 267
 publishing 63, 129, 197, 267

Index of Authors

Adamson, Heather 9
 Block, Lily 89
 Boron, Stefanie 157
 Burns, Gabrielle 121
 Dorros, Arthur 36, 53
 Downey, Fran 247
 Emmett, Jonathan 207, 231
 Fuentes, Mariana 235
 Grimes, Nikki 261
 Kratky, Lada Josefa 99, 117
 Langer, Heather 191
 Mayer, Cassie 139
 Salas, Laura Purdie 73
 Suen, Anastasia 167, 186
 Thome, Josh 25
 Tong, Amy 57

Index of Illustrators

Harry, Rebecca 207
 Newton, Vanessa 73
 Wehrman, Vicki 99
 Zahares, Wade 166, 187

Research Base and Bibliography

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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, T155l, 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

Grade 1 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Phonics and Word Recognition	CC.1.Rfou.3.g	(g) Recognize and read grade-appropriate irregularly spelled words.	Unit 1: T3d, T5h, T7f, T21a, T21b, T21g, T21h, T23n, T29a, T29b, T29c, T29d, T30c, T30d, T30l, T30o, T31o, T31p, T33i, T35e, T35f, T52c, T54, T55, T55m, T55n, T59d, T60c, T60k, T60o; Unit 2: T67d, T70d, T71f, T85b, T85h, T87n, T87m, T91c, T92c, T92j, T92o, T93p, T96f, T97f, T116b, T117b, T119n, T125b, T126j, T126j; Unit 3: T133c, T133d, T136g, T136h, T137e, T137f, T153c, T154, T155m, T155n, T159d, T160c, T160d, T160k, T160o, T161o, T161p, T164g, T165e, T165f, T185a, T185b, T185c, T188, T189m, T193c, T193d, T194c, T194d, T194i, T194j, T194k, T194l, T195a; Unit 4: T201d, T204f, T205f, T230b, T231a, T233n, T239b, T240d, T240j, T240o, T241p, T244f, T245f, T257b, T257j, T259n, T263b, T264d, T264j, T264o; Unit 5: T3c, T3d, T6e, T6f, T6g, T28a, T28b, T28c, T30, T31m, T31n, T37a, T37b, T37c, T38c, T38d, T38k, T38o, T39o, T39p, T42e, T42f, T42g, T43e, T43f, T57a, T57b, T57c, T57h, T59m, T59n, T63b, T63c, T63d, T63e, T64c, T64d, T64i, T64j, T64k, T64o; Unit 6: T71d, T74g, T75f, T93b, T95n, T101b, T102d, T102j, T103p, T106f, T107f, T124b, T127n, T131c, T132d, T132j, T127h; Unit 7: T139b, T139c, T139d, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161g, T161h, T163k, T163l, T163m, T163n, T169a, T169b, T169c, T169d, T170b, T170c, T170d, T170i, T170j, T170k, T170l, T170o, T171n, T171o, T171p, T174e, T174f, T174h, T175d, T175e, T175f, T188a, T188b, T188c, T189b, T191i, T191m, T191n, T197a, T197b, T197c, T197d, T198b, T198c, T198d, T198i, T198j, T198k, T198l; Unit 8: T205a, T205c, T205d, T208f, T208g, T208h, T209e, T209f, T223a, T223b, T223c, T223h, T224, T225m, T225n, T229c, T229d, T230c, T230i, T230j, T230k, T230o, T231, T231o, T231p, T234e, T234f, T234g, T235e, T235f, T256a, T256b, T256c, T256d, T257b, T258, T259l, T259m, T259n, T265a, T265b, T265c, T265d, T266c, T266d, T266i, T266j, T266k, T266o
Fluency	CC.1.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T5i, T5j, T18–19, T21c, T21d, T23f, T31h, T33i, T33j, T52c, T55f, T60k; Unit 2: T65j, T67c, T70a, T70f, T71e, T85c, T87f, T91e, T92k, T93h, T93p, T96h, T97e, T116d, T119f, T125c, T126k; Unit 3: T131j, T133c, T133d, T136a, T136g, T136h, T153c, T155f, T159d, T159e, T160k, T161g, T161h, T161o, T161p, T165e, T165f, T185c, T189f, T193d, T193e, T194k, T194l; Unit 4: T199j, T204h, T230d, T233f, T239d, T240l, T241h, T244h, T245f, T257d, T259f, T259m, T263e, T264d, T264j; Unit 5: T1j, T6a, T28c, T28d, T31f, T37c, T37d, T38a, T38k, T38l, T39h, T39o, T42a, T42e, T42g, T42h, T54–55, T57d, T59f, T63d, T63e, T64k, T64l, T64o; Unit 6: T69l, T71d, T74a, T74h, T75e, T93d, T95f, T101d, T102k, T103h, T106a, T106g, T124d, T131d, T132l, T122–123, T127f; Unit 7: T137j, T141a, T142, T142a, T142b, T142c, T142g, T142h, T158–159, T161c, T161d, T163f, T169c, T169d, T170k, T170l, T171h, T173a, T174, T174a, T174b, T174c, T177, T178–179, T180–181, T182–183, T184–185, T186–187, T188c, T188d, T191e, T191f, T197b, T197c, T197d, T198j, T198k, T198l; Unit 8: T203j, T208a, T208g, T208h, T223c, T223d, T225f, T229d, T230k, T230l, T231h, T231p, T234g, T234h, T256c, T256d, T259f, T266k
	CC.1.Rfou.4.a	(a) Read on-level text with purpose and understanding.	Unit 2: T71a, T97a
	CC.1.Rfou.4.b	(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T18–19; Unit 2: T70a; Unit 3: T136a; Unit 5: T6a, T42a, T54–55; Unit 6: T74a, T106a, T122–123; Unit 7: T142a, T158–159, T174a, T177, T178–179, T180–181, T186–187; Unit 8: T208a
	CC.1.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Writing

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Text Types and Purposes	CC.1.W.1	(1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide a reason for their opinion, and provide a sense of closure.	Unit 1: T30h, T30n, T60h, LR2, LR3; Unit 3: T136d, T155e, LR2, LR3; Unit 5: T1j, T59e, T59f, T64n, T65b; Unit 6: T106d, T124; Unit 7: T137i, T140, T142d, T143b, T168–169, T170n, T171b, T175b; Unit 8: T266–T267b, LR2, LR3
	CC.1.W.2	(2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Unit 1: T23f, T23o, T28–29, T30, T60n, LR2, LR3; Unit 2: T65i, T86, T87e, T92, T92h, T92n, T93b, T119e, T124–125, T126h, T126n, T128–T129b; Unit 3: T131i, T154, T155f, T184–185, T193a, T194, T194h, T194n, T195b, LR2, LR3; Unit 4: T233e, T233o, T240, T240h, T240n, T241b, T241g, T244d, T257h, T259e, T259o, T264h, T264n; Unit 5: T1i, T6d, T31e, T36–37, T38h, T38n, T39g, T43b, T56–57, T57f, T59e, T63a, T64h, T64n, T65b, T66–T67b; Unit 6: T69i, T74d, T74i, T92–93, T93f, T103g, T127e, T131a, T132, T132h, T132n, T134–T135b, T136; Unit 7: T200–T201b, T202; Unit 8: T224, T230, T230h, T231g, T234d, T264–265, T266h, T266n, T270, LR2, LR3
	CC.1.W.3	(3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Unit 1: LR2, LR3; Unit 2: T93g, T93h, T119f; Unit 3: T131i, T160h, LR2, LR3; Unit 4: T199i, T204d, T231, T233a, T267; Unit 7: T198h; Unit 8: T231g, T257, LR2, LR3
Production and Distribution of Writing	CC.1.W.5	(5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Unit 1: T1h, T6, T7a, T7b, T10–11, T18–19, T20–21, T21g, T22, T23, T23e, T30o, T31a, T31b, T31g, T33f, T35b, T53, T54, T55, T55e, T55f, T61b, T62, T63a, T63b, T64; Unit 2: T69a, T71b, T74–75, T88, T96d, T97b, T116, T117, T118, T119e, T126, T127b, T130; Unit 3: T137b, T152–153, T153f, T155e, T159a, T160, T160n, T161b, T161g, T164d, T165b, T186, T188, T189e, T196, T197a, T197b, T198; Unit 4: T199i, T205b, T230, T231a, T233b, T241b, T241g, T245b, T246, T258, T264, T265b, T267a, T269; Unit 5: T7b, T28, T29, T31, T38, T39b, T42d, T58, T64, T68; Unit 6: T93g, T95e, T96, T101e, T102h, T102m, T102o, T103g, T107b, T125, T125a, T127e, T134, T135a, T135b; Unit 7: T137i, T160–161, T161f, T162, T163e, T170, T170h, T171g, T188, T189, T190, T191e, T191f, T196–197, T198, T200, T201a, T201b; Unit 8: T208d, T209b, T222–223, T223f, T235b, T256, T258, T259e, T266, T267b
	CC.1.W.6	(6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Unit 1: T31h; Unit 2: T65j, T93h, T119f; Unit 3: T131j, T155f, T161h, T189f; Unit 4: T199j, T233b, T241h, T259e, T259f; Unit 5: T31f, T39h; Unit 6: T69j, T103h; Unit 7: T137j, T163f, T191f; Unit 8: T203j, T259f

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

Grade 1 Common Core Standards

Language

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1m, T2j, T31l, T55j; Unit 2: T65m, T87j, T93l, T119j, T126n; Unit 3: T131n, T155g, T155j, T161l, T189j; Unit 4: T199k, T199l, T199m, T233g, T233h, T238–239, T241k, T259i; Unit 5: T1n, T31j, T39l, T59j; Unit 6: T69m, T95i, T103k, T127i; Unit 7: T137n, T163j, T171l, T191j; Unit 8: T225i, T225j, T229f, T230, T230h, T230m, T230n, T231, T231b, T259j
	CC.1.L.1.a	(a) Print all upper and lowercase letters.	Unit 1: T5h, T23m, T23n; Unit 4: T204f, T239d
	CC.1.L.1.b	(b) Use common, proper, and possessive nouns.	Unit 1: T1l, T1m, T7a, T7b, T20–21, T21e, T21f, T21g, T21h, T23i, T23j, T23o, T24, T29e, T30h, T30m, T30o, T31, T31b, T31k, T31l, T33f, T35a, T52, T52g, T53, T54, T55i, T59a, T60, T60h, T61, T63a; Unit 2: T93k, T96d, T119i, T124–125, T126; Unit 3: T199; Unit 4: T241k, T244d, T245b, T256–257, T257h, T258
	CC.1.L.1.c	(c) Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops.; We hop.)	Unit 3: T131n, T137b, T153f, T153, T154, T155i, T159a, T159f, T161k, T161l, T164d, T184–185, T186, T189, T189i, T190, T194h, T194m, T195, T197, T197a, T197b
	CC.1.L.1.d	(d) Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).	Unit 4: T199m, T204d, T204f, T205b, T230, T231, T233b; Unit 5: T1m, T1n, T7b, T28, T10–11, T12–13, T18–19, T29, T30, T31, T59i, T59j, T61, T64, T64h, T64n, T65
	CC.1.L.1.e	(e) Use verbs to convey a sense of past, present, and future in writing and speaking (e.g. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.)	Unit 3: T131m, T131n, T136d, T135, T153, T154, T155i, T155j, T156, T159f, T160, T160m, T160n, T161, T161b, T161k, T161l, T184–185, T189i, T189j, T190, T193a, T193f, T194h, T194m, T195; Unit 7: T137i, T137m, T137n, T142d, T143b, T160–161, T161f, T162, T163i, T163j, T168–169, T170, T170h, T170n, T171, T171b, T191i, T191j, T196–197, T198, T198h, T203
	CC.1.L.1.f	(f) Use frequently occurring adjectives.	Unit 1: T60m; Unit 2: T65m, T70f, T86, T87i, T91a, T91a, T92, T92h, T92n, T93, T93k, T97b, T116, T117, T118, T119j, T126, T126h, T127; Unit 4: T259i, T263a, T264, T264h, T264n, T265b, T267b; Unit 6: T137
	CC.1.L.1.g	(g) Use frequently occurring conjunctions (e.g. and, but, or, so, because)	Unit 5: T28, T30, T31; Unit 6: T69m, T74d, T75b, T92–93, T93f, T94, T103l, T107b, T132h; Unit 7: T171k, T171l, T174d, T175b, T188, T189, T190
	CC.1.L.1.h	(h) Use determiners (e.g. articles, demonstratives)	Unit 1: T23i, T23j, T28–29, T29e, T30, T30h, T30m, T31, T31b; Unit 2: T65m, T71b, T84–85, T86
	CC.1.L.1.i	(i) Use frequently occurring prepositions (e.g. during, beyond, toward).	Unit 8: T259i, T259j, T264–265, T266, T266h, T266n, T267, T267b
	CC.1.L.1.j	(j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Unit 1: T63, T63a, T63b; Unit 2: T129, T129a, T129b; Unit 3: T197, T197a, T197b; Unit 4: T267b; Unit 5: T31i, T31j, T31o, T36–37, T37e, T37f, T37g, T38, T38e, T38h, T38m, T39b, T39k, T39l, T41a, T42d, T43b, T56–57, T57f, T58, T67, T67a, T67b; Unit 6: T69n, T74d, T75b, T92–93, T93f, T95i, T100–101, T102, T102h, T102n, T103b, T103k, T103l, T106d, T107b, T124, T125, T126, T127i–127j, T131a, T132, T132h, T133b, T135, T135a, T135b; Unit 7: T201, T201a, T201b; Unit 8: T267, T267a, T267b
	CC.1.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T55j, T60, T60h; Unit 4: T205e, T230a; Unit 8: T203n, T208d, T209b, T209d, T209e, T209f, T222–223, T223a, T223b, T223d, T223f, T224, T231l, T235d, T235e, T235f, T256, T256a, T256b, T256d
	CC.1.L.2.a	(a) Capitalize dates and names of people.	Unit 1: T33f, T35a, T52, T52g, T53, T53b, T55i, T60, T60h; Unit 8: T203m, T203n
	CC.1.L.2.b	(b) Use end punctuation for sentences.	Unit 1: T63a, T63b; Unit 2: T129a, T129b; Unit 3: T197, T197a, T197b; Unit 4: T267b; Unit 5: T67, T67a, T67b; Unit 6: T135, T135a, T135b; Unit 7: T201, T201a, T201b; Unit 8: T231l, T256, T267, T267a, T267b
CC.1.L.2.c	(c) Use commas in dates and to separate single words in a series.	Unit 1: T60, T60h; Unit 8: T231k, T234d, T235b	
CC.1.L.2.d	(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Unit 1: T1j, T1k, T3d, T5h, T7e, T7f, T21a, T21b, T21d, T21g, T21h, T23g, T23h, T23n, T29b, T30c, T30d, T30j, T30l, T30o, T31i, T31j, T31p, T33h, T35d, T35e, T35f, T52b, T52d, T53b, T55g, T55h, T55n, T59c, T60a, T60c, T60d, T60j, T60l, T60o; Unit 2: T65k, T65l, T67c, T67d, T70d, T71e, T71f, T85a, T85b, T85h, T87g, T87h, T87m, T87n, T91c, T92c, T92d, T92j, T92o, T93i, T93j, T93o, T93p, T96f, T97e, T116b, T117b, T119g, T119h, T119m, T119n, T125b, T126c, T126d, T126j, T126o; Unit 3: T131k, T131l, T133c, T133d, T136f, T136h, T137e, T137f, T153a, T153b, T153g, T153h, T155g, T155h, T155m, T155n, T159c, T160c, T160d, T160i, T160j, T160o, T161i, T161j, T161o, T161p, T161o, T161p, T164f, T164h, T165e, T165f, T185a, T185b, T185d, T187a, T187b, T189g, T189h, T189m, T189n, T193c, T193e, T194c, T194d, T194i, T194j, T194l, T194o; Unit 4: T199k, T199l, T201c, T201d, T205e, T230b, T231b, T233g, T233h, T233m, T233n, T239d, T240c, T240j, T240o, T241i, T241j, T241m, T241p, T244f, T245c, T245e, T257a, T257b, T257j, T259g, T259h, T259m, T259n, T263c, T264c, T264d, T264i, T264j, T264o; Unit 5: T1k, T1l, T3c, T3d, T6e, T6f, T7d, T7e, T7f, T28a, T28b, T28d, T29b, T31g, T31h, T31m, T31n, T37a, T37b, T38a, T38c, T38d, T38i, T38j, T38l, T38o, T39i, T39j, T39o, T39p, T42f, T43e, T43f, T57a, T57b, T57d, T57g, T57h, T59g, T59h, T59m, T63b, T63c, T64c, T64d, T64i, T64j, T64l, T64o, T65; Unit 6: T69k, T69l, T71c, T71d, T74f, T75e, T75f, T93a, T93b, T93h, T95g, T95h, T95m, T95n, T101b, T102c, T102i, T102j, T102o, T103i, T103j, T103o, T103p, T106f, T107e, T107f, T124a, T124b, T125b, T127m, T127n, T131c, T132c, T132d, T132i, T132j, T127g, T127h; Unit 7: T137k, T137l, T139b, T139c, T139d, T142f, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161h, T163g, T163h, T163l, T163m, T163n, T169a, T169b, T169d, T170b, T170c, T170d, T170i, T170j, T170l, T170o, T171g, T171i, T171j, T171n, T171o, T171p, T174e, T174f, T174h, T175c, T175d, T175e, T175f, T188a, T188b, T189b, T191g, T191h, T191i, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198d, T198j, T198l; Unit 8: T203k, T203l, T205a, T205b, T205c, T205d, T208f, T208h, T209e, T209f, T223b, T223h, T225g, T225h, T225k, T225l, T225m, T225n, T229c, T230a, T230b, T230c, T230d, T230j, T230l, T230o, T231i, T231j, T231n, T231o, T231p, T234f, T234h, T235e, T235f, T256b, T257b, T259g, T259h, T259l, T259m, T259n, T265b, T265d, T266b, T266c, T266d, T266j, T266o	

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	

Program Features and Resources Index

A

Academic talk *Volume 1:* T4, T6, T8, T21e, T22, T24a, T29e, T30e, T30n, T31b, T32, T34, T36, T52e, T54, T56, T59f, T60e, T60m, T61a, T68, T70g, T71, T72, T85e, T86, T88, T91f, T92e, T92n, T93b, T94, T96i, T98, T116e, T118, T120, T126e, T126n, T127a, T137, T134, T138, T153e, T154, T156, T159f, T160e, T160n, T161a, T161b, T162, T164i, T166, T185e, T188, T190, T193f, T194e, T194m, T195a, T202, T204i, T206, T230e, T232, T234a, T239e, T240e, T240n, T241a, T241b, T242, T244i, T246, T257e, T258, T260a, T263f, T264e, T264n, T265b, T268, *Volume 2:* T4, T7, T8, T28e, T30, T32a, T37e, T38e, T38n, T39b, T40, T42i, T44, T57e, T58, T60a, T63f, T64e, T64m, T65a, T72, T74i, T76, T93e, T94, T96, T101e, T102e, T102n, T103b, T104, T106i, T108, T124e, T126, T128, T131f, T131h, T132e, T132n, T133a, T140, T141a, T142i, T144, T161e, T162, T164, T169e, T170e, T170m, T171a, T172, T174f, T174i, T176, T188e, T190, T192, T197e, T197g, T198e, T198n, T199b, T206, T208i, T210, T223e, T224, T226a, T229f, T230e, T230n, T231b, T232, T234i, T236, T256e, T258, T260a, T265e, T265g, T266e, T266n, T267a

Assessment *Volume 1:* A1.1–A1.65, A2.1–A2.61, A3.1–A3.60, A4.1–A4.64, *Volume 2:* A5.1–A5.59, A6.1–A6.60, A7.1–A7.60, A8.1–A8.61

Audio

chants *Volume 1:* T95a, T160d, T194d, T202, *Volume 2:* T5a

Read with Me *Volume 1:* T5a–T5e, T21f, T29f, T30f–T30g, T33a–T33e, T52f, T53b, T57, T59g, T72, T85e, T91f, T98, T116f, T125f, T138, T153f, T166, T185f, T190, T193h, T207, T230f, T234, T239f, T245b, T247, T257f, T260, T263g, *Volume 2:* T4, T8, T28f, T31o, T37e, T37f, T57f, T59o, T63g, T76, T93f, T108, T124f, T144, T161f, T176, T188f, T210, T223f, T236, T256f

Sing with Me *Volume 1:* T4, T32, T68, T69a, T94, T134, T162, T201a, T203, T205c, T233k, T240a, T241m, T242m, T245c, T259k, T264a, *Volume 2:* T40, T72, T73a, T104, T105a, T140, T141a, T172, T206

Sing with Me Phonics *Volume 1:* RS4, RS5, RS6, RS7, RS8, RS9, RS10, RS11, RS12, RS13, RS14, RS15, RS16, RS17, RS18, RS19, RS20, RS21, RS22, RS23, T3a, T7c, T23k, T30a, T31m, T35c, T55k, T60a, T67a, T71c, T87k, T92a, T93m, T97c, T113a, T119k, T126a, T137c, T155k, T160a, T161m, T165c, T189k, T194a, *Volume 2:* T3a, T7c, T31k, T38a, T39m, T43c, T59k, T64a, T139a, T143c, T163k, T170a, T171m, T175c, T191k, T198a, T205a, T209c, T225k, T230a, T231m, T235c, T259k, T266a

Author and illustrator profiles *Volume 1:* T7a, T35a, T52g, T71a, T97a, T116g, T137a, T165a, T186, T203a, T204, T205a, T230g, T231, T245a, T245b, *Volume 2:* T7a, T28g, T43a, T75a, T107a, T124g, T143a, T175a, T188g, T209a, T235a, T256g
see also Authors and Illustrator list in Skills Index; Learning Stations: author studies

Author studies *Volume 1&2:* LR12 (in each unit)

B

Big question *Volume 1:* LR3, T1a, T1g, T2, T23d, T30, T31b, T31f, T55, T55d, T61a, T64, LR2, T65b, T65h, T66, T67, T87, T87d, T92, T93b, T93f, T119, T119d, T127a, T130, T131a, T132, LR2, LR3, T131b, T131h, T133, T155, T155d, T160, T161f, T164d, T189, T189d, T198, LR2, LR3, T199b, T199f, T199g, T199h, T200, T201, T233, T233d, T240, T241a, T241b, T241f, T259, T259d, T265b, LR2, LR3, *Volume 2:* T1b, T2, T7b, T31, T31d, T39b, T39f, T59f, T65a, T65b, T68, LR2, LR3, T69b, T69h, T70, T71, T95, T95d, T103b, T103f,

T127, T127d, T136, LR2, LR3, T137b, T137h, T138, T163, T163d, T171a, T171f, T191d, T199b, T202, LR2, LR3, T203b, T203h, T204, T225, T225d, T231f, T259, T259d, T267a, T270, LR2, LR3

C

Centers *see Learning Stations*

Comprehension Coach *see Technology*

Cooperative learning

corners *Volume 1:* BP60, T59f, T116e, T153e, T230e, *Volume 2:* T28e, T37e, T124e, T223e

fishbowl *Volume 1:* BP60, T61a, T91e, T161a, T193f, *Volume 2:* T63f, T132n, T161e

inside-outside circle *Volume 1:* BP60, T71, T265b, T106i

jigsaw *Volume 1:* BP60, T21e, T125e, T195a, *Volume 2:* T7

numbered heads together *Volume 1:* BP61, T6, T31b, T125g, T243a, *Volume 2:* T43a, T72, T131h, T169e, T171a, T171b

roundtable *Volume 1:* BP61, T35a, T93b, T185e, *Volume 2:* T42i, T65, T197e, T233

team word webbing *Volume 1:* BP61, *Volume 2:* T65a, T169e, T267a

think, pair, share *Volume 1:* BP61, T33a, T85e, T97a, T127a, T159f, T163a, T203a, T244i, T259i–T259j, *Volume 2:* T93e, T133a, T188e, T256e

three-step interview *Volume 1:* T52e, T259i–T259j, T263f

Cross-Curricular Teamwork Activities *see Learning Stations*

D

Daily grammar *see Grammar*

Daily language arts *see Grammar; Spelling; Writing*

Daily spelling and word work *see Spelling*

Daily writing *see Writing*

Differentiation strategies

above level *Volume 1:* T5a, T5i, T7, T21c, T21f, T23l, T24, T29f, T30k, T33a, T33d, T33i, T52c, T52f, T57, T59g, T60k, T63a, T70e, T76–77, T85c, T85e, T89, T91f, T92k, T93m, T95a, T96g, T97a, T104–105, T116c, T116f, T125c, T125f, T126k, T129, T137, T135a, T136g, T140–141, T148–149, T153c, T153f, T157, T159d, T159g, T160k, T163a, T164g, T165, T185c, T185f, T189j, T191, T193e, T193h, T194k, T197a, T201b, T203, T203c, T204g, T205, T214–215, T230c, T230f, T233j, T234, T239f, T240k, T241n, T244g, T245, T245d, T257c, T257f, T259, T259i, T263g, T264k, T267a, *Volume 2:* T6g, T7, T28c, T28f, T37c, T37f, T38k, T41, T42g, T43a, T57c, T57f, T59i, T63d, T63g, T64k, T67a, T69n, T73a, T75, T82–83, T93f, T97, T101f, T106c, T107, T124f, T129, T131g, T135a, T141, T142g, T161c, T161f, T169c, T169f, T170k, T171l, T173, T174b, T175a, T188c, T188f, T191j, T193, T197c, T197f, T198k, T201a, T208b, T208g, T209, T214–215, T223c, T223f, T226, T229d, T229g, T233a, T234c, T256c, T256f, T257, T259i, T265f

below level *Volume 1:* T1l, T1m, T5, T5i, T7, T21c, T21f, T23k, T29c, T29d, T29f, T30k, T31m, T31n, T33, T33i, T35a, T50–51, T52c, T52f, T53, T55l, T59d, T59g, T60k, T63a, T65m, T70e, T76–77, T85c, T85e, T91c, T91f, T92k, T93m, T95a, T96b, T96g, T96h, T97a, T112–113, T116c, T116d, T116f, T119i, T125c, T125f, T126k, T129, T131m, T135, T136b, T136g, T142–143, T148–149, T153c, T153f, T155i, T159d, T159g, T160k, T161k, T164g, T164h, T178–179, T185c, T185f, T187, T189i, T191, T193d,

T193h, T194k, T197a, T204b, T204g, T204h, T230c, T230f, T239c, T239f, T240k, T241l, T243, T244g, T244h, T252–253, T257c, T257f, T259i, T263d, T263g, T264k, T267a, *Volume 2:* T5a, T6g, T6h, T12–13, T26–27, T28c, T28f, T31j, T32, T37c, T37f, T38j, T38k, T39k, T41a, T42b, T42g, T43a, T46–47, T57c, T57f, T59j, T60, T63d, T63g, T64k, T67a, T69m, T73, T74b, T78–79, T93f, T95i, T95j, T101f, T103k, T105, T106b, T116–117, T118–119, T122–123, T124f, T125, T127i, T127j, T129, T131g, T135, T142c, T142g, T150–151, T156–157, T161c, T161f, T165, T169c, T169f, T170j, T170k, T171k, T173a, T174g, T175, T175a, T178–179, T180–181, T186–187, T188c, T188f, T189, T197c, T197f, T198j, T198k, T201a, T203m, T207a, T208b, T208g, T223c, T223f, T225i, T229d, T229g, T230k, T234c, T234g, T256c, T256f, T260, T265c, T265f, T266k, T269

English learners *Volume 1:* RS5, RS7, RS9, RS11, RS13, RS15, RS17, RS19, RS21, RS23, T1l, T3d, T5, T5d, T7d, T10–11, T12–T13, T16–17, T23k, T23n, T30b, T31m, T31p, T33, T33d, T35a, T35d, T55k, T55n, T57, T60b, T63, T69, T65m, T67d, T71, T71d, T78–79, T87k, T87l, T87p, T89, T92b, T93n, T93p, T95, T97, T97d, T119j, T119l, T119n, T121, T122–123, T126b, T129, T133b, T133d, T135, T136h, T137d, T140–141, T155i, T155l, T155n, T157, T160b, T161k, T161l, T161n, T161p, T163, T165, T165d, T172–173, T185d, T187, T189i, T189l, T189n, T193e, T194b, T197, T201b, T201d, T203, T199m, T199n, T205d, T212–213, T214–215, T218–219, T224–225, T231, T233i, T233l, T233n, T234, T241k, T241n, T241p, T243, T245d, T252–253, T257h, T259i, T259l, T259n, T267, *Volume 2:* T1m, T3b, T3d, T5, T6c, T7d, T29, T31i, T31l, T31n, T32, T39k, T39l, T39n, T39p, T41, T42c, T42h, T43, T43d, T48–49, T59i, T59l, T59n, T60, T73, T82–83, T95i, T97, T103l, T105, T105a, T107, T110–111, T127i, T135, T137m, T139b, T139d, T141, T143, T150–151, T163i, T163l, T163n, T165, T170b, T171n, T171p, T173, T174b, T175, T175d, T191i, T191l, T191n, T193, T198b, T201, T203m, T205b, T205d, T207, T207a, T209, T209d, T225i, T225j, T225l, T225n, T226, T230b, T231k, T231l, T231p, T233, T235, T254–255, T259i, T259l, T259n, T260, T267a, T269

on level *Volume 1:* T21f, T29f, T52f, T59g, T85e, T91f, T116f, T125f, T153f, T159g, T185f, T193h, T194n, T230f, T239f, T257f, T263g, *Volume 2:* T28f, T37f, T57f, T63g, T93f, T101f, T124f, T131g, T161f, T163j, T169f, T188f, T197f, T223f, T229g, T256f, T265f

leveled reading *Volume 1:* LR1–LR12, *Volume 2:* LR1–LR12

special needs *Volume 1:* T5d, T5j, T12–T13, T24, T29c, T33a, T55k, T59d, T65n, T69a, T71, T87k, T87l, T91d, T93n, T95, T97, T119i, T121, T125d, T131n, T133b, T135a, T155j, T159e, T161n, T193d, T203a, T199m, T218–219, T233i, T239c, T241k, T243a, T259i, T259j, T260, T263d, *Volume 2:* T1m, T1n, T3b, T6b, T12–13, T39d, T39n, T41a, T50–51, T67, T69m, T78–79, T103k, T105a, T110–111, T137n, T139b, T141a, T143, T163i, T171k, T171n, T173a, T174c, T180–181, T203n, T205b, T214–215, T231k, T233, T233a, T235, T257, T259i

Digital Library *see Technology*

E

ESL kit *Volume 1:* T1i, T23f, T31h, T55f, T65j, T87f, T93j, T119f, T131j, T155f, T161h, T189f, T199d, T199j, T233f, T241h, T259f, *Volume 2:* T1j, T31f, T39h, T59f,

Program Features and Resources Index, continued

T69j, T95f, T103h, T127f, T137j, T163f, T171h, T191f, T203j, T225f, T231h, T259f

F

Family Newsletters

Volume 1: Family Newsletter 1, Family Newsletter 2, Family Newsletter 3, Family Newsletter 4, *Volume 2:* Family News 5, Family News 6, Family News 7, Family News 8

Fiction books *see Leveled reading*

Fluency *Volume 1:* T5b, T5c, T18–19, T30g, T33c, T42–43, T42–T43, T60g, T70a, T82–83, T96a, T114–115, T122–123, T136a, T150–151, T164a, T186, T204a, T230g, T244a, T254–255, T254–255, T262–263, T262–263, *Volume 2:* T6a, T18–19, T28g, T42a, T54–55, T62–63, T74a, T90–91, T106a, T130–131, T142a, T158–159, T174a, T194–195, T208a, T220–221, T234a, T262–263

G

Grammar *Volume 1:* T11–T1m, T5f, T7b, T20–21, T21f, T23i, T23i–T23j, T28–29, T30, T30h, T30n, T31, T31b, T31k–T31l, T33f, T35b, T52, T53, T54, T55i–T55j, T59a, T60, T60h, T60n, T61a, RT1.4, RT1.8, RT1.12, RT1.16, T65m–T65n, T70b, T71b, T84–85, T86, T87i–T87j, T91, T92, T92h, T92n, T93, T93b, T93m–T96n, T96d, T97b, T116, T117, T118, T119i–T119j, T124–125, T126, T126h, T126n, T127, T127b, RT2.4, RT2.8, RT2.12, RT2.16, T131m–T131n, T136d, T137b, T152–153, T153f, T155i–T155j, T159a, T160, T160h, T160n, T161, T161b, T161k–T161l, T164d, T165b, T184–185, T187, T189i–T189j, T193a, T194, T194h, T194n, T195, T195b, T197b, RT3.4, RT3.8, RT3.12, RT3.16, T199m–T199n, T199m–T199n, T199n, T204d, T205b, T230, T231, T232, T233i–T233j, T233i–T233j, T233j, T238–239, T240, T240h, T240n, T241, T241b, T241k–T241l, T241k–T241l, T241l, T244d, T245b, T256–257, T257h, T258, T259i–T259j, T259i–T259j, T259j, T263a, T264, T264h, T264n, T265, T265b, T267b, RT4.4, RT4.8, RT4.12, RT4.16, *Volume 2:* T1m–T1n, T6d, T7b, T28, T29, T30, T31i–T31j, T31k–T31l, T35, T36–37, T38h, T38n, T39, T39b, T39k–T39l, T42d, T43b, T56–57, T57f, T58, T59i–T59j, T63a, T64, T64h, T65, T65b, 5f:RT5.4, RT5.8, RT5.12, RT5.16, T69m–T69n, T74c, T75b, T92–93, T94, T95i–T95j, T100–101, T102, T102h, T102n, T103, T103b, T103k–T103l, T106d, T107b, T124, T125, T126, T127i–T127j, T131, T132, T132h, T132n, T133, T133b, RT6.4, RT6.8, RT6.12, RT6.16, T137m–T137n, T142d, T143b, T160–161, T161f, T162, T163i–T163j, T168–169, T170, T170h, T170n, T171, T171b, T171k–T171l, T174c, T175b, T188, T189, T190, T191i–T191j, T196–197, T198, T198h, T198n, T199, T199b, RT7.4, RT7.8, RT7.12, RT7.16, T203m–T203n, T208c, T209b, T222–223, T224, T225i–T225j, T229a, T230, T230n, T231, T231b, T231k–T231l, T234d, T235b, T256, T257, T259i–T259j, T264–265, T265g, T266h, T266n, T267, T267b, T269b, 8f:RT8.4, RT8.8, RT8.12, RT8.16

I

Independent work *see Learning Stations*

Interactive whiteboard lessons *see Technology*

Interactive whiteboard tips *Volume 1:* T23q, T63a, T129a, T156, T184–185, T197a, T230, T233a, T233o, T259o, T267a, *Volume 2:* T31o, T38m, T67a, T92–93, T135a, T201a, T225o, T259o, T266c, T269a

L

Language and Literacy Teamwork Activities *see Learning Stations*

Index2 Program Features and Resources

Learning stations

author study *Volume 1:* LR1–LR12 *Volume 1:* LR1–LR12

Cross-Curricular Teamwork Activities *Volume 1:* T1i, T23f, T31g, T31h, T55f, T65j, T87e, T87f, T93j, T119e, T131j, T155f, T161h, T189f, T199j, T233f, T241h, T259e, T259f, *Volume 2:* T1j, T31e, T31f, T39h, T59e, T59f, T69j, T95f, T103h, T127e, T127f, T137i, T137j, T163e, T171h, T191f, T203j, T225e, T225f, T231h, T259e, T259f

independent work *Volume 1:* T1h–T1i, T23g–T23h, T31g–T31h, T55e–T55f, T65i–T65j, T87e–T87f, T93i–T93j, T119e–T119f, T131i–T131j, T155e–T155f, T161g–T161h, T189e–T189f, T199f, T199i–T199j, T199i–T199j, T233e–T233f, T233e–T233f, T241g, T241g–T241h, T241h, T259e–T259f, T259e–T259f, *Volume 2:* T1i–T1j, T31e–T31f, T39g–T39h, T59e–T59f, T69i–T69j, T95e–T95f, T103g–T103h, T127e–T127f, T137i–T137j, T163e–T163f, T171g–T171h, T191e–T191f, T203i–T203j, T225e–T225f, T231g–T231h, T259e–T259e

Language and Literacy Teamwork Activities *Volume 1:* T1h, T23e, T31g, T55e, T65i, T87e, T93i, T119e, T119f, T131i, T155e, T161g, T189e, T199i, T233e, T241g, T259e, *Volume 2:* T1i, T1j, T31e, T31f, T39g, T59e, T69i, T95e, T103g, T127e, T137i, T163e, T171g, T191e, T203i, T225e, T231g, T231h

online activities *Volume 1:* T1h, T1i, T23e, T23e–T23f, T31g, T31h, T55e, T55f, T65i, T65j, T87e, T87f, T93i, T93j, T119e, T119f, T131i, T131j, T155e, T155f, T161g, T161h, T189e, T189f, T199i, T199j, T199l, T233e, T233e–T233f, T233f, T241g, T241g–T241h, T241h, T259e, T259e–T259f, T259f, T259h, *Volume 2:* T1i, T1j, T31e, T31f, T39g, T39h, T59e, T59f, T69i, T69j, T95e, T95f, T103g, T103h, T127e, T127f, T137i, T137j, T163e, T163f, T171g, T171h, T191e, T191f, T203i, T203j, T225e, T225f, T231g, T231h, T259e, T259f

Lesson planners

ready set planner *Volume 1:* RS2–RS3

unit skills at a glance *Volume 1:* T1d–T1e, T65e–T65f, T131e–T131f, T199e–T199f, *Volume 2:* T1e–T1f, T69e–T69f, T137e–T137f, T203e–T203f

weekly planners *Volume 1:* T1f–T1g, T23c–T23d, T31e–T31f, T55c–T55d, T65g–T65h, T87c–T87d, T93e–T93f, T119c–T119d, T131g–T131h, T155c–T155d, T161e–T161f, T189c–T189d, T199g–T199h, T233c–T233d, T241e–T241f, T259c–T259d, *Volume 2:* T1g–T1h, T31c–T31d, T39e–T39f, T59e–T59f, T69g–T69h, T95c–T95d, T103e–T103f, T127c–T127d, T137g–T137h, T163c–T163d, T171e–T171f, T191c–T191d, T203g–T203h, T225c–T225d, T231e–T231f, T259c–T259d

Leveled Reading, fiction and nonfiction *Volume 1:* LR1–LR12, *Volume 2:* LR1–LR12

M

My Vocabulary Notebook *see Technology*

N

Nonfiction books *see Leveled reading*

O

Online resources *see Technology*

P

Phonics *Volume 1:* RS4–RS23, T3a–T3d, T5g–T5j, T7c–T7f, T21a–T21d, T21h, T23k–T23n, T29a–T29d, T30a–T30d, T30i–T30l, T30o, T31m–T31p, T33g–T33j, T35c–T35f, T52a–T52d, T53b, T55k–T55n, T59b–T59e, T60a–T60d, T60i–T60l, T60o, T67a–T67d, T70c–T70f, T71c–T71f, T85a–T85d, T85h, T87k–

T87n, T91b–T91e, T92a–T92d, T92i–T92l, T92o, T93m–T93p, T96e–T96h, T97c–T97f, T116a–T116d, T117b, T119k–T119n, T125a–T125d, T126a–T126d, T126i–T126l, T126o, T133a–T133c, T136e–T136f, T136h, T137c–T137e, T153a–T153b, T153d, T153h, T155k–T155m, T160a–T160c, T160i–T160j, T160l, T160o, T161m–T161o, T164e–T164f, T164h, T165c–T165e, T185a–T185b, T185d, T187b, T189k, T189m, T193b–T193c, T193e, T194a–T194c, T194i–T194j, T194l, T194o, T201a–T201d, T204e–T204h, T205c–T205f, T230a–T230d, T231b, T233k–T233n, T239a–T239d, T240a–T240d, T240i–T240l, T240o, T241m–T241p, T244e–T244h, T245c–T245f, T257a–T257d, T257j, T259k–T259n, T263b–T263e, T264a–T264d, T264i–T264l, T264o, *Volume 2:* T3a–T3d, T6e–T6h, T7c–T7e, T28a–T28d, T29b, T31k–T31n, T37a–T37d, T38a–T38d, T38i–T38l, T38o, T39m–T39p, T42e–T42h, T43c–T43f, T57a–T57d, T57h, T59k–T59n, T63b–T63e, T64a–T64d, T64i–T64l, T64o, T71a–T71d, T74e–T74h, T75c–T75f, T93a–T93d, T93h, T95k–T95n, T101a–T101d, T102a–T102d, T102i–T102l, T103m–T103p, T106e–T106h, T107c–T107f, T124a–T124d, T125b, T127k–T127n, T131b–T131e, T132a–T132d, T132i–T132l, T132o, T139a–T139d, T142e–T142h, T143c–T143f, T161a–T161d, T161h, T163k–T163n, T170a–T170d, T170i–T170l, T170o, T171m–T171p, T174e–T174h, T175c–T175f, T188–T188d, T191k–T191n, T197a–T197d, T198a–T198d, T198b, T198i–T198l, T198o, T205a–T205d, T208e–T208h, T209c–T209f, T223a–T223d, T223h, T225k–T225n, T229b–T229e, T230i–T230l, T230h, T231m–T231p, T234c–T234h, T235c–T235f, T256a–T256d, T257b, T259k–T259n, T265a–T265d, T266a–T266d, T266i–T266l, T266o

Power Writing *see Writing*

R

Read On Your Own books *Volume 1:* T3c, T5i, T7e, T21c, T21c–T21d, T29c–T29d, T30c–T30d, T30k–T30l, T31o, T31o–T31p, T33i, T33j, T52c–T52d, T55m–T55n, T59d–T59e, T60c, T60d, T60k, T60k–T60l, T67c, T67d, T70e, T71e, T85c–T85d, T85h, T87m, T87n, T91e–T91d, T92c–T92d, T92k–T92l, T92o, T96g–T96h, T97e, T117b, T119m–T119n, T125c–T125d, T126c–T126d, T126k–T126l, T126o, T133c, T136g–T136h, T153c–T153d, T155m, T159d–T159e, T160c, T160d, T160k–T160l, T160o, T161o, T161p, T164g–T164h, T165e–T165f, T185c–T185d, T187b, T189m–T189n, T194c–T194d, T194k–T194l, T194o, *Volume 2:* T3c–T3d, T6g–T6h, T7e–T7f, T28c–T28d, T31m–T31n, T37c–T37d, T38c–T38d, T38k–T38l, T38o, T39o–T39p, T42g–T42h, T43e–T43f, T57c–T57d, T57h, T59m–T59n, T63d–T63e, T64c–T64d, T64k–T64l, T64o, T71c–T71d, T74g–T74h, T75e–T75f, T93c–T93d, T93h, T95m–T95n, T101c–T101d, T102c–T102d, T102k–T102l, T102o, T103o, T106g, T107e–T107f, T124c–T124d, T125b, T127m–T127n, T131d–T131e, T132c–T132d, T132k–T132l, T132o, T139c–T139d, T142g–T142h, T143e–T143f, T161c–T161d, T163m–T163n, T169c–T169d, T170c–T170d, T170k–T170l, T170o, T171o–T171p, T175e–T175f, T189b, T191m, T197c–T197d, T198c–T198d, T198o, T205c–T205d, T208g–T208h, T209d, T223c–T223d, T225m–T225n, T229d–T229e, T230c–T230d, T230k–T230l, T231o–T231p, T234g–T234h, T235e–T235f, T256c–T256d, T259m, T265c–T265d, T266c–T266d, T266k–T266l

Reteaching *Volume 1:* BP36, T1i, T23h, T31j, T55h, RT1–RT17, T65j, T87f, RT1–RT17, RT3.1–RT3.17, RT4.1–RT4.17, *Volume 2:* RT5.1–RT5.17, RT6.1–RT6.17, RT7.1–RT7.17, 8f:RT8.1–RT8.17

see also each lesson in Skills Index

S

Scope and Sequence *Volume 1:* S&S1–S&S12, *Volume 2:* S&S1–S&S12

Spelling *Volume 1:* RS5, RS7, RS9, RS11, RS13, RS15, RS17, RS19, RS23, T1j–T1k, T3c, T5h, T7f, T21b, T21h, T23g–T23h, T30d, T30j, T31g–T31h, T31i–T31j, T31o, T33h, T35f, T52b, T53b, T55g–T55h, T55m, T59c, T60d, T60j, T65k–T65l, T67c, T70d, T71f, T85b, T85h, T87g–T87h, T87m, T91b, T92d, T92j, T92o, T93k–T93l, T93o, T96f, T97f, T116b, T117b, T119g–T119h, T119m, T125b, T126d, T126j, T131k–T131l, T133c, T136f, T137f, T153b, T153h, T154, T155g–T155h, T155m, T159c, T160c, T160j, T161i–T161j, T161o, T164f, T165f, T185b, T187b, T189g–T189h, T189m, T193c, T194d, T197b, T201c, T199k–T199l, T199k–T199l, T204f, T205f, T230b, T233g–T233h, T233g–T233h, T233m, T239b, T240d, T240j, T241i–T241j, T241i–T241j, T244f, T245f, T257b, T257j, T259g–T259h, T259g–T259h, T263c, T264d, T264j, T267b, *Volume 2:* T1k–T1l, T3c, T6f, T7f, T29b, T31g–T31h, T37b, T38d, T38j, T39i–T39j, T39o, T42f, T43f, T57b, T57h, T59g–T59h, T59m, T63c, T64d, T64j, T67b, T69k–T69l, T71c, T74f, T75f, T93b, T93h, T95g–T95h, T95m, T101b, T102d, T102j, T102o, T103i–T103j, T103o, T106f, T107f, T124b, T125b, T127g–T127h, T127m, T131c, T132d, T132j, T137k–T137l, T139c, T142f, T143f, T161b, T161h, T163g–T163h, T163m, T169b, T170d, T170j, T171i–T171j, T171o, T174f, T175f, T188b, T189b, T191g–T191h, T191m, T197b, T198c, T198j, T203k–T203l, T205c, T208f, T209f, T223b, T223h, T225g–T225h, T225m, T229c, T230d, T230j, T231i–T231j, T231o, T234f, T235f, T256b, T259g–T259h, T259m, T265b, T266d, T266j, T269b

T

Technology

build background videos and interactive *Volume 1:* T2, T66, T132, T199e, T200, *Volume 2:* T2, T70, T74d, T138, T191e, T204

Comprehension Coach *Volume 1:* T1i, T5j, T21d, T22, T23f, T23h, T29d, T30l, T31h, T31j, T33j, T52d, T55f, T55h, T59e, T60l, T65j, T70f, T85d, T85g, T86, T87, T87f, T91d, T92l, T93j, T96h, T116d, T117a, T118, T119f, T125d, T126l, T131j, T136h, T153d, T154, T155f, T159e, T160l, T161h, T164h, T189, T189f, T194l, T199j, T204h, T204l, T230d, T232, T233, T233b, T233f, T239d, T241h, T244h, T257d, T258, T259f, T263e, T264l, *Volume 2:* T1j, T6h, T9, T28d, T31f, T38l, T39d, T39h, T45, T57d, T57f, T58, T59f, T63e, T64l, T69j, T94, T95f, T103h, T126, T127f, T137j, T142h, T161d, T161g, T162, T163f, T169d, T170l, T171h, T174h, T188d, T190, T191f, T197d, T198l, T203j, T208h, T211, T223d, T223f, T224, T225f, T229e, T230l, T231h, T234h, T256d, T256f, T259f, T265d, T266l

Digital Library *Volume 1:* T1h, T1i, T31j, T32, T34, T55g, T65i, T68, T70g, T93i, T94, T96i, T119e, T131i, T134, T136i, T155e, T161g, T162, T164i, T189e, T189f, T203, T199i, T202, T204i, T205, T205c, T207, T233e, T240h, T241g, T241h, T242, T243, T244i, T245, T247, T264h, *Volume 2:* T1i, T4, T6i, T31e, T38e, T38h, T39g, T40, T42i, T69i, T72, T74i, T95e, T103g, T104, T106i, T127e, T137i, T140, T142i, T163e, T171g, T172, T174i, T191f, T203i, T203j, T206, T208i, T225e, T231g, T232, T234i, T259e, T259f

eAssessment *Volume 1:* T23b, T31d, T55b, T63d, T87b, T93d, T119b, T129d, T155b, T161d, T189b, T197d, T233b, T241d, T259b, T267d, *Volume 2:* T31b, T39d, T59b, T67d, T95b, T103d, T127b, T135d, T163b, T171d, T191b, T201d, T225b, T259b, T269d

eEdition *Volume 1:* T22, T32, T34, T69a, T86, T118, T154, T185e, T188, T201, T203, T203a, T199e, T202, T204h, T205, T205f, T207, T230d, T230f, T232, T233, T233n, T234, T239d, T240d, T240l, T241, T241p, T243a, T244h, T245, T245b, T245f, T257d, T257f, T257j, T258, T259n, T259o, T260, T263e, T264d, T264l, T265, *Volume 2:* T30, T58, T73a, T94, T105a, T126, T141a, T162, T190, T224, T233a

eVisuals *Volume 1:* T1l, T1m, T23k, T23l, T23q, T31m, T31n, T55k, T55l, T63a, T65m, T65n, T67, T84–85, T87k, T87l, T93m, T93n, T119i, T119j, T129a, T131m, T131n, T155i, T155j, T156, T160n, T161k, T161l, T184–185, T189i, T189j, T197a, T199m, T199n, T230, T233a, T233k, T233l, T233o, T241k, T241l, T259j, T259l, T259o, T267a, *Volume 2:* T1m, T1n, T31i, T31j, T31o, T38m, T39k, T39l, T59i, T59j, T67a, T69m, T69n, T92–93, T95i, T95j, T103k, T103l, T124, T127i, T127j, T135a, T137m, T137n, T163i, T163j, T171k, T171l, T191i, T191j, T201a, T203m, T203n, T225i, T225j, T225o, T231k, T231l, T259i, T259j, T259o, T266e, T269a

interactive whiteboard lessons *Volume 1:* T30e–T30h, T60e–T60n, T92e–T92n, T126e–T126h, T194e–T194n, T199e, T240f, T240h, T240n, T264f, T264h, T264n, *Volume 2:* T38f–n, T64e–T64n, T102e–T102n, T132e–T132n, T198e–T198n, T266e–T266n

My Vocabulary Notebook *Volume 1:* T1h, T5, T7, T21e, T23e, T23g, T23q, T31g, T31i, T33, T33a, T35, T35a, T55e, T55g, T57, T59f, T69, T65i, T70g, T87e, T93i, T93k, T95, T97, T119e, T120, T131i, T135, T136i, T138, T153e, T155e, T161g, T161i, T163, T165, T166, T189e, T199i, T205, T205a, T205f, T206, T207, T233e, T233o, T234, T241g, T241i, T243, T245, T247, T257e, T257f, T259e, T259o, T260, *Volume 2:* T1i, T5, T6i, T7a, T9, T31e, T31o, T39g, T41, T43, T43a, T44, T59e, T59o, T69i, T73, T75, T76, T93e, T95e, T103g, T105, T107, T108, T127e, T128, T137i, T141, T143, T144, T161e, T163e, T169e, T170m, T171g, T173, T175, T176, T191e, T192, T203i, T207, T209, T210, T225e, T225o, T231g, T232, T235, T236, T259e, T259o

online lesson planner *Volume 1:* T1f, T23c, T31e, T55c, T65g, T87c, T93e, T119c, T131g, T155c, T161e, T189c, T199g, T233c, T241e, T259c, *Volume 2:* T1g, T31c, T39e, T59e, T69g, T95c, T103e, T127c, T137g, T163c, T171e, T191c, T203g, T225e, T231d, T259e

phonics games *Volume 1:* T1i, T3c, T23f, T23h, T31h, T31j, T55f, T55h, T55m, T65j, T67c, T87f, T87o, T93j, T93o, T119f, T119m, T131j, T133c, T155f, T161h, T189f, T201, T201c, T199j, T233b, T233f, T233m, T233n, T241h, T241o, T259f, T259m, T259n, *Volume 2:* T1j, T3c, T31f, T31m, T39h, T39o, T59f, T59m, T69j, T95f, T103h, T127f, T137j, T139c, T163f, T163m, T171h, T171o, T191f, T191m, T203j, T205c, T225f, T225m, T231h, T231o, T259f, T259m

videos T119f, T127e, T259f

vocabulary games *Volume 1:* T1h, T21g, T23e, T23g, T31, T31g, T31i, T52e, T53a, T55e, T55g, T61, T65i, T85g, T87e, T93, T93i, T117a, T119e, T127, T131i, T153g, T155e, T161, T161g, T187a, T189e, T195, T199i, T233e, T241g, T259e, *Volume 2:* T1i, T29a, T31e, T39, T39g, T57g, T59e, T65, T69i, T93g, T95e, T103, T103g, T125a, T127e, T133, T137i, T161g, T163e, T171, T171g, T189a, T189b, T191e, T199, T203i, T223g, T225e, T231, T231g, T257a, T259e, T267

Word Builder *Volume 1:* T7e, T23m, T30c, T31o, T33g, T35e, T55m, T60c, T65l, T67c, T71e, T87h, T87o, T92c, T93l, T93o, T97e, T116b, T119h, T119m, T126c, T133c, T137e, T155m, T160c, T161o, T194c, *Volume 2:* T1k, T1l, T3c, T7e, T31g, T31h, T31m, T38c, T39i, T39j, T39o, T43e, T59g, T59h, T59m, T64c, T69k, T69l, T95g, T95h, T103i, T103j, T127g, T127h, T131h, T137k, T137l, T139c, T143e, T163g, T163h, T163m, T170c, T171i, T171j, T171o, T175e, T191g, T191h, T191m, T198c, T203k, T203l, T205c, T209e, T225g, T225m,

T230c, T231i, T231o, T235e, T259g, T259m, T266c

U

Unit planner *see Lesson planners*

V

Vocabulary

academic *Volume 1:* T6–T7, T7, T34–T35, T60e, T70g–T71, T92e, T96i–T97, T126e, T136i–T137, T160e, T164i–T165, T194e, T204i, T204i–T205, T205, T205a, T240e, T244i, T244i–T245, T245, *Volume 2:* T6i–T7, T38e, T42i–T43, T64e, T74i–T75, T106i–T107, T132e, T142i–T143, T170e, T174i–T174j, T175–T175a, T198e, T208i–T209, T234i–T235, T265e

domain-specific *Volume 1:* T4–T5, T30e, T32–T33, T60e, T68–T69, T91f, T92e, T94–T95, T126e, T134–T135, T160e, T162, T162–T163, T194e, T199g, T202–T203, T233c, T240e, T241e, T242–T243, T259c, *Volume 2:* T4–T5, T38e, T40–T41, T64e, T72–T73, T104–T105, T132e, T140–T141, T170e, T172–T173, T198e, T206–T207, T232–T233, T265e

high frequency words *Volume 1:* RS5, RS7, RS9, RS11, RS13, RS15, RS17, RS19, RS21, RS23, T3d, T5h, T7f, T21b, T23n, T29b, T30d, T30j, T31p, T33h, T35f, T52b, T55p, T59c, T60d, T60j, T67d, T70d, T71f, T85b, T87n, T91c, T92d, T92j, T93, T96f, T97f, T116b, T119n, T125b, T126d, T126j, T133d, T136f, T137f, T153b, T155n, T159c, T160d, T160j, T161p, T164f, T185b, T189n, T193c, T194d, T194j, T199k–T199l, T233g–T233h, T241i–T241j, T259g–T259h, *Volume 2:* T3d, T6f, T7f, T28b, T31n, T37b, T38d, T38j, T39p, T43f, T57b, T59n, T63c, T64d, T64j, T71d, T74f, T75f, T93b, T95n, T101b, T102d, T102j, T103p, T106f, T107f, T124b, T127n, T131c, T132d, T132j, T139d, T142f, T143f, T161b, T163n, T169b, T170d, T170j, T171p, T174f, T175f, T188b, T191n, T197b, T198d, T198j, T205d, T208f, T209f, T223b, T225n, T229c, T230d, T230j, T231p, T235f, T256b, T259n, T265b, T266d, T266j

key words *Volume 1:* T4–T5, T6–T7, T8, T21g, T23e, T30e, T30h, T31g, T32–T33, T33f, T34, T36, T52e, T53a, T55e, T59f, T60e, T60h, T65i, T68–T69, T70g, T71, T82–83, T84–85, T85e, T85g, T86, T87e, T91f, T92e, T93, T93i, T94–T95, T96i, T98, T98d, T116e, T117a, T126e, T134–T135, T136d, T136i, T138, T152–153, T153e, T153g, T160e, T160h, T162–T163, T164i–T165, T166, T184–185, T185e, T187a, T194e, T194h, T195, T201d, T202–T203, T204f, T205e, T230b, T233n, T239b, T240c, T240e, T240j, T241p, T242–T243, T244f, T244l, T245, T245e, T246, T256–257, T257b, T257e, T257l, T258, T259e, T259n, T263c, T264d, T264j, T265, T269, *Volume 2:* T1i, T8, T28e, T29a, T31e, T39, T39g, T44, T56–57, T57e, T57g, T59e, T65, T69i, T76, T93e, T93g, T95e, T103, T103g, T106i, T108, T124e, T125a, T127e, T133, T137i, T144, T161e, T161g, T163e, T171, T171g, T176, T188e, T189a, T191e, T199, T203i, T210, T223e, T223g, T225e, T231, T231g, T236, T256e, T257a, T259e, T267

strategies *Volume 1:* T23q, T29e, T30m, T56, T59f, T60m, T91e, T92m, T120, T125e, T126m, T156, T159f, T160m, T190, T193f, T194m, T203, T204i, T206, T230o–T234, T233e, T233o, T242, T244i,

Program Features and Resources Index, continued

T246, T257e, T259e, T259o–T260, T263f, T264e,
Volume 2: T31o–T32, T37e, T38m, T59o–T60,
T63f, T64m, T96, T101e, T102e, T102m, T128,
T131f, T132m, T164, T169e, T170m, T192, T197e,
T198m, T225o–T226, T229f, T230m, T259o–
T260, T266e, T266m

W

Weekly planners *see Lesson planners*

Weekly writing folder *see Writing*

Writing

modeled writing *Volume 1*: T62, T128, T196, T266,
Volume 2: T66, T134, T200, T268

power writing *Volume 1*: T4, T6, T21e, T21g, T29e,
T30e, T30m, T30o, T32, T36, T52e, T53a, T56,
T59f, T60e, T60m, T60o, T68, T70g, T72, T85e,
T85g, T91e, T92e, T92m, T92o, T94, T96i, T98,
T116e, T117a, T120, T125e, T126e, T126m,
T126o, T134, T136i, T138, T153e, T153g, T156,
T159f, T160e, T160m, T160o, T161o, T162, T164i,
T166, T185e, T190, T193f, T194e, T194m, T194o,
T202, T204l, T206, T230e, T231a, T233o, T239e,
T240m, T240o, T242, T244l, T246, T257l, T259o,
T263f, T264e, T264m, T264o, *Volume 2*: T4, T6i,

T8, T28e, T29a, T31o, T37e, T38e, T38m, T38o,
T40, T42i, T44, T57e, T57g, T59o, T63f, T64e,
T64m, T64o, T72, T74i, T76, T93e, T93g, T96,
T101e, T102e, T102m, T102o, T104, T106i, T108,
T124e, T125a, T128, T131f, T132e, T132h, T132m,
T132o, T140, T142i, T144, T161e, T161g, T164,
T169e, T170e, T170m, T170o, T172, T174i, T176,
T188e, T189a, T192, T197e, T198e, T198m, T198o,
T206, T208i, T210, T223e, T223g, T225o, T229f,
T230m, T230o, T232, T234i, T236, T256e, T257a,
T259o, T265e, T266e, T266m, T266o

weekly folder *Volume 1*: T3, T23, T23l, T31n, T55,
T55l, T61b, T67, T87, T87l, T93n, T119, T119l,
T133, T155, T155l, T161n, T189, T189l, T195b,
T201, T233, T233l, T241b, T241n, T259, T265b,
Volume 2: T3, T31, T31l, T39n, T59, T59l, T71,
T95, T103b, T127, T133b, T139, T163, T163l,
T171b, T171n, T191l, T199b, T205, T225l, T231n,
T259, T259l

writing activities *Volume 1*: T5f, T7a, T20–21, T21f,
T22, T28–29, T28–T29, T30, T30h, T30n, T31b,
T33f, T35b, T52, T52g, T53, T54, T59a, T60,
T60h, T60n, T61b, T70b, T71b, T84–85, T85f,
T86, T91a, T92, T92h, T92n, T93b, T96d, T97b,
T116, T117, T118, T124–125, T126, T126h, T126n,
T127b, T136d, T137b, T152–153, T153f, T154,

T159a, T160, T160h, T160n, T161b, T164d, T165b,
T184–185, T186, T188, T193a, T194, T194h,
T194n, T195b, T199g–T199h, T233c–T233d,
T241e–T241f, T259c–T259d, *Volume 2*: T6d, T7b,
T28, T29, T30, T36–37, T38, T38h, T38n, T39b,
T42d, T43b, T56–57, T57f, T58, T63a, T64, T64h,
T64m, T64n, T65b, T74d, T75b, T92–93, T93f,
T94, T97, T100–101, T102, T102h, T102n, T103b,
T106d, T107b, T124, T125, T126, T131a, T132,
T132n, T133b, T142d, T143b, T160–161, T161f,
T162, T168–169, T170, T170h, T170n, T171b,
T174d, T175b, T188, T189, T190, T196–197, T198,
T198h, T198n, T199a, T208d, T209b, T222–223,
T223f, T224, T229a, T230, T230h, T230n, T231b,
T234d, T235b, T256, T257, T258, T264–265,
T266, T266h, T266n, T267b

writing projects *Volume 1*: T62–T63b, T128–T129b,
T196–T197b, T233a–T233b, T266–T267, T266–
T267b, T267a–T267b, *Volume 2*: T66–T67b, T134–
T135b, T200–T201b, T268–T269b

writing stations *Volume 1*: T1h, 23e, T31g, T55e, T65i,
T87e, T93i, T119e, T131i, T155e, T161g, T189e,
T199i, T233e, T241g, T259e, *Volume 2*: T1i, T31e,
T39g, T59e, T69i, T95e, T103g, T127e, T137i,
T163e, T171g, T191e, T203i, T225e, T231g, T259e

Skills Index

A

Academic talk *see Program Features and Resources Index*

Academic vocabulary *Volume 1:* T6–T7, T34–T35, T60e, T70g–T71, T92e, T96i–T97, T126e, T136i–T137, T160e, T164i–T165, T194e, T204i–T205, T205a, T240e, T244i–T245, *Volume 2:* T6i–T7, T38e, T42i–T43, T64e, T74i–T75, T106i–T107, T132e, T142i–T143, T170e, T174i–T174j, T175–T175a, T198e, T208i–T209, T234i–T235, T265e

Act out
characters actions *Volume 2:* T124e
plot *Volume 1:* T116e, T230e
scenes *Volume 2:* T198n
story *Volume 2:* T188e
words *Volume 2:* T127h

Action verbs *Volume 1:* T131m–T131n

Activate prior knowledge *Volume 1&2:* LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, LR12 (same in each unit)

Active learning *Volume 1:* T176–177, T180–181

Activities for daily practice *Volume 1:* BP38–BP39

Adjectives *Volume 1:* T65m–T65n, T87i–T87j, T93, T93m–T93n, T119i, RT2.3, RT2.7, RT2.11, RT2.15
indefinite *Volume 1:* T93m–T93n, T119j, T127
number words *Volume 1:* T93m–T93n
possessive *Volume 1:* RT4.15, *Volume 2:* RT5.3

Adverbs *Volume 2:* T225i–T225j, T231, RT8.7

Alphabetize *Volume 1:* T1j, T23g, T31i, T55g, T65k, T87g, T93k, T119g, T199k, T233g, T241i, *Volume 2:* T1k, T31g, T39i, T59g, T69k, T95g, T103i, T127f, T137k, T163g, T164, T169e, T170m, T171i, T191g, T198m, T203, T203k, T225g, T259g

Analyze *Volume 1:* LR6, LR10, LR4, LR10, *Volume 2:* T28c
audio *Volume 2:* T70
cause and effect *Volume 2:* T102g, T131e, T188g
characters *Volume 1:* T42–43, T114–115, T214–215, T230g, *Volume 2:* T248–249
details *Volume 1:* T30g, *Volume 2:* T52–53, T64k, T132k
elements of a fairy tale *Volume 2:* T238–239
elements of poetry *Volume 2:* T194–195
images *Volume 2:* T138
motion *Volume 2:* T2
problem and solution *Volume 1:* T176–177, *Volume 2:* T174b
settings *Volume 1:* T5e, T60k, T198g
see also Listen again and analyze; Listen and analyze; Read and analyze; Reread and analyze

Antonyms, identify *Volume 2:* T59o–T60, T63f, T64m

Apply word knowledge *see Vocabulary*

Articles *Volume 1:* T23i–T23j, T31, RT1.7

Artist's craft *Volume 1:* T245b, *Volume 2:* T209b

Ask and answer questions *Volume 2:* T101e, T131f

Ask questions *Volume 1:* T1i, T136a, T136b, T137, T137a, T140–141, T142–143, T153e, T155, T157, T158–159, T162, T164a, T164b, T164c, T164i, T165a, T172–173, T174–175, T178–179, T185e, T189, T191, T192–193, T194m, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, RT3.2, RT3.6, RT3.10, RT3.14, T241h, T245b, *Volume 2:* LR05, LR07, RT6.7, RT6.15, T170e, T227, T248–249, LR04, LR06, LR07, LR08, LR10, LR11

Assessment *see Program Features and Resources Index; and specific skill*

Audio, analyze *Volume 2:* T70
see also Program Features and Resources Index

Author monographs *Volume 1:* BP1–BP27

Author study
Cummings, Pat *Volume 2:* LR12
Deedy, Carmen Agra, *Volume 1:* LR12
Dorros, Arthur *Volume 1:* LR12
Emmett, Jonathan *Volume 1:* LR12
Grimes, Nikki *Volume 1:* LR12
Kenah, Katharine *Volume 2:* LR12

Mayer, Cassie *Volume 1:* LR12
Nelson, Robin *Volume 2:* LR12
Palacios, Argentina *Volume 2:* LR12
Salas, Laura Purdie *Volume 1:* LR12
Suen, Anastasia *Volume 1:* LR12
Walsh, Ellen Stoll *Volume 2:* LR12
Wolff, Ferida *Volume 2:* LR12

Author's purpose *Volume 1:* RT1.5, RT3.5
compare *Volume 1:* T29g, T31a, T159h, T161a
determine *Volume 1:* T52g
discuss *Volume 1:* T30n, T159f, T160n
to entertain *Volume 1:* T160g, T160m
identify *Volume 1:* T26–27, T29e, T29f, T30g, T30m, T158–159
to inform *Volume 1:* T159f, T159g, T160g

Author's reasons, identify *Volume 2:* T166–167, T170g, T170m, T171a, RT7.5

Author's style *Volume 1:* T205b, *Volume 2:* T234b

B

Big Book read-aloud *Volume 1:* T5a–T5e, T33a–T33e, T69a–T70a, T95a–T96c, T135a–T136c, T163a–T164c, T203a, T243a–T244c, *Volume 2:* T5a–T7b, T41a–T42c, T73a–T74c, T105a–T106c, T141a–T142c, T173a–T174c, T207a–T208c, T233a–T234c, T234–T234c

Big question *see Program Features and Resources Index*

Build background *Volume 1:* T2, T66, T132, *Volume 2:* T2, T70, T138, T204
see also Science background; Social studies background

C

Capitalization *Volume 2:* T203m–T203n, RT8.3
of dates *Volume 1:* T55i
of first word in sentences *Volume 1:* RS14, RS15
of proper nouns *Volume 1:* T55i–T55j

Categorize *Volume 1:* T135a, T136b, T140–141, T148–149, T150–151, T153e, T154, T155, LR4, LR5, LR7, LR8, LR11, 3e:RT3.1, T239c, T239e, T259, *Volume 2:* T24–25, LR4, LR5, LR07, LR09, LR11

Categorize details *Volume 2:* T41a, T42a, T42b, T42c, T46–47, T50–51, T54–55, T58–T59

Cause and effect *Volume 1:* T91c, T96c, T186, T244g, T252–253, *Volume 2:* T74a, T78–T79, T80–81, T82–83, T84–85, T86–87, T93e, T118–119, LR04, LR05, LR06, LR08, LR09, LR10, LR11, T188g, T198g, T208a, T216–217, T234a, T248–249
analyze *Volume 2:* T102g, T131e, T198g
find *Volume 2:* T73a, T94
identify *Volume 2:* T74g, T95, T101c, T102k, T106a, RT6.1, T169c, T208g, T229d, T256c

Centers *see Learning stations; Program Features and Resources Index*

Chants *Volume 2:* T5a, T230d
see also Program Features and Resources Index: Audio

Characters, story
actions of *Volume 2:* T98–99, T101e, T101f, T101g, T102g, RT6.5
adventures *Volume 2:* T256g
analyze *see Analyze: characters*
compare *Volume 1:* T204g, T216–217, T244a, *Volume 2:* T30
describe *Volume 1:* T126g, T136a, *Volume 2:* T28g
experiences of *Volume 2:* T98–99, T102g, T102m, T102n, T103a
feelings of *Volume 1:* T50–51, T214–215, T230g, T232, *Volume 2:* T10–11, T102m, T173a, T174a, T174b, T177, T178–179, T180–181, T182–183, T188e, T188g, T190, T190, T191, LR04, LR05, LR08, LR09, LR10, LR11, RT7.9

identify *Volume 1:* T52c, *Volume 2:* T9
motives of *Volume 1:* T96b, *Volume 2:* T10–11, T18–19
see also Analyze: characters

Check and reteach *see each lesson*

Cite evidence *Volume 1:* T232, T258

Clarify

ideas *Volume 1:* T150–151
meaning *Volume 1:* T142–143, *Volume 2:* T26–27, T74c, T88–89, T122–123, T131e, T214–215, T220–221, T238–239

Classify *Volume 1:* T239c, T239e, T259, *Volume 2:* T37c

Classify details *Volume 2:* T105a, T106a, T106c, T110–111, T120–121, T122–123, T126, LR05, LR07, LR09, LR11

Commands *Volume 2:* T39k–T39l, RT5.11

Commas *Volume 2:* T231k

Compare

animals *Volume 2:* T28e
authors *Volume 2:* T95f
author's purposes *Volume 1:* T29g, T159h, T161a
characters *Volume 2:* T30
characters' actions *Volume 2:* T102g
characters' adventures *Volume 2:* T256g
characters' experiences *Volume 2:* T102n, T103a
fiction/nonfiction *Volume 1:* T125f, T127a
genres *Volume 1:* T59h, T91g, T122–123, T125g, T126g, T126m, T127a, RT2.13, T193h, T239g–T240, T263h, *Volume 2:* T37g, T38g, T39a, T62–63, T63h, T64g, T65a–T65b, T131h, T169g, T197g, T229h, T231a, T265g, T266g
media *Volume 1:* T66
opinions *Volume 1:* T233f
poetry features *Volume 1:* T265a
settings *Volume 1:* T58–59, T60g, T60m, RT1.13
text features *Volume 1:* T240g, T241a
texts *Volume 1:* T90, T92m, T93a, T228–229, *Volume 2:* T130–131, T131g, T132g, T132m, T133a, RT6.13

Compare/Contrast *Volume 1:* T5i, T29c, T30k, LR11, T70e, T92k, LR5, LR10, T164c, T192–193, LR8, LR9, LR11, T204g, T216–217, T224–225, T230, T230c, T233f, T240a, T240h, T244a, T257c, T263d, T264g, T265b, *Volume 2:* T4, T5a, T6a, T6b, T6c, T6g, T12–13, T18–19, T28e, T31, T38k, T42a, T46–47, T57c, T63d, T64k, LR4, LR5, LR6, LR07, LR08, LR09, LR10, LR11, RT5.1, T101c, T106a, T142g, T158–159, T161c, T169c, T180–181, T184–185, T197c, T198k, T208g, T220–221

Compound words

spelling *Volume 2:* T95e, T102e, T132j
use in vocabulary *Volume 2:* T93h, T96, T101e, T102m, T128, T131f, T132m

Comprehension Coach *see Program Features and Resources Index: Technology*

Comprehension focus *Volume 1:* T5b, T9, T25, T30f, T33b, T37, T57, T60f, T70, T73, T89, T92f, T96, T99, T121, T126f, T136, T139, T157, T160f, T164, T167, T191, T194f, T204, T207, T235, T240f, T244, T247, T261, T264f, *Volume 2:* T6, T9, T33, T38f, T42, T45, T61, T64f, T74, T77, T97, T102f, T106, T109, T129, T132e, T142, T145, T165, T170f, T174, T177, T193, T198f, T208, T211, T227, T234, T237, T261, T266f

Comprehension strategies *see Strategies for reading comprehension*

Concept maps *Volume 1:* T3, T29g, T31b, T61b, T67, T87, T133, T201, *Volume 2:* T3, T59, T65b, T71, T95, T103b, T127, T133b, T139, T163, T191, T205, T267b

Concepts of print

directionality *Volume 1:* RS12, RS13
hold book/identify front and back cover *Volume 1:* RS18, RS19

Skills Index, continued

- identify page numbers/table of contents *Volume 1*: **RS22**, RS23
- identify sentences
- capitalization of first word *Volume 1*: **RS14**, RS15
 - end punctuation *Volume 1*: **RS16**, RS17
- identify title, author, illustrator *Volume 1*: **RS20**, RS21
- match capital/lowercase letters *Volume 1*: **RS6**, RS7
- name and sequence letters *Volume 1*: **RS4**
- recognize letters/words *Volume 1*: **RS8**, RS9
- recognize words as words *Volume 1*: **RS10**, RS11
- Conclusions, drawing** *Volume 1*: T5i, T12–13, T18–19, T26–27, T33d, T58–59, T70a, T82–83, T91c, T92g, T106–107, T116c, T182–183, T194k, T216–217, T224–225, T228–229, T230g, T254–255, *Volume 2*: T6a, T18–19, T26–27, T28c, T37c, T38g, T38k, T42g, T74g, T132k, T170g, T170k, T174g, T178–179, T198k, T208c, T228–229, T256g
- Confirm predictions** *Volume 1*: T48–49, LR4, LR6, LR8, LR9, LR10, T96b, T112–113, T114–115, T122–123, T136c, T164b, T172–173, T204c, T216–217, T224–225, *Volume 2*: T6c, T12–13, T26–27, T74c, T93c, T112–113, T114–115, T174b, T184–185, T208c, T234b, T242–243, T248–249
see also Predict
- Confirm purpose** *Volume 1*: T12–13
- Conjunctions** *Volume 2*: **T69m–T69n**, **T103k–T103l**, **T171k–T171l**, RT7.11
- Connect across texts** *Volume 1*: T24a, T30e, T56, T60e, LR3, T89, T92e, T120, T126e, LR4, T157, T160e, T190, T194e, T194g, **T195a**, LR4, LR4, *Volume 2*: T32a, T38e, T60a, T64f, LR3, T97, T102e, T128, T132e, LR3, T164, T170e, T192, T198e, LR3, T226a, T260a, T266f, LR3
- Connections, describe** *Volume 1*: **T257g**, *Volume 2*: T262–263, **T265e**, T265f, T266g, **T266m**, **T267a**
- Connections, discuss** *Volume 1*: T29e
- Connections, making** *Volume 1*: T122–123, **T193g**, **T194m**, *Volume 2*: T7a, T31, **T33**, **T42i**, **T43a**, **T61**, LR11, RT5.2, RT5.6, RT5.10, RT5.14, T110–111, T188g, T209a, T227, T256g
- between ideas, events, information *Volume 1*: T92g, T192–193, T194e, T194g, RT3.13, *Volume 2*: T12–13, T24–25, T28e
- text to larger community *Volume 1*: T5i, T16–17, T70e, T126g, T244g, T257c, *Volume 2*: T28c, T42a, T42b, T42c, T43a, T46–47, T48–49, T52–53, T54–55, T63d, T64k, LR4, LR5, LR6, LR07, LR08, LR09, LR10, T124c, T132k, T174g, T188c, T198k, T223c
- text to own experiences *Volume 1*: T5d, T14–15, T21c, T29c, T30k, T33i, T52c, T52g, T59d, T60k, T85c, T91c, T92k, T96a, T96g, T116c, T116g, T125c, T126k, T136g, T153c, T159d, T160k, T164g, T180–181, T185c, T193d, T194k, T204a, T204g, T230c, T240k, T244c, T263d, T264k, *Volume 2*: T6g, T28g, T34–35, T36–37, T37c, T38k, T42g, T57c, LR4, LR5, LR09, LR10, LR11, T74g, T93c, T101c, T102k, T106g, T131e, T142g, T161c, T169c, T170k, T197c, T208g, T212–213, T229d, T234g, T256c, T265c, T266k, LR10
- text to text *Volume 1*: **T194n**, **T195a**, T228–229, T228–T229, T234a, T240e, T260a, T264e, *Volume 2*: T6a, T6b, **T7**, T230k
- Content connection**
- animal stories *Volume 1*: LR11, *Volume 2*: LR9, LR11, LR9
 - animals *Volume 1*: LR6, LR8, *Volume 2*: LR4, LR4–LR6, LR7, LR08, LR09, LR10, LR11, LR09, LR10
 - business *Volume 1*: LR6
 - colonial America *Volume 2*: LR06
 - Earth *Volume 1*: LR6
 - energy sources *Volume 2*: LR08
 - families *Volume 1*: LR5, LR7, LR8, LR9, LR10, LR11
 - farms *Volume 1*: LR7
 - food *Volume 1*: LR4, LR10, LR8, LR10, LR11
 - food chain *Volume 1*: LR5
 - grandparents *Volume 1*: LR5, LR6
 - how communities change *Volume 2*: LR05, LR07
 - inventions and technology *Volume 2*: LR04, LR05, LR08, LR10, LR11
 - items from the past *Volume 2*: LR11
 - life in the past *Volume 2*: LR06, LR08
 - living things *Volume 1*: LR5, LR8
 - living/nonliving things *Volume 1*: LR7
 - maps *Volume 2*: LR04, LR05, LR06, LR07, LR08–LR11
 - markets *Volume 2*: LR5, LR9
 - money *Volume 1*: LR6, LR7
 - North America *Volume 2*: LR11
 - numbers *Volume 2*: LR04
 - parents *Volume 1*: LR4, LR6, LR7, LR10, LR11
 - pets *Volume 1*: LR7, *Volume 2*: LR6
 - plants *Volume 1*: LR11
 - seasons *Volume 2*: LR05, LR06, LR07
 - seeds *Volume 1*: LR4, LR9
 - signs *Volume 2*: LR06
 - sky *Volume 2*: LR06
 - states *Volume 2*: LR07
 - transportation *Volume 1*: LR4, LR8, LR9, LR10, *Volume 2*: LR04
 - trees *Volume 1*: LR11
 - vegetables *Volume 1*: LR10, LR5
 - water *Volume 1*: LR4
 - weather *Volume 2*: LR04, LR06, LR08, LR09, LR10, LR11
 - weather forecasting *Volume 2*: LR09
- Content vocabulary** *see Vocabulary*
- Context clues, use to determine meaning**
- multiple-meaning words *Volume 1*: **T263f**
 - unfamiliar words *Volume 1*: **T233o–T234**, **T240m**, **T259o**, **T264m**, *Volume 2*: T194–195
- Contractions with verbs** *Volume 1*: **T189i**, *Volume 2*: **T39i–T39j**, T43c–T43f, **T191j**
- Conventions, in writing**
- capitalization *Volume 1*: **RS14**, RS15, T31k, **T55i–T55j**, **T61**, *Volume 2*: **T203m–T203n**, RT8.3
 - parts of speech
 - adjectives *Volume 1*: **T65m–T65n**, T87i–T87j, T93, **T93m–T93n**, **T119i–T119j**, T127, **T259i–T259j**, T265, *Volume 2*: RT5.3
 - adverbs *Volume 2*: **T225i–T225j**, T231, RT8.7
 - articles *Volume 1*: **T23i–T23j**, T31, RT1.7
 - conjunctions *Volume 2*: **T69m–T69n**, **T103k–T103l**, **T171k–T171l**, RT7.11
 - nouns *Volume 1*: **T11–T1m**, T23q, T29e, T30m, T31, **T31k–T31l**, **T55i–T55j**, **T61**, **T93m–T93n**, **T119i**, T127m, **T241k–T241l**, T256–257, *Volume 2*: **T203m–T203n**
 - prepositions *Volume 2*: **T259i–T259j**, T267, RT8.15
 - pronouns *Volume 1*: **T199m–T199n**, T204d, T205b, T233i, **T233i–T233j**, T233j, **T238–239**, T238–239, T240, T240h, T240p, T241, *Volume 2*: **T1m–T1n**, **T59i–T59j**, RT5.15
 - verbs *Volume 1*: **T131m–T131n**, **T155i–T155j**, **T189i–T189j**, *Volume 2*: **T39i–T39j**, **T59j**, T65, **T137m–T137n**, **T163i–T163j**, T171, **T191i–T191j**, T199, RT7.3, RT7.7, RT7.15 - punctuation *Volume 1*: **RS16**, RS17, *Volume 2*: T103, RT8.11
 - comma *Volume 1*: **T61**, *Volume 2*: **T231k**
 - of dates *Volume 1*: **T55i–T55j**, RT1.15
 - end punctuation *Volume 2*: **T95i–T95j**, **T127i–T127j**, **T231l**
see also Sentences
- Cooperative learning routines**
see Program Features and Resources Index
- Corrective feedback routine 2** *Volume 1*: BP36, *Volume 2*: T38c, T64c, T132c
- Creative projects** *see Unit projects*
- Cross-Curricular learning stations** *Volume 1*: T1i, T23e, T23h, T31h, T55f, T65j, T87f, T93j, T119f, T131j, T155f, T161h, T189f, T199j, T233f, T241h, T259f, *Volume 2*: T1j, T31f, T39h, T59f, T69j, T95f, T103h, T127f, T137j, T163f, T171h, T191f, T203j, T225f, T231h, T259f
- Cross-Curricular Teamwork Activities** *see Program Features and Resources Index*
- Cumulative word list** *Volume 1* & *2*: R4–R5 (in each unit)

D

- Daily grammar** *see Program Features and Resources Index: Grammar*
- Daily language arts** *see Program Features and Resources Index: Grammar, Spelling, Writing; Spelling; Writing*
- Daily spelling and word work** *see Program Features and Resources Index: Spelling*
- Dates** *Volume 1*: **T55i–T55j**, **T61**, RT1.15
- Declarative sentences** *Volume 2*: **T103k**
- Decoding** *see Reading: decoding*
- Describe** *Volume 1*: **T4**, LR5, LR6, LR7, LR9, LR11, **T68**, LR7, LR11, T204h, *Volume 2*: T11
- actions *Volume 1*: T199i
 - characters *Volume 1*: T126g, *Volume 2*: **T28g**
 - characters' actions *Volume 2*: T98–99, **T101e**, T101f
 - characters' experiences *Volume 2*: T98–99, T102g, T102m
 - characters' feelings *Volume 2*: **T173a**, T174a, T174b, T177, T178–179, T180–181, T182–183, T188e, **T190**, T191, LR04, LR05, LR08, LR09, LR10, LR11
 - connections *Volume 2*: T262–263, **T265e**, T265f, T266g, **T266m**, **T267a**, RT8.13
 - people and things *Volume 1*: T199i, T230d, **T239e**, T241g, T245c, T259e
 - settings *Volume 1*: **T34**, **T52e**, **T52g**, T60k, T259e
- Details** *Volume 1*: T204a, T204g, T205a, **T243a**, T244a, T244b, T244c, T244d, T252–253, T254–255, T257f, T258, *Volume 2*: T6c, T142c, T158–159, T230k
- analyze *Volume 1*: T30g, *Volume 2*: T52–53, T64k, T132k
- ask questions about *Volume 1*: **T185e**
- categorize *Volume 2*: T41a, T42a, T42b, T42c, T46–47, T50–51, T54–55, **T58–T59**, *Volume 2*: RT5.9
- classify *Volume 2*: T105a, T106a, T106c, T110–111, T122–123, **T126**, LR09, LR11, RT6.9
- determine *Volume 2*: T6c, T64g
- determine importance *Volume 1*: T203a, T204a, T204c, **T205a**, T212–213, T214–215, T218–219, T226–227, T230f, T233e, T236–237, T240g, T244a, T244b, T244c, T245a, T252–253, T257f, T261, T262–263
- identify *Volume 1*: T5i, T21c, T29c, T30k, T33i, T52c, T59d, T60k, T70e, T85c, T91c, T92k, T96g, T116c, T125c, T126k, T136g, T153c, T159d, T160k, **T163a**, T164a, T164b, T164c, T164g, T172–173, T178–179, T182–183, T185c, **T188**, T189, T193d, T194k, LR4, LR5, LR6, LR7, LR9, LR10, LR11, RT3.9, LR5, LR6, LR7, LR8, LR10, LR11, LR12, **T204i**, T230c, **T243a**, T244g, T254–255, T257c, **T258**, T263d, T264k, RT4.9, *Volume 2*: T6g, T28c, T34–35, T37c, **T37e**, T38g, T38k, **T38m**, T42g, T54–55, T57c, T63d, T64k, RT5.5, T74g, T93c, T101c, T102k, T106g, T124c, RT7.1, **T141a**, T142a, T142g, T161c, **T162**, T166–167, T169c, **T169e**, T170g, T170k, T174g, T188c, T197c, T198k, T208g, T223c, T229d, T234g, T256c, T265c, T266k
- locate important *Volume 1*: T204b, T214–215, T218–219, T226–227, T236–237
- main idea and *Volume 2*: **T141a**, T142a, T150–151, LR04, LR05, LR06, LR07, LR08, LR10, LR11
- recall *Volume 1*: T186, *Volume 2*: T124g, T186–187
- sensory details *Volume 2*: T109, T116–117, T118–119, **T124g**
- sequence *Volume 1*: **T257e**
 - summarize *Volume 1*: T239c, T258, T269
 - use *Volume 1*: **T116g**, **T204i**, T233e, **T244i**
- Determine importance** *Volume 1*: RT4.2, RT4.6, RT4.10, RT4.14, *Volume 2*: T209a, T218–219, T227, T234c, T240–241, LR06
see also Details; Main idea; Summarize
- Determine steps in a process** *Volume 2*: T132g
- Determiners** *Volume 1*: **T65m–T65n**, RT2.3
- Diagrams**
- share *Volume 1*: **T92e**
 - use *Volume 1*: T90, **T91e**, T91f, T92g, RT2.5

Dictionary *Volume 2:* T164, T169e, T170m, T198m

Differentiation strategies *see Program Features and Resources Index*

Digital Library *see Program Features and Resources Index: Technology*

Do It! *see Unit projects*

Draft *see Writing process*

Draw *Volume 2:* T174i

E

Edit *see Writing process*

English-Spanish cognates *Volume 1:* T5, T69, T71, T95, T97, T135, T163, T165, T203, T243, *Volume 2:* T5, T41, T73, T105, T107, T141, T173, T175, T209, T235

ESL kit *see Program Features and Resources Index*

eVisuals *see Technology*

Exclamation point *Volume 1:* RS16, *Volume 2:* T103, T231i

Exclamatory sentences *Volume 2:* T39k–T39l, RT5.11

Expand word knowledge *see Vocabulary*

Explain *Volume 1:* T33c, 4T240n, T263a, *Volume 2:* T72, T170e

Express feelings *Volume 2:* T172

Express ideas *Volume 1:* T201, *Volume 2:* T104

Express needs and wants *Volume 1:* T134, T135a

Express opinions *Volume 2:* T140, T156–157

F

Facts

categorize *Volume 2:* T58–T59

define *Volume 2:* T45, T63f–T63g

list *Volume 1:* T69a, T70a, T74–75, T76–77, T80–81, T82–83, T86, T87, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, RT2.1, *Volume 2:* T1i, LR08

locate *Volume 1:* T199j, T241h

Facts and opinions *Volume 2:* T59e

distinguishing *Volume 2:* T62–63, T63f–T63g, T64g, T64m, RT5.13

Fairy tale, analyze elements of *Volume 2:* T238–239

Family Newsletters

see Program Features and Resources Index

Fiction *Volume 1:* T239g

compared to nonfiction *Volume 1:* T125f, T126m, T127a, RT2.13

elements of *Volume 1:* RT1.9, RT1.13, RT2.9

Fiction books *see Leveled readers*

Figurative language *Volume 2:* T112–113

Fluency *Volume 1:* T230g

expression *Volume 1:* T122–123, *Volume 2:* T6a, T18–19, T28g, T74a, T90–91, T174a, T194–195, T234a, T262–263

intonation *Volume 1:* T33c, T60g, T70a, T82–83, T136a, T150–151, T164a, T186, T204a, T230g, *Volume 2:* T42a, T54–55, T62–63, T106a, T130–131, T142a, T158–159

phrasing *Volume 1:* T5c, T18–19, T30g, T42–43, T96a, T114–115, T244a, T254–255, T262–263, T208a, T220–221

see also Program Features and Resources Index; Reading: aloud

Fluency routines *Volume 1:* BP40

Follow directions *Volume 2:* T206

Follow steps *Volume 2:* T265e

Forms of be and have *Volume 1:* T161k–T161l, T189i–T189j, T195, *Volume 2:* T163i–T163j

Future-tense verbs *Volume 2:* T191i–T191j, T199, RT7.15

G

Generalizations, make *Volume 2:* T63d, T265c

Genres *see Genres at a Glance*

Give information *Volume 1:* T32, T199, LR9, LR9, T200, T203, T204h, T230d, T230e, T233e, T233k, T233o, T239e, T240, T240h, T240i, T241a, T245b, T257a, T257e, T257h, T258, T259f, T259k, T259o, T260a, T263a, T263f, T264, *Volume 2:* T40

Glossary *see Picture dictionary*

Grammar

Reteaching *Volume 1:* RT1.4, RT1.8, RT1.12, RT1.16, RT2.4, RT2.8, RT2.12, RT2.16, RT3.4, RT3.8, RT3.12, RT3.16, T259j, RT4.4, RT4.8, RT4.12, RT4.16, *Volume 2:* RT5.4, RT5.8, RT5.12, RT5.16, RT6.4, RT6.8, RT6.12, RT6.16, RT7.4, RT7.8, RT7.12, RT7.16, RT8.4, RT8.8, RT8.12, RT8.16

and writing *Volume 1:* T1m, T23j, T31l, T55l, A1.18–A1.19, A1.28–A1.29, A1.39–A1.40, A1.53–A1.56, T65n, T87j, T93n, A2.14–A2.15, A2.32–A2.33, A2.49–A2.52, T131n, T155j, T161l, T189j, A3.14–A3.15, A3.24–A3.25, A3.34–A3.35, A3.48–A3.51, T199n, T233j, T241l, T259j, A4.15–A4.16, A4.24–A4.25, A4.35–A4.36, A4.53–A4.55, *Volume 2:* T1n, T31j, T39l, T59j, A5.15–A5.16, A5.23–A5.24, A5.33–A5.34, A5.47–A5.50, T69n, T95j, T103l, T127j, A6.14–A6.45, A6.22–A6.23, A6.32–A6.33, A6.49–A6.52, T137b, T163j, T171l, T191j, A7.14–A7.15, A7.22–A7.23, A7.32–A7.33, A7.49–A7.52, T203n, T225j, T231l, T259j, A8.14–A8.15, A8.22–A8.23, A8.32–A8.33

see also Conventions, in writing; Daily grammar; Future-tense verbs; Past-tense verbs; Present-tense action verbs; Sentences

Graphic organizers

cause-and-effects chart *Volume 2:* T134

character description chart *Volume 2:* T173a

chart *Volume 1:* T65, T131, *Volume 2:* T38i

fold-up tab *Volume 1:* T36, T52e, T236, T256e

four-corner poster *Volume 1:* T138, T153e, T259h,

Volume 2: T44, T57e, T108, T124e, T210, T223e

graph *Volume 2:* T69j

idea web *Volume 1:* T6, T16–17, T22, T62, T163a,

T188, T196

key points list *Volume 1:* T119

main idea and details chart *Volume 1:* T243a, T258, *Volume 2:* T166

main idea and details diagram *Volume 2:* T200–T201

main idea chart *Volume 1:* T243a

opinion-reason chart *Volume 2:* T268–T269

portrait *Volume 1:* T8, T21e, T118b, T98d, T166, T185e, *Volume 2:* T8, T28e

problem-and-solution chart *Volume 2:* T233a

sequence chain *Volume 1:* T269

steps-in-a-process diagram *Volume 1:* T128

story map *Volume 1:* T203a–T204, T232, T266

storyboard *Volume 1:* LR11

T-chart *Volume 1:* T91e, T93a, T125g, T135a, T153e, T154, T199, T204b, *Volume 2:* T37g, T224

three-column chart *Volume 1:* T136e

three-frame storyboard *Volume 1:* T117

time line *Volume 2:* T145

using *Volume 1:* BP49–BP50

Venn diagram *Volume 2:* T5a, T30, T63h, T208g

window *Volume 1:* T82–83, T86b, *Volume 2:* T76d

word web *Volume 1:* T205

see also Concept maps

H

Handwriting, sounds and letters *Volume 1:* BP62–BP65, RS5, RS7, RS9, RS11, RS13, RS15, RS17, RS19, RS21, RS23

High frequency words *Volume 1:* RS5, RS7, RS9, RS11, RS13, RS15, RS17, RS19, RS21, RS23, T1j, T3d, T4, T5h, T7f, T21b, T23g, T23n, T29b, T30d, T30j, T31i–T31j, T31p, T33h, T35f, T52b, T53b, T55p,

T59c, T60d, T60j, T60o, A1.8–A1.10, A1.20–A1.21, A1.30–A1.31, A1.41–A1.42, T67d–T67e, T70d, T71e–T71f, T85b, T87n, T91c, T92c–T92d, T92j, T92o, T93p, T96f, T97e–T97f, T116b, T119g–T119h, T119n, T125b, T126c–T126d, T126j, T126o, A2.5–A2.7, A2.16–A2.17, A2.24–A2.25, A2.34–A2.35, T133d, T136f, T137f, T153b, T153h, T155n, T159c, T160d, T160j, T161p, T164f, T165e–T165f, T185b, T189n, T193c, T194c–T194d, T194j, A3.5–A3.7, A3.16–A3.17, A3.26–A3.27, A3.36–A3.37, T199k–T199l, T233g–T233h, T241i–T241j, T259g–T259h, A4.5–A4.7, A4.17–A4.19, A4.26–A4.27, A4.37–A4.38, *Volume 2:* T3d, T6f, T7e–T7f, T28b, T29b, T31g–T31h, T31n, T37b, T38c–T38d, T38j, T39p, T43e–T43f, T57b, T57h, T59g–T59h, T59n, T63c, T64d, T64j, T64o, A5.5, A5.17, A5.25, A5.35, T71d, T74f, T75e–T75f, T93b, T95g–T95h, T95n, T101b, T102c–T102d, T102j, T102o, T103i–T103j, T103p, T106f, T107f, T124b, T125b, T127f, T127n, T131c, T132d, T132j, A6.5, A6.16, A6.24, A6.34, T137k–T137l, T139d, T142f, T143e–T143f, T161b, T161h, T163g–T163h, T163n, T169b, T170c–T170d, T170j, T170o, T171i, T171p, T174f, T175e–T175f, T188b, T189b, T191g–T191h, T191n, T197b, T198d, T198j, T198o, A7.5, A7.16, A7.24, A7.34, T203k–T203l, T205d, T206, T208f, T209f, T223b, T223h, T225g–T225h, T225n, T229c, T230c–T230d, T230j, T231i–T231j, T231p, T235e–T235f, T256b, T259g–T259h, T259n, T265b, T266c–T266d, T266j, T266o, A8.6, A8.16, A8.24, A8.34

Homophones *Volume 1:* T263f, T264e

Ideas *see Express ideas; Speaking: express ideas*

Identify

author's purpose *Volume 1:* T26–27, T29e, T29f, T30g, T30m, T158–159

author's reasons *Volume 2:* T166–167, T170g, T170m

cause and effect *Volume 1:* T91c, T96c, *Volume 2:* T74g, T101c, T102k, T106a, T169c, T208g, T229d, T256c

characters *Volume 1:* T52c

details *Volume 1:* T5i, T21c, T29c, T30k, T33i, T52c, T59d, T60k, T70e, T85c, T91c, T92k, T96g, T116c, T125c, T126k, T136g, T153c, T159d, T160k, T163a, T164a, T164b, T164c, T164g, T172–173, T178–179, T182–183, T185c, T188, T189, T193d, T194k, LR4, LR5, LR6, LR7, LR9, LR10, LR11, *Volume 2:* T6g, T28c, T34–35, T37c, T37e, T38g, T38k, T38m, T42g, T57c, T63d, T64k, RT5.5, RT7.1, T74g, T93c, T101c, T102k, T106g, T124c, T141a, T142a, T142g, T161c, T162, T166–167, T169c, T169e, T170g, T170k, T174g, T188c, T197c, T198k, T208g, T223c, T229d, T230k, T234g, T256c, T265c, T266k

elements of media *Volume 1:* T2

elements of poetry *Volume 2:* T228–229, T229f, T230m

main idea *Volume 1:* T30k, T59d, *Volume 2:* T34–35, T37e, T38g, T38m, RT5.5, RT7.1, T141a, T142a, T162, T166–167, T169e, T170g

narrator *Volume 1:* T5c

nouns *Volume 1:* T23q, T29e, T30m, T56, T59f, T60m, T159f, T194m

plot *Volume 1:* T95a, T96a, T96b, T96c, T100–101, T104–105, T112–113, T114–115, T116e, T118, T119, LR9, LR11, *Volume 2:* T74a

point of view *Volume 2:* T194–195, T197e–T197f, T198g, T198m, T199a

problem *Volume 2:* T234a

problem and solution *Volume 2:* T223c, T233a, T254–255, T258, LR09, LR10, LR11, RT8.9

recurring phrases *Volume 2:* T254–255

sequence *Volume 1:* T125c

settings *Volume 1:* T35a, T54, T55, LR4, LR5, LR6, LR7, LR9, LR10, LR11, T96g

solutions *Volume 1:* T153c

steps in a process *Volume 1:* T160k

synonyms *Volume 2:* T31o–T32, T37e, T38m

Skills Index, continued

verbs *Volume 1*: T156, **T159f**, T160m, **T190**, **T193f**, **T194m**

Illustrations *Volume 2*: T77

Imagery *see Metaphor; Simile*

Images, analyze *Volume 2*: **T138**

Imperative sentences *Volume 2*: **T103k–T103l**

Indefinite adjectives *Volume 1*: **T93m–T93n**

Indefinite pronouns *Volume 2*: RT5.15

Independent reading *Volume 1*: LR12, T160o, *Volume 2*: LR12, T191f
see also Read on your own books; Reading station

Independent work *see Learning stations; Program Features and Resources Index: Learning Stations; Read on your own books*

Inferences, making *Volume 1*: T21c, T29c, T33i, T52c, T60k, T80–81, T85c, T96g, T116c, T116g, T125c, T126k, LR7, T136g, T148–149, T158–159, T159d, T160g, T160k, T164c, T164g, T180–181, T185c, T193d, LR4, LR9, LR5, T212–213, T230c, T232, T240k, T244g, T257c, T263d, T264k, *Volume 2*: T6g, T42b, T74b, T74c, **T75a**, T82–83, T84–85, T86–87, T90–91, T93e, T95, T97, T102k, T103i, T106b, T106c, T106g, **T106i**, **T107a**, T110–111, T114–115, T116–117, T118–119, T122–123, T124g, T127, **T129**, T130–131, T132g, LR04, LR05, LR06, LR07, LR08, LR09, LR10, LR11, RT6.2, RT6.6, RT6.10, RT6.14, T142g, T170g, T182–183, T186–187, T208a, T208c, T209a, T214–215, T227, T229d, T234a, T234b, T234g, T242–243, LR04, LR05, LR09, LR11

Information, use *Volume 2*: **T207a**, T208a, T208b, T212–213, T214–215, T216–217, T218–219, **T224–T225**, LR04, LR05, LR06, LR07, LR08, LR09, LR10, LR11, RT8.1

Interactive read-aloud *Volume 1*: T30e–T30h, T30m–T30n, T60e–T60g, T60m–T60n, R11–R15, T92e–T92h, T92m, T126e–T126g, T126f–T126h, T126m–T126n, R11–R16, T160e–T160g, T160m–T160n, T194f–T194n, R11–R15, T240f–T240g, T264f–T264h, R11–R15, *Volume 2*: T38e–T38g, T64e–T64g, T64f–T64h, T64m, R11–R16, T102e–T102g, T102m, T132e–T132h, T132f–T132h, T132m, T133a, R11–R16, T170e–T170g, T170m, T198e–198h, T198n, R11–R16, T230f–T230g, T230n, T266e–T266n, T266f–T266h, R11–16

Interactive whiteboard lessons *see Program Features and Resources Index: Technology*

Interactive writing *Volume 1*: BP57

Intervention station *Volume 1*: T1i, T23f, T31h, T55f, T65j, T87f, T93j, T119f, T131j, T155f, T161h, T189f, T199j, T233f, T241h, T259f, *Volume 2*: T1j, T31f, T39h, T59f, T69j, T95f, T103h, T127f, T137j, T163f, T171h, T191f, T203j, T225f, T231h, T259f

Irregular verbs *Volume 2*: **T163i–T163j**

J

Judgments, make *Volume 2*: T48–49

K

Key words *see Vocabulary*

L

Language and Literacy Teamwork Activities *see Program Features and Resources Index: Learning stations*

Language and vocabulary station *Volume 1*: T1h, T23e, T31g, T55e, T65i, T87e, T93i, T119e, T131i, T155e, T161g, T189e, T199i, T233e, T241g, T259e, *Volume 2*: T1i, T31e, T39g, T59e, T69i, T95e, T103g, T127e, T137i, T163e, T171g, T191e, T203i, T225e, T231g, T259e

Language functions *see Listening; Speaking*

Language transfer *Volume 1*: T35d, T71d, T92b, *Volume 2*: T75d, T209d

Learn new word routine *Volume 1*: RS5, RS7, RS9, RS11, RS13, RS15, RS17, RS19, RS21, RS23

Learning stations *Volume 1*: T1h–T1i, T23e–T23f, T31g–T31h, T55e–T55f, T65i–T65j, T87e–T87f, T93k–T93l, T119e–T119f, T131i–T131j, T155e–T155f, T161g–T161h, T189e–T189f, T199i–T199j, T233e–T233f, T241g–T241h, T259e–T259f, *Volume 2*: T1i–T1j, T31e–T31f, T39g–T39h, T59e–T59f, T69i–T69j, T95e–T95f, T103g–T103h, T127e–T127f, T137i–T137j, T163e–T163f, T171g–T171h, T191e–T191f, T203i–T203j, T225e–T225f, T231g–T231h, T259e–T259f
see also Program Features and Resources Index

Lesson planners *see Program Features and Resources Index*

Letter formation, scripts for *Volume 1*: BP62–BP65

Leveled readers *Volume 1*: LR4–LR12 *Volume 2*: LR4–LR12

List, make *Volume 1*: T87h

List facts *Volume 1*: **T69a**, T70a, T74–75, T76–77, T80–81, T82–83, **T86**, T87, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, *Volume 2*: T1i, LR08

Listen again and analyze *Volume 1*: T30m, T35a, T71a, T92m, T126n, T137a, T160n, T165a, T194n, *Volume 2*: T7a, T38m, T38n, T43a, T64m, T64n, T75a, T102m, T102n, T107a, T132n, T143a, T170n, T174a, T175a, T198n, T209a, T230m, T230n, T235a, T266m, T266n

Listen and analyze *Volume 1*: T5c, T5d, T5e, T30g, T33c, T33d, T33e, T60g, T70a, T71a, T92g, T96a, T96b, T96c, T97a, T126g, T136, T136a, T136c, T160f, T160g, T164, T164a, T164b, T164c, T191, T194f, T194g, *Volume 2*: T6a, T6b, T6c, T6i–T7b, T38g, T38m, T42a, T42b, T42c, T42i–T43b, T62–63, T64g, T74a, T74b, T74c, T74i–T75b, T102g, T102m, T106a, T106b, T106c, T106i–T107b, T132g, T142, T142a, T142c, T142i–T143a, T170g, T170m–T170n, T174a, T174b, T174c, T174i–T175b, T198g, T208a, T208b, T208i–T209b, T230m, T234a, T234b, T234c, T234i–T235b, T266g

Listen and comprehend *Volume 1*: T5c, T5d, T5e, T30g, T33c, T33d, T33e, T60g, T70a, T92g, T96a, T96b, T96c, T122–123, T126g, T136, T136a, T136c, T160f, T160g, T164, T164a, T164b, T164c, T191, T194f, T194g, *Volume 2*: T4–T6d, T6a, T6b, T6c, T32a–T34-35, T38e–T38h, T40–T42d, T59o–T63a, T64e–T64g, T72–T74c, T96–T100-101, T102e–T102h, T104–T106c, T128–T130-131, T132e–T132n, T140–T142c, T164–T168-169, T170e–T170n, T172–T174c, T192–T196-197, T198e–T198g, T206–T208d, T225o–T229a, T232–234d, T259o–T262-263, T266e–T266n

Listen and visualize *Volume 2*: **T142i**

Listening

ask for and give information *Volume 1*: T60h, T243

collaborate with peers *Volume 1*: T1h, T2, T5, T7, T8, T161g, T199l, T199n, T230, T230a, T230e, T231, T233h, T233o, T239e, T241b, T241l, T241m, T243, T243a, T244d, T244h, T245, T245b, T256–257, T257d, T259j, T259o, T264

to descriptions *Volume 1*: T199i, T204h, T239e, T241g, T241m, T244h, T245c

for details *Volume 1*: T204a, T204b, T204c, T204g, T205a, T233e, T239c, T240g, T243a, T244a, T244b, T244d

to directions *Volume 2*: T231g

to discussions *Volume 1*: T203a, T204h, T205c, T206, T230d, T233, T233f, T233k, T234, T239d, T239g, T240e, T240h, T240i, T240l, T240m, T240n, T240o, T241a, T241b, T243a, T244h, T246, T256–257, T257d, T257i, T259, T259f, T259k, T263b, T263e, T263h, T264a, T264l, T264m, T264n, T264o, T265b, T267a

to instructions *Volume 2*: T259e

to media

MP3 or CD *Volume 1*: RS4, RS5, RS6, RS7, RS8, RS9, RS10, RS11, RS12, RS13, RS14, RS15, RS16, RS17, RS18, RS19, RS20, RS21, RS22, RS23, T3a, T4, T7c, T23k, T30a, T31m, T32, T35c, T55k, T59g, T60a, T67a, T68, T71c,

T85f, T87k, T91f, T92a, T93m, T94, T95a, T97c, T116f, T118, T119k, T126a, T133a, T134, T135a, T137c, T153f, T155k, T160a, T162, T165c, T185f, T189k, T194a, T201a, T205c, T233k, T241m, T259k, *Volume 2*: T3a, T7c, T28f, T31k, T37f, T38a, T39m, T43c, T57f, T59k, T63g, T64a, T71a, T75c, T93f, T95k, T102a, T103m, T107c, T127k, T132a, T139a, T153c, T161f, T163k, T170a, T171m, T172, T175c, T191e, T191k, T198a, T205a, T206, T209c, T223f, T225k, T230a, T231m, T235c, T256f, T259k, T266a

video *Volume 1*: T2, T66, T119f, T132, T199i, T200, T205c, T233e, T240i, *Volume 2*: T2, T59f, T70, T74c, T138, T163f, T191e, T259e

participate in conversations *Volume 2*: T163e
to phonetic sounds *Volume 1*: RS4, RS5, RS6, RS7, RS8, RS9, RS10, RS11, RS12, RS13, RS14, RS15, RS16, RS17, RS18, RS19, RS20, RS21, RS22, RS23, T3a, T3c, T7c, T23k, T30a, T31m, T35c, T55k, T60a, T67a, T71c, T87k, T92a, T93m, T97c, T113a, T119k, T126a, T137c, T155k, T160a, T161m, T165c, T189k, T194a

to reading selections *Volume 2*: T162

see also Big Book read-aloud; Listen again and analyze; Listen and analyze; Listen and comprehend

to speakers

asking questions *Volume 1*: T199m, T204i, T241b, T243, T267b

making comments *Volume 1*: T241b, T259e, T267a

to stories *Volume 1*: **T204a–T204d**, **T240k–T240n**

and visualizing *Volume 2*: **T142i**

to vocabulary *see* Vocabulary

Literary analysis *see Characters; Plot; Setting*

Logical order *see Sequence*

M

Main idea

chart *Volume 1*: T258

and details *Volume 1*: T204a, T204g, T205a, **T243a**, T244a, T244b, T244c, T244d, T252–253, T254–255, T257f, **T258**, *Volume 2*: **T141a**, T142a, T150–151, LR04, LR05, LR06, LR07, LR08, LR10, LR11

determine *Volume 1*: T159d, *Volume 2*: T6c, T64g

identify *Volume 1*: T30k, T59d, T60g, RT4.9, *Volume 2*: T34–35, **T37e**, T38g, **T38m**, T54–55, *Volume 2*: RT5.5, RT7.1, **T162**, T166–167, **T169e**, T170g

in topic *Volume 1*: T199i, T204g, T205a, T243a, T244a, T244b

Make a point *Volume 2*: **T170m**

Mapping *see Graphic organizers*

Maps, interpret *Volume 2*: T266k

Mark-up reading *see Program Features and Resources Index*

Mechanics *see Conventions, in writing*

Media

compare *Volume 1*: **T66**

identify elements of *Volume 1*: **T2**

respond to *Volume 2*: **T204**

Meet the author/illustrator

Axworthy, Anni *Volume 1*: T245a

Balouch, Kristen *Volume 1*: T35a

Barretta, Gene *Volume 2*: T143a

Butterworth, Chris *Volume 1*: T165a

Corazones Vallientes *Volume 1*: T7a

Cummings, Pat *Volume 2*: T188g

Dorros, Arthur *Volume 1*: T52g

Emmett, Jonathan *Volume 1*: T230g

Florian, Douglas *Volume 2*: T43a

Harry, Rebecca *Volume 1*: T207

Hewitson, Jennifer *Volume 1*: T97a

Jenkins, Steve *Volume 2*: T7a

Ketter, Holly *Volume 1*: T205a

Kratky, Lada Josefa *Volume 1*: T116g, *Volume 2*: T107a

Lin, Grace *Volume 1*: T137a

Page, Robin *Volume 2: T7a*
Palacios, Argentina *Volume 2: T175a, Volume 2: T256g*
Ritchie, Scot *Volume 2: T209a*
Skewes, John *Volume 2: T235a*
Suen, Anastasia *Volume 1: T186*
Tekavec, Heather *Volume 2: T75a*
Teoudoussia, Honor *Volume 1: T97a*
Volpe, Theresa *Volume 1: T71a*
Walsh, Ellen Stoll *Volume 2: T28g*
Wolff, Ferida *Volume 2: T124g*
Zahares, Wade *Volume 1: T186*

Mini-lessons *Volume 1: T2, T52g, T66, T132, T159a, T186, T257g, Volume 2: T2, T28g, T70, T124g, T138, T188g, T204, T256g*

Monitor reading *Volume 1: T70a, T71a, T74–75, T78–79, T87, T89, T90, T96a, T96b, T97a, T102–103, T104–105, T112–113, T116e, T119, T121, T132, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, RT2.2, RT2.6, RT2.10, RT2.14, Volume 2: T209a, T227, T262–263, LR05, LR07, LR09, LR11*

Morning warm-up *Volume 1: T2, T5g, T7c, T21a, T21g, T23i, T29a, T30a, T30i, T30o, T31m, T33g, T35c, T52a, T53a, T55k, T59b, T60a, T60i, T60o, T66, T70c, T71c, T74e, T75c, T85a, T85g, T87k, T91a, T92a, T92i, T92o, T93a, T93m, T96e, T97c, T116a, T117a, T119k, T125a, T126a, T126i, T126o, T132, T136e, T137c, T153a, T153g, T155k, T159b, T160a, T160i, T160o, T161m, T164e, T165c, T185a, T187a, T193b, T194a, T194i, T194o, T200, T204e, T205c, T230a, T231a, T233k, T239a, T240a, T240i, T240o, T241m, T244e, T245c, T257a, T257i, T259k, T263b, T264a, T264i, T264o, Volume 2: T2, T6e, T7c, T28a, T29a, T31k, T37a, T38a, T38i, T38l, T38o, T42e, T43c, T57a, T57g, T59k, T63b, T64a, T64i, T64o, T70, T71a, T74e, T75c, T93a, T93g, T95k, T101a, T102a, T102i, T102o, T103m, T106e, T107c, T124a, T125a, T127k, T131b, T132a, T132i, T132o, T138, T139a, T142e, T143c, T161a, T161g, T163k, T169a, T170a, T170i, T170o, T171m, T171o, T174e, T175c, T188a, T189a, T191k, T197a, T198a, T198i, T198o, T204, T208e, T209c, T223a, T223g, T225k, T229b, T230a, T230i, T230o, T231m, T234e, T235c, T256a, T257a, T259k, T265a, T266a, T266i, T266o*

Motion, analyze *Volume 2: T2*

Multiple-meaning words *Volume 1: T263f, T264e*

Music *see Program Features and Resources Index: Audio*

My Letter Books *Volume 1: T1k, T23g, T31i, T55g*

My Vocabulary Notebook *see Program Features and Resources Index: Technology*

N

Narrator, identify *Volume 1: T5c*

Nonfiction *Volume 1: T239g, T240e*
compared to fiction *Volume 1: T125f, T126m, T127a, RT2.13*

Nonfiction books *see Program Features and Resources Index: Small group reading*

Nouns *Volume 1: RT1.3, RT1.7*
common/proper *Volume 1: T31k–T31l, T55i–T55j, T61, RT1.11*

count/ non-count *Volume 1: T93m–T93n, T119i, T127*
identify *Volume 1: T23q, T29e, T30m, T30m, T56, T59f, T60m, T159f, T194m*

possessive *Volume 1: RT4.11*

proper *Volume 2: T203m–T203n*

singular/plural *Volume 1: T11–T11m, T23i, T31*

using *Volume 1: T60m*

see also Possessive nouns

O

Object pronouns *Volume 1: T233i–T233j, T238–239, T240, T240h, T240p, T241*

Online lesson planner *see Program Features and Resources Index: Technology*

Online resources *see Program Features and Resources Index: Technology*

Opinions *Volume 2: T63f–T63g*
expressing *Volume 1: T204d, T231, T240o, T241a, T257i, T263a, T264o, T265b*
see also Fact and opinion

Oral language *see Listening; Speaking*

Oral reading assessment routines *Volume 1: A1.1–A1.2*

Organize ideas *Volume 1: T5c, T5d, T5e, T6, T10–11, T12–13, T14–15, T18–19, T21e, T22, LR4, LR5, LR6, LR7, LR8, LR9, LR10, RT1.1, T266*
see also Writing process; Writing traits

P

Pacing *Volume 1: LR1, T1f, T1k, T23c, T23g, T31e, T31i, T55c, T55e, T62, T65g, T65k, T87c, T87g, T93e, T93k, T117b, T119c, T119g, T128, T131k, T132g, T155c, T155g, T161e, T161i, T189c, T189g, T196, T199g, T199k, T233c, T233g, T241e, T241i, T259g, T266, Volume 2: T1g, T1k, T31c, T31g, T39e, T39i, T59e, T59g, T69g, T69k, T95c, T95g, T103e, T103i, T127c, T127g, T134, T137g, T137k, T163c, T163g, T166, T171e, T171i, T191c, T191g, T200, T203g, T203k, T225c, T225g, T231e, T231i, T259c, T259g, T268*

Paraphrase *Volume 1: T230g, T242*

Parts of speech *see Conventions, in writing*

Past-tense verbs *Volume 2: T137m–T137n, T163i–T163j, T171, RT7.3, RT7.7*

Period *Volume 1: RS16, Volume 2: T231l*

Phonics

ai, ay words *Volume 2: T39h, T39m–T39o, T42e–T42f, T42h, T43f, T57h*

air, ear, are words *Volume 2: T191k–T191m, T197a–T197b, T197d*

al, all (*ôl*/sound/spelling) *Volume 2: T203j, T205a–T205c, T208e–T208f, T208h*

ar words *Volume 2: T139a–T139c, T142e–T142f, T142h*

au, aw, -alk words *Volume 2: T127f, T127k–T127m, T131b–T131c, T131e*

blends *Volume 1: T119f, T131j, T155f*

br, cr, dr *Volume 1: T126a–T126c, T126i–T126j, T126l*

cl, bl, gl *Volume 1: T97c–T97e, T116a–T116b, T116d*

fl, pl, sl *Volume 1: T93m–T93o, T96e–T96f, T96h*
fr, gr, tr *Volume 1: T119k–T119m, T125a–T125b, T125d*

with *s* *Volume 1: T133a–T133c, T136e–T136f, T136h*

triple *s* blends *Volume 1: T137c–T137e, T153a–T153b, T153d*

compound words *Volume 2: T75c–T75e, T93a–T93b, T93d, T132j*

consonant digraphs
ch, tch *Volume 1: T161h, T161m–T161o, T164e–T164f, T187b*

ph *Volume 1: T241i–T241j, T244f*

sh *Volume 1: T189f, T194a–T194c, T194i–T194j, T194l, T194o*

th *Volume 1: T161h, T165c–T165e, T185a–T185b, T185d, T187b*

wh *Volume 1: T189f, T189k–T189m, T193b–T193c, T193e, T194o*

consonants *Volume 1: T29d*

b, w, j, z *Volume 1: T55k–T55m, T59b–T59c, T59e*
c, g, v, d *Volume 1: RS9, RS23*

f, n, l, p, c *Volume 1: T23k–T23m, T29a–T29d*

g, d, v, r *Volume 1: T31m–T31o, T33g–T33h, T33j*
j, k, x, q *Volume 1: RS13*

m, s, f, h *Volume 1: RS5, RS19, T3a–T3c, T5g–T5h, T5j*

r, z, b, w, y *Volume 1: RS11, RS25*

t, n, l, p *Volume 1: RS7, RS21*

y, qu, x, k *Volume 1: T67a–T67c, T70c–T70d, T70f, T85h*

contractions *Volume 1: T199k–T199l, T205c–T205e, T230a–T230b, T230d, Volume 2: T43c–T43e, T57a–T57b, T57d, T57h, T59n*

diphthongs: *ou, ow* *Volume 2: T225f, T230a–T230c, T230i–T230j, T230l*

double final consonants *Volume 1: T87f, T87k–T87m, T91a–T91b, T91d, T92o*

ee, ea, ie words *Volume 2: T59f, T59k–T59m, T63b–T63c, T63e*

eer, ear words *Volume 2: T198a–T198c, T198i–T198j, T198l*

final blends
ft, lt, mp, sk, st *Volume 1: T160a–T160d, T160i–T160j, T160l*

nd, nk, nt *Volume 1: T155k–T155m, T159b–T159c, T159e*

ie, igh words *Volume 2: T95f, T95k–T95m, T101a–T101b, T101d, T102o*

ir, er, ur words *Volume 2: T171m–T171o, T174e–T174f, T174h*

kn, wr, gn, mb words *Volume 2: T143c–T143e, T161a–T161b, T161d*

long *a* *Volume 1: T199j, T199k–T199l, T201a–T201c, T204e–T204f, T204h, T233f, T241h, T257b*

long *e* *Volume 1: T259f, T259g–T259h, T264a–T264c, T264i, T264j, T264l, T264o, Volume 2: T64o*

long *i* *Volume 1: T233f, T233g–T233h, T233k–T233m, T239a–T239b, T239d, T241h, T257b*

long *o* *Volume 1: T241h, T241i–T241j, T241m–T241o, T244e, T244h, T245c–T245e, T257a, T257d, T257j, T259f, T264j*

long *u* *Volume 1: T259f, T259g–T259h, T259k–T259m, T263b–T263c, T263e, T264j, T264o*

oa, ow, -old words *Volume 2: T69j, T71a–T71c, T74e–T74f, T74h*

loil sound/spelling *Volume 2: T225k–T225m, T229b–T229c, T229e*

oo, ea words *Volume 2: T132a–T132c, T132i–T132j, T132l*

oo, ou, ew words *Volume 2: T103h, T103m–T103o, T106e–T106f, T106h, T125b*

or, ore words *Volume 2: T163k–T163m, T169a–T169b, T169d*

possessives with *'s* *Volume 1: T70d*

prefixes: *un-, re-* *Volume 2: T231h, T235c–T235e, T256a–T256b, T256d*

r-controlled vowels *Volume 2: T163f, T174f, T189b, T191f, T198o*

short *a* *Volume 1: RS15, T1i, T7c–T7e, T21a–T21b, T21d, T116b, T233f, T241h*

short *e* *Volume 1: RS21, T55f, T60a–T60c, T60i–T60j, T60l, T126j, T259f, T264i, T264j*

short *i* *Volume 1: RS17, T23f, T30a–T30c, T30i–T30j, T30l, T233f, T239a, T241h*

short *o* *Volume 1: RS19, T31h, T35c–T35e, T52a–T52b, T52d, T126j, T241h, T244e, T245c, T259f, T264j*

short *u* *Volume 1: RS23, T65j, T71c–T71e, T85a–T85c, T85d, T85h, T126j, T259f, T263b–T263c, T264j*

soft *c* *Volume 2: T3a–T3c, T6e–T6f, T6h, T29b*

soft *g* *Volume 2: T1j, T7c–T7e, T28a–T28b, T28d, T29b*

suffixes: *-ful, -less, -er, -ly* *Volume 2: T231m–T231o, T234e–T234f, T234h*

syllable division *Volume 2: T102o, T170a–T170c, T170i–T170j, T170l, T266a–T266c, T266i–T266j, T266l*

syllables *Volume 2: T102a–T102c, T102i–T102j, T102l, T170o*

ue, ui, u_e, ew words *Volume 2: T103h, T107c–T107e, T124a–T124b, T124d, T125b*

word patterns
C + le final syllable *Volume 2: T259k–T259m, T265a–T265b, T265d*

CCVC words *Volume 1: T194j*

CCVCC words *Volume 1: T93o, T96f, T119m, T125b, Volume 1: T194j*

CVVC *Volume 2: T39o, T132j*

Skills Index, continued

final syllable *C + -ie* *Volume 2: T259f*
VCC, CVVC *Volume 1: T87m*
VCCV and VCCCV *Volume 2: T170c*

words ending in
-ck, -ng *Volume 1: T92a–T92c, T92i–T92j, T92l, T92o*
-ed, -ing *Volume 1: T160j, T233g–T233h, T240a–T240d, T240j, T240l, Volume 2: T63a–T64c, T64i–T64j, T64l, T64o*
-er, -est *Volume 2: T175c–T175e, T188a–T188b, T188d, T189b*
-es, -ed, -ing *Volume 2: T209c–T209e, T223a–T223b, T223d*
plurals with *-s, -es, -ies* *Volume 2: T38a–T38c, T38i–T38j, T38l, T38o, T64j*
-s, -ing *Volume 1: T153b*
-y *Volume 2: T31f, T31k–T31m, T37a–T37b, T37d, T38o*
see also High frequency words; Program Features and Resources Index; Reach Into Phonics; Reading: decoding

Phonics games
Volume 1: BP38, BP39, BP53, T1i, T7f, T21b, T21h, T23f, T30d, T30i, T30o, T31h, T35f, T52b, T53b, T55f, T55m, T60d, T60o, T65j, T67c, T71f, T85g, T85h, T87f, T87m, T90o, T92d, T92o, T93j, T97f, T117b, T119f, T119m, T126d, T126o, T131j, T133c, T137f, T153g, T153h, T155f, T160d, T160o, T161h, T165f, T185b, T187b, T189f, T194d, T194o, T199j, T231b, T233f, T240o, T241h, T257j, T259f, T264o
Volume 2: T1j, T3c, T7f, T31f, T31m, T38d, T38o, T39h, T39o, T43f, T57h, T59f, T59m, T64d, T64o, T69j, T71c, T75f, T93g, T93h, T95f, T95m, T102d, T102j, T102o, T103h, T103o, T107f, T125b, T127f, T127m, T132d, T132j, T132o, T137j, T139c, T143f, T161h, T163f, T163m, T170d, T170j, T170o, T171h, T171o, T175f, T189a, T189b, T191f, T191m, T198d, T198o, T203j, T205c, T209f, T223g, T223h, T225f, T225m, T230d, T230j, T230o, T231h, T231o, T235f, T257a, T257b, T259f, T266d, T266j, T266o

Phonics Picture Cards index *Volume 1 & 2: R3*

Phonics review *Volume 1: T53b, T60o, T85g, T92o, T117b, T126o, T153h, T160o, T187b, T194o, T231b, T240o, T257j, T264o, Volume 2: T38o, T39n, T93h, T102o, T125b, T132o, T161h, T170o, T189b, T198o, T223h, T257b, T266o*

Phonics transfer *Volume 1: T3b, T7d, T23l, T30b, T31n, T35d, T55l, T60b, T67b, T71d, T87l, T93n, T97d, T119l, T126b, T133b, T137d, T155l, T160b, T161n, T165d, T189l, T194b, Volume 2: T3b, T7d, T31l, T43d, T59l, T95l, T103n, T107d, T127l, T132b, T139b, T163l, T171n, T175d, T205b, T225l, T230b, T259l*

Phonological awareness *Volume 1: RT4.7*
add final sounds *Volume 1: T153a, T155k, T159b, Volume 2: T38a, T38i, T43c, T57a*
add initial sounds *Volume 1: T133a, T136e, T137c, Volume 2: T28a*
assessment *Volume 1: A1.8, A1.20, A1.30, A1.41, A2.5, A2.16, A2.24, A2.34, A3.5, A3.16, A3.26, A3.36, A4.5, A4.17, A4.26, A4.37, Volume 2: A5.5, A5.17, A5.25, A5.35, A6.5, A6.16, A6.24, A6.34, A7.5, A7.24, A7.34, A7.167, A8.6, A8.16, A8.24, A8.34*
blend onset and rime *Volume 1: RS16, RS18*
blend sounds *Volume 1: T7c, T21a, T30a, T30i, T35c, T52a, T60a, T60i, Volume 2: T102a, T102i, T170a, T170i, T235c, T256a, T266a, T266i*
combine and segment syllables *Volume 2: T75c, T93a, T175c, T188a, T223a*
combine syllables *Volume 2: T209c*
count and combine syllables *Volume 1: T240i, Volume 2: T64a, T64i*
count syllables *Volume 1: T240a*
delete final sounds *Volume 1: T165c, T185a, T205c, T230a*
delete initial and final sounds *Volume 1: T160a, T160i*
delete initial sounds *Volume 1: T161m, T164e, T189k, T193b, T201a, T204e, T233k, T239a*
delete second sounds from blends *Volume 2: T103m, T106e, T127k, T131b*

identify and combine syllables *Volume 1: RS8, RS10*
identify and distinguish rhyme *Volume 1: RS4, RS6*
isolate final sounds *Volume 1: T31m, T33g, T59b*
isolate initial sounds *Volume 1: T3a, T5g, T23k, T29a, T55m*
isolate words in oral sentences *Volume 1: RS4, RS6*
match and identify medial sounds *Volume 1: T93m, T96e, T119k, T125a*
match and isolate medial sounds *Volume 1: T71c, T85a, T92b, T92i*
match beginning sound *Volume 1: RS20, RS22*
produce rhyme *Volume 1: RS8, RS10, RS12, RS14, RS16, RS18*
segment and add sounds *Volume 1: T97c, T116a, T126a, T126i*
segment and match syllables *Volume 1: RS12, RS14*
segment onset and rime *Volume 1: RS20, RS22*
segment sounds *Volume 1: T67a, T70c, T87k, T91b*
substitute final sounds *Volume 1: T264a, T264i, Volume 2: T31k, T37a, T191k, T197a*
substitute initial and final sounds *Volume 2: T7c, T28a, T39m, T42e, T59k, T63b*
substitute initial sounds *Volume 1: T194a, T194i, T245c, T257a, Volume 2: T3a, T6e*
substitute medial sounds *Volume 1: T124a, T241m, T244e, T259k, T263b, Volume 2: T71a, T74e, T95k, T101a, T107c, T124a, T132a, T132i, T139a, T142e, T143c, T161a, T163k, T169a, T171m, T174e, T205a, T208e*
substitute vowel sounds *Volume 2: T198a, T198i, T225k, T229b, T230a, T230i*
syllable division *Volume 2: T231m, T234e, T259k, T265a*
see also Decoding routine 1

Picture dictionary R6–R10 (each volume)

Plan *Volume 1: LR4, LR5, LR6, LR7, LR8, LR9, LR11, Volume 2: T209a, T227, LR4, LR5, LR6, LR7, LR8, LR9, LR11*
see also Writing process

Play a game *see Grammar; Phonics games; Spelling; Vocabulary games*

Plot *Volume 1: T99, LR4, LR5, LR7, LR9, LR10, LR11, T203a, T204a, T204b, T204c, T212–213, T216–217, T228–229, T230e, T232*
act it out *Volume 1: T116e*
describe *Volume 1: T116g, T136c*
discuss *Volume 1: T96i*
identify *Volume 1: T95a, T96a, T96b, T96c, T100–101, T104–105, T112–113, T114–115, T116e, T118, T119, LR9, LR11, RT2.9, RT4.1, Volume 2: T74a*

Plural nouns *see Nouns*

Poetry *Volume 2: T191e, T192–T198, : LR4, LR5, LR6, LR7, LR8, LR9, RT8.5*
analyze elements of *Volume 2: T194–195*
discuss *Volume 2: T229f*
as a genre *Volume 1: T260a, T264e*
identify elements of *Volume 2: T228–229, T230m*
rhyme *Volume 1: T264g, T264h, T264m, T265a, RT4.13*
rhythm *Volume 1: T262–263, T263f–T263g, T264g, T264m, T265a, RT4.13*

Point of view *Volume 1: LR8*
identify *Volume 2: T194–195, T197e–T197f, T198g, T198m, T199a, RT7.13*
write from different one *Volume 2: T198*
see also Narrator

Possessive words *Volume 1: T70d, T241k–T241l, T256–257, T259i–T259j, T265, RT4.15, Volume 2: T11m–T11n, RT5.3*

Power writing *see Program Features and Resources Index: Writing*

Predict *Volume 1: T33a, T33e, T36, T42–43, T55, T56, T60e, T60g, RT1.10, RT1.14, T72, T92e, T92g, T96a, T98, T100–101, T106–107, T120, T126e, T126g, T138, T148–149, T150–151, T156, T160e, T160g, T164a, T166, T172–173, T190, T194e, T201, T203a, T204b–T204c, T206, T214–215, T218–219, T234a, T240e, T240g, T243a, T246, T260a, T264e, T264g,*

Volume 2: T6b, T10–11, T24–25, T32a, T38e, T38g, T44, T60a, T64e, T64g, T74b, T74c, T76, T93c, T96, T102e, T102g, T108, T110–111, T112–113, T128, T130–131, T132e, T132g, LR08, T144, T164, T170e, T174a, T176, T182–183, T192, T194–195, T198e, T198g, T208b, T210, T226a, T234a, T236, T240–241, T242–243, T260a, T266e, T266g
see also Confirm predictions

Prefixes

find *Volume 2: T266m*
un-, re- *Volume 2: T231h, T231i–T231j, T235c–T235e, T256a–T256b, T256d*
use to determine meaning *Volume 2: T259o, T266e*

Prepositions *Volume 2: T259i–T259j, T267, RT8.15*

Present *see Writing process*

Present your work *Volume 1: T267b*

Present-progressive-tense verbs *Volume 1: T161l*

Present-tense action verbs *Volume 1: T131m–T131n, T155i–T155j, T156, T159f, T160m, T161, T161k, T189i–T189j, RT3.3, RT3.7, RT3.11, RT3.15*

Preview *Volume 1: T5a, T5c, T5e, T8, T24a, T30e, T30g, T33a, T33e, T36, T55, T56, T60e, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, RT1.2, RT1.6, RT1.10, RT1.14, T72, T92e, T98, T120, T126e, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, T138, T156, T160e, T166, T190, T194e, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, T201, T206, T234a, T240e, T246, T260a, T264e, Volume 2: T8, T32a, T38e, T44, T60a, T64e, T64g, LR4, LR5, LR06, LR07, LR08, LR09, LR10, LR11, T76, T96, T102e, T108, T128, T132e, T144, T164, T170e, T176, T192, T198e, T210, T226a, T236, T260a, T266e*

Prewrite *see Writing process*

Problem and solution *Volume 1: T136a*

analyze *Volume 1: T176–177, T174b*

determine *Volume 2: T124c, T132k, T174g, T188c, T230k*

discuss *Volume 2: T256e*

identify *Volume 2: T223c, T233a, T234a, T234c, T254–255, T258, LR09, LR10, LR11, RT8.9*

Pronouns *Volume 2: RT5.15*

indefinite *Volume 2: T59i–T59j, T67b*

object pronouns *Volume 1: T233i–T233j, T238–239, T240, T240h, T241, RT4.7*

possessive *Volume 2: T11m–T11n*

subject pronouns *Volume 1: T199m–T199n, T204d, T233i–T233j, T241, RT4.3, RT4.7*

Proofreading *see Writing process*

Proper nouns *Volume 1: T55i–T55j, T61.:RT1.11*

Publish *see Writing process*

Punctuation *Volume 2: RT8.11*

of dates *Volume 1: T55l*

exclamation point *Volume 1: RS16, Volume 2: T103*
question mark *Volume 1: RS16, Volume 2: T95i–T95j, T127i–T127j, T231l*

Q

Question mark *Volume 1: RS16, Volume 2: T95i–T95j, T127i–T127j, T231l*

Questions *Volume 2: T95i–T95j, T127i–T127j, T133, T135b, T231l*

see also Ask and answer questions; Ask questions

R

Read and analyze *Volume 1: T62, T128, Volume 2: T28e–T29, T37e–T38, T57f, T63f–T64, T66, T93e–T93f, T101e–T101g, T131f–T132, T134, T161e–T161f, T169e–T169h, T197e–T197g, T223e–T223f, T229f–T229h, T256e–T256g, T256g, T265e–T265g, T268*

Read and comprehend *Volume 1: T10–11, T12–13, T14–15, T16–17, T18–19, T26–27, T42–43, T48–49, T50–51, T58–59, T74–75, T76–77, T78–79, T80–81,*

T82–83, T90, T100–101, T102–103, T104–105, T106–107, T112–113, T114–115, T139, T140–141, T142–143, T148–149, T150–151, T157, T158–159, T167, T172–173, T174–175, T176–177, T178–179, T180–181, T182–183, T192–193, *Volume 2*: T8–T26–27, T34–35, T44–T56–57, T64m–T64n, T76–T90–91, T98–99, T108–T122–124, T144–T158–159, T166–167, T176–T188, T210–T222–223, T228–229, T237–T254–255

Read together *Volume 1*: T21f, T52f, T59g, T85f, T91f, T116f, T125f, T153f, T159g, T185f, *Volume 2*: T28f, T37f, T57f, T63g, T93f, T101f, T124f, T131g, T161f, T169f, T188f, T197f, T223f, T229g, T256f, T265f

Reading *Volume 2*: T265c

active *Volume 1*: T5c, T5d, T5e, T10–11, T12–13, T14–15, T16–17, T26–27, T30g, T33c, T33d, T33e, T42–43, T48–49, T50–51, T58–59, T60g, T70a, T74–75, T76–77, T78–79, T80–81, T90, T92g, T104–105, T112–113, T122–123, T126g, T136a, T140–141, T142–143, T148–149, T158–159, T160g, T172–173, T174–175, T178–179, T182–183, T192–193, T194g, T212–213, T214–215, T228–229, T236–237, T240g, T244b, T244c, T252–253, T254–255, T262–263, T264g, *Volume 2*: T6a, T10–11, T12–13, T18–19, T24–25, T26–27, T34–35, T38g, T42a, T46–47, T48–49, T50–51, T52–53, T54–55, T62–63, T64g, T74a, T80–81, T82–83, T88–89, T90–91, T98–99, T102g, T106b, T106c, T118–119, T122–123, T130–131, T132g, T142a, T150–151, T158–159, T166–167, T170g, T174c, T178–179, T180–181, T186–187, T194–195, T198g, T208a, T212–213, T214–215, T216–217, T218–219, T228–229, T234c, T240–241, T242–243, T254–255, T262–263, T266g

aloud *Volume 1*: T21d, A1.3–A1.6, T70f, T85d, T91d, T92l, T96h, T116d, T125d, T126l, A2.1–A2.4, T153d, T159e, T160l, T164h, T185d, T193e, T194l, A3.1–A3.4, A4.1–A4.4, *Volume 2*: T6h, T28d, T37d, T38l, T57d, T63e, T64l, A5.1–A5.4, T74h, T93d, T101d, T102l, T106h, T124d, T131e, T132l, A6.1–A6.4, T142h, T161d, T169d, T170l, T174h, T188d, T197d, T197e, T198l, T199b, A7.1–A7.4, T208h, T223d, T229e, T230l, T234h, T256d, T265d, T266l, A8.1–T8.4

see also Big Book read aloud; Fluency; Interactive read-aloud

choral *Volume 1*: BP34, T5i, T21c, T29c, T30k, T33i, T59d, T60k, T70e, T96g, T116c, T119n, T125c, T126k, T136g, T153c, T155n, T159d, T160k, T164g, T185c, T193d, T194k, *Volume 2*: T6g, T28c, T37c, T38k, T42g, T57c, T63d, T64k, T74g, T93c, T95n, T101c, T102k, T106g, T124c, T127n, T131e, T132k, T142g, T161c, T169c, T170k, T174g, T188c, T191n, T197c, T198k, T208g, T223c, T229d, T230k, T234g, T256c, T259n, T262–263, T265c, T266k

comprehension *see* Strategies for reading comprehension

comprehension test *Volume 1*: A1.11–A1.14, A1.22–A1.25, A1.32–A1.34, A1.43–A1.48, A2.8–A2.9, A2.18–A2.19, A2.26–A2.27, A2.36–A2.44, A3.8–A3.9, A3.18–A3.21, A3.28–A3.29, A3.39–A3.43, A4.8–A4.10, A4.19–A4.21, A4.28–A4.30, A4.39–A4.47, *Volume 2*: A5.8–A5.9, A5.19–A5.20, A5.27–A5.28, A5.37–A5.42, A6.8–A6.9, A6.18–A6.19, A6.26–A6.27, A6.36–A6.44, A7.8–A7.9, A7.18–A7.19, A7.26–A7.27, A7.36–A7.44, A8.8–A8.9, A8.18–A8.19, A8.26–A8.27, A8.36–A8.44

decoding *Volume 1*: T5i, T21c, T29c, T30k, T33i, T52c, T59d, T60k, T70e, T85b, T85c, T91c, T91d, T92k, T96g, T116c, T125c, T126k, T136g, T153c, T153v, T159d, T160k, T164g, T185c, T193d, T194k, T201b, T204g, T230c, T233l, T239c, T240k, T241h, T241n, T244g, T245d, T257c, T259f, T259l, T263d, T264b, T264k, *Volume 2*: T6g, T28c, T37c, T38k, T42g, T57c, T57c, T63d, T64k, T74g, T93c, T101c, T102k, T106g, T124c, T131d, T131e, T132k, T142g, T161c, T169c, T170k, T174g, T188c, T197c, T198k, T208g, T223c, T229d, T230k, T234g, T256c, T265c, T266k

decoding assessment *Volume 1*: A1.8–A1.10, A1.20–A1.21, A1.30–A1.31, A1.41–A1.42, A2.5, A2.16, A2.24, A2.34, A3.5, A3.16, A3.26, A3.36, A4.5, A4.17, A4.26, A4.37, *Volume 2*: A5.5–A5.6, A5.17–A5.18, A5.25–A5.26, A5.35–A5.36, A6.5–A6.7, A6.16–A6.17, A6.24–A6.25, A6.34–A6.35, A7.5–A7.7, A7.16–A7.17, A7.24–A7.25, A7.34–A7.35, A8.6–A8.7, A8.16–A8.17, A8.24–A8.25, A8.34–A8.35

independent *Volume 1*: BP45, LR12

leveled *Volume 1 & 2*: LR4–LR12

partner reading *Volume 1*: T1i, T30o, T87e

see also Read together

shared *Volume 1*: T9–T18–19, T24a–T26–27, T57–T50–51, T57–T58–59, T73–T82–83, T89–T90, T99–T114–115, T120–T122–123, T121–T122–123, T126e–T126g, T139–150–151, T157–T158–159, T167–T182–183, T191–T192–193, T234a–T236–237, T247–T254–255, T260a–T262–263, *Volume 2*: T9–T26–27, T32a–T34–35, T45–T54–55, T60a–T62–63, T77–T90–91, T97–T98–99, T109–T122–123, T128–T130–131, T145–T158–159, T165–T166–167, T177–T186–187, T192–T194–195, T211–T220–221, T226a–T228–229, T226a–229, T237–T254–255, T260a–T262–263

using gestures *Volume 1*: T267b

whisper reading *see* Reading: decoding

see also Big Book read-aloud; Interactive read-aloud; Strategies for reading comprehension

Reading learning stations *Volume 1*: T1i, T23e, T23f, T31h, T55f, T65j, T87f, T93j, T119f, T131j, T155f, T161h, T189f, T199, T199j, T233f, T241h, T259f, *Volume 2*: T1j, T31f, T39h, T59f, T69j, T95f, T103h, T127f, T137j, T163f, T171h, T191f, T203j, T225f, T231h, T259f

Reading strategies *see* Strategies for reading comprehension

Reasons and evidence *Volume 2*: RT75

Recall details *Volume 2*: T124g, *Volume 2*: T186–187

Recommended reading *see* Independent reading

Recurring phrases *Volume 2*: T237, T254–255

Relate reading to the big question *Volume 1*: T31b, T61a, T93b, T127a, T161a, T195a, *Volume 2*: T39b, T65a, T103b, T133a, T171a, T231b, T267a

Relate to personal experience *Volume 1*: T148–149, *Volume 2*: T80–81, T120–121, T130–131, T156–157

Repeated reading routines *Volume 1*: BP40

Reread and analyze *Volume 1*: T10–11, T12–13, T14–15, T16–17, T18–19, T21c, T21e, T21f, T26–27, T29f, T42–43, T48–49, T50–51, T52f, T58–59, T59g, T74–75, T76–77, T78–79, T80–81, T82–83, T90, T100–101, T102–103, T104–105, T106–107, T112–113, T114–115, T116f, T122–123, T125f, T139, T140–141, T142–143, T148–149, T150–151, T153f, T157, T158–159, T159g, T167, T172–173, T174–175, T176–177, T178–179, T180–181, T182–183, T185f, T192–193, *Volume 2*: T10–11, T12–13, T24–25, T26–27, T28f, T28f–T28g, T34–35, T37f, T46–47, T48–49, T50–51, T52–53, T54–55, T57f, T63g, T63h, T78–T79, T80–81, T82–83, T84–85, T86–87, T88–89, T90–91, T93f, T98–99, T101f, T110–111, T112–113, T114–115, T116–117, T118–119, T120–121, T122–123, T124f, T124f–T124g, T130–131, T131g, T150–151, T156–157, T158–159, T161f, T166–167, T169f, T178–179, T180–181, T182–183, T184–185, T186–187, T188f, T188f–T188g, T194–195, T197f, T212–213, T214–215, T216–217, T218–219, T220–221, T223f, T228–229, T229g, T238–239, T242–243, T248–249, T254–255, T256f, T256f–T256g, T262–263, T265f

Reread and integrate *Volume 1*: T22, T54, T86, T86–T87, T118, T118–T119, T154, T154–T155, T188, T188–T189, T193h, T232, T232–T233, T259–T259a, *Volume 2*: T30–T31, T58–T59, T94, T94–T95, T126, T126–T127, T162, T162–T163, T190, T190–T191, T224–T225, T258, T258–T259

Research skills

cite evidence *Volume 2*: T232, T258

paraphrase *Volume 2*: T230g, T242

see also Program Features and Resources Index

Respond and extend *Volume 1*: T59h, T91g, T125g, T159h, T193h, T239g, T263h, *Volume 2*: T37g, T63h–T64, T101g, T131g, T131h, T169g, T197g, T229h, T265g

Respond with detail *Volume 1*: T204i

Restate an idea *Volume 1*: T230g, T242

Reteaching *see* Program Features and Resources Index

Retell *Volume 1*: T202–T203, T203a, T233, T233f, T266, T267a

Retell a story *Volume 1*: T94

Review and apply *Volume 2*: T29a–T31, T38o–T39, T57g–T59, T64o–T65b, *Volume 2*: T93g–T95, T102o–T103b, T125a–T127, T132o, T161g, T162, T170o–T171b, T189a–T191, T223g–T225, T230o–T231, T257a–T259, T266o–T267b

Review and assess *Volume 2*: T1n, T31j, T39l, T58, T59j, T69n, T95j, T103l, T127j, T137n, T163j, T171l, T191j, T203n, T225j, T231l, T259j

Review and compare *Volume 2*: T39a–T39b, T231a–T231b

Revise *see* Writing process

Revising marks *Volume 1*: T63, T129a, T197a, T267a, *Volume 2*: T67a, T135a, T269a

Rhyme *Volume 1*: T73, T167, T186, T264g, T264h, T264m, T265a, RT4.13

Rhythm *Volume 1*: T73, T262–263, T263f–T263g, T264g, T264m, T265a, RT4.13

Routines *see* Program Features and Resources Index; and specific routine

S

Scaffold meaning *Volume 1*: T194b

Science background *Volume 1*: T57, T66, T70, T92f, T96, T99, T121, T126f, T200, T204, T207, T234a, T240f, T244, T247, T260a, T264f, *Volume 2*: T2, T6, T9, T32a, T38f, T42, T45, T60a, T64f, T70, T74, T77, T106, T109, T129, T132e, T165, T170f, T204

Scope and sequence *see* Program Features and Resources Index

Scripts for letter formation *Volume 1*: BP62–BP65, *Volume 1*: RS5, RS7, RS9, RS13, RS15, RS17, RS19, RS21, RS23, T3c, R11

Selection summaries *Volume 1 & 2*: LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11 (same pages in each volume)

Sensory details, use *Volume 2*: T109, T116–117, T118–119, T124g

Sentences *Volume 2*: RT5.7

commands *Volume 2*: T39k–T39l

complete *Volume 2*: T31i–T31j, T39

completing *Volume 1*: T199j, T199m, T232, T233j, T244d, T259j, T263a

compound *Volume 2*: T69m–T69n, RT6.3

exclamatory *Volume 2*: T39k–T39l, T103

expanding *Volume 2*: T31i–T31j, T31j, T39, T103k–T103l, RT6.11, T171k–T171l

punctuation of *Volume 2*: T103, T231k–T231l

questions *Volume 2*: T95i–T95j, T127i–T127j

subject-verb agreement *Volume 2*: T59j, T65

types *Volume 2*: RT5.11, T103, T135b

see also Questions

Sequence *Volume 1*: T5d, T102–103, T202, T203a, T230e, T232, T257e, T258, T264k, T269

determine *Volume 1*: T33i, T59d, T85c, T102–103, T126k, T164g, T193d, *Volume 2*: T86–87, T131e, T228–229, T266g

identify *Volume 1*: T125c

Set a purpose *Volume 1*: T5a, T5c, T5e, T8, T10–11, T18–19, T21e, T24a, T30e, T30g, T56, RT1.2, RT1.6, T70, T200, T204, T240e, T244, T264e, *Volume 2*: T170e

Setting *Volume 1*: T61a, LR5, T240k

analyze *Volume 1*: T5e, T60k, *Volume 2*: T198g

compare *Volume 1*: T58–59, T60g, T60m, RT1.13

describe *Volume 1*: T34, T52e, T52g, T60k

Skills Index, continued

identify *Volume 1:* T33c, T33d, T33e, **T35a**, T42–43, T50–51, **T54**, T55, T58–59, **T59g**, T60g, LR4, LR6, LR9, LR10, LR11, RT1.9, T96g

Sing with me *see Program Features and Resources Index: Audio*

Social studies background *Volume 1:* T2, T5b, T9, T24a, T30f, T37, T60f, T132, T136, T139, T160f, T164, T167, T194f, *Volume 2:* T138, T142, T145, T174, T177, T193, T198f, T211, T234, T261, T266f

Social studies vocabulary *see Vocabulary: social studies*

Solution, determining *Volume 2:* T188c

Songs *see Program Features and Resources Index: Audio*

Sort *Volume 1:* T199k, **T239e**, T241j, T241l

pictures *Volume 1:* T1j, T23g, T31i, T55g

words *Volume 1:* T91e, T92m, T93k, T119g, *Volume 2:* T1k, T31g, T39i, T59g, T69k, T95g, T103i, T127f, T137k, T163g, T171i, T191g, T203k, T225g, T259g

Speaking

ask and answer questions *Volume 1:* T1i, T136a, T136b, T153e, T162, T165b, T199m, T204i, T243, T267b, *Volume 2:* T39h, **T101e**, T127f, **T131f**, T131f, LR05, LR07, RT6.7, RT6.15, T170e, T227, T248–249, LR04, LR06, LR07, LR08, LR10, LR11

ask for and give information *Volume 1:* T60h, T241h, T243

ask questions *Volume 1:* T1i, T136a, T136b, **T137**, **T137a**, T140–141, T142–143, T153e, T155, T157, T158–159, T162, T164a, T164b, T164c, **T164i**, **T165a**, T172–173, T174–175, T178–179, **T185e**, T189, **T191**, T192–193, T194m, T245b, LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11, RT3.2, RT3.6, RT3.10, RT3.14

cite evidence *Volume 1:* T232, T258

collaborate with peers *Volume 1:* T194n, T199l, T199n, T230, T230a, T230e, T231, T233h, T233o, T239e, T241b, T241l, T241m, T243, T243a, T244d, T244h, T245, T245b, T256–257, T257d, T259j, T259o, T264, *Volume 2:* T38h, T39g, T59e, T160–161, T230n

define *Volume 1:* T92m

describe *Volume 1:* T4, T60k, LR5, LR6, LR7, LR9, LR11, T68, T126g, LR7, LR11, T199i, T204h, T230d, **T239e**, T241g, T245c, T259e, *Volume 2:* T1i, T1l, T31f, T69i, T95e, T98–99, T101e, T101f, T102g, T102m, T132n, T161e, T173a, **T173a**, T174a, T174b, T174i, T177, T178–179, T180–181, T182–183, T188e, T190, T191, T191e, LR04, LR05, LR08, LR09, LR10, LR11, T262–263, **T265e**, T265f, T266g, T266m, T267a, RT8.13

discuss *Volume 1:* T5f, **T6**, T6, T21e, T28–29, T35b, T55, T60n, **T71**, T71b, T85e, T91e, T92, T92n, T93b, T96d, T96i, T97b, T116, T125e, T126n, **T126n**, T131j, T135a, **T153e**, T153f, T155, T155e, T155f, T156, T160n, T161b, T164d, T189, T189e, T193f, T194, T203a, T204h, T205c, T206, T230d, T233, T233f, T233k, T234, T239d, T239g, T240e, T240h, T240i, T240l, T240m, T240n, T240o, T241a, **T241a**, T241b, T243a, T244h, T246, T256–257, T257d, T257i, T259, T259f, T259k, T263b, T263e, T263h, T264a, T264l, T264m, T264n, T264o, T265b, T267a, *Volume 2:* T31e, T37e, T38n, T56–57, T57e, T59, T59e, T63f, T64n, T69, T93e, T93f, T103h, T132h, T132n, T143b, T161e, T163, T169e, T169f, T171b, T203i, T208c, T208i, T209a, T209b, T223e, T223f, T229f, T230n, **T256e**, T259, T265g, T266n

see also Cooperative learning routines; Cooperative learning structures; Discuss; Discussion groups

engage in conversations *Volume 1:* T200–T201, T203a, T204h, T205c, T206, T230d, T233, T233f, T233k, T234, T239d, T239g, T240e, T240h, T240i, T240l, T240m, T240n, T240o, T241a, T241b, T243a, T244h, T246, T256–257, T257d, T257i, T259, T259f, T259k, T263b, T263e, T263h, T264a, T264l, T264m, T264o, T265b, T267a, *Volume 2:* T102n, T124, T163e, T170n, T175b, T189

explain *Volume 1:* T33c, T98, T125e, T166, T195b, T240n, T263a, T70, T72, *Volume 2:* T138, T170e, T225e

express feelings *Volume 1:* T214–215, T230g, **T232**, *Volume 2:* **T172**, T174c

express ideas *Volume 1:* T201, *Volume 2:* T104

express needs and wants *Volume 1:* T131i, **T134**, T135a, T137b, T155e, T199

express opinions *Volume 1:* T204d, T231, T240o, T241a, T257i, T263a, T264o, T265b, *Volume 2:* T6d, T28, T140, T156–157

give details *Volume 1:* **T204i**, T233e, **T244i**

give directions *Volume 2:* T206, T231g, T259e, T271

give information *Volume 1:* LR9, **T32**, T32, **T32**, T92h, T153f, T199, LR9, LR9, T199l, T200, T203, T204h, T230d, T230e, T233e, T233k, T233o, T239e, T240, T240h, T240i, T241a, T245b, T257a, T257e, T257h, T258, T259f, T259k, T259l, T259o, T260a, T263a, T263f, T264, *Volume 2:* T39g, **T40**, T63a, T65b, T204

give presentations *Volume 2:* T267b

high frequency words *Volume 1:* T31o, T126j, T137e

identify objects, people, places *Volume 1:* T241g, T244d, T244i

interview *Volume 2:* T69, T137i, T203

make a point *Volume 2:* T170m, **T170m**

make connections *see* Connections, making

make presentations *Volume 1:* T70b, T84–85, **T197b**, *Volume 2:* **T67b**, **T135b**, **T201b**, T229a, **T269b**

narrate *Volume 1:* T160h

predict *Volume 2:* T164, T176

preview and predict *Volume 1:* T120, T126e

provide suggestions *Volume 1:* T259e, T267a

recall *Volume 1:* T187, *Volume 2:* T124g, T186–187

relate reading to the big question *Volume 1:* **T31b**, T61a, **T93b**, T127a, T161a, T195a, T241a, *Volume 2:* T39b, T65a, T103b, T133a, T171a, T231b, T267a

relate to personal experience *Volume 2:* T80–81, T120–121, T130–131, T156–157

respond to media *Volume 2:* T204

respond with details *Volume 1:* **T204i**

restate an idea *Volume 1:* T230g, **T242**

retell *Volume 1:* T22, T55, **T94**, T95a, T155, **T202–T203**, T203a, T212–213, T233, T233f, T266, T267a, *Volume 2:* T95e, T127

role play *Volume 1:* T116e, *Volume 2:* T124e, T188e, T198n

share ideas *Volume 1:* T91, T268, *Volume 2:* T68, T75b, T100–101, T136, T168–169, T196–197, T202, T266h, T270

share information *Volume 1:* T7b, T65i, T160h, T164d, LR9, T199l, T200, T203, T204h, T230d, T230e, T233e, T233k, T233o, T239e, T240, T240h, T240i, T241a, T245b, T257a, T257e, T257h, T258, T259f, T259k, T259o, T260a, T263a, T263f, T264, *Volume 2:* T74c, T102h, T142d

state facts and opinions *Volume 2:* T64m

summarize *Volume 1:* T1h, T116e, T269

tell a story *Volume 1:* T131, T266, *Volume 2:* **T232**, T232

use gestures *Volume 2:* T43b

use visuals *Volume 2:* T171g

use vocabulary words *see* Talk together; Vocabulary *see also* Share; Talk about it; Talk together; Vocabulary

Speaking and listening station *Volume 1:* T1h, T23e, T31g, T55e, T65i, T87e, T93i, T119e, T131i, T155e, T161g, T189e, T199i, T233e, T241g, T259e, *Volume 2:* T1i, T31e, T39g, T59e, T69i, T95e, T103g, T127e, T137i, T163e, T171g, T191e, T203i, T225e, T231g, T259e

Spelling

compound words *Volume 2:* **T75e**, **T93a–T93b**, T93h

contractions *Volume 1:* **T199k–T199l**, **T205c–T205e**, **T230a–T230b**, *Volume 2:* **T39i–T39j**, **T43e**, **T57a–T57b**, T57h

high frequency words *Volume 1:* **RS5**, **RS7**, **RS9**, **RS11**, **RS13**, **RS15**, **RS17**, **RS19**, **RS21**, **RS23**, T3d, T7e–T7f, T21b, T23n, T29b, T30c, **T31i–T31j**, T33, T33h, T35f, T52b, T53b, **T55g–T55h**, T59c, T60c–T60d, T60j, T60o, **T65k–T65l**, T67d, T70d, T85b, T85h, **T87g–T87h**, T91b, T92c–T92d, T92j, T92o, **T93k–T93l**, T93p, T96f, T97e–T97f, T116b, T117b, **T119g–T119h**, T119n, T125b, T126c–

T126d, T126o, T133d, T136f, T137f, T153b, T153h, T159c, T160c, T160j, T161p, T164f, T165e, T185b, T187b, T189n, T193c, **T194c–T194d**, T194j, T194o, T221, *Volume 2:* **T1k–T1l**, **T3d**, **T6f**, **T7e–T7f**, **T28b**, T29b, **T31g–T31h**, **T31n**, **T37b**, T38c–T38d, T38j, T38o, **T39i–T39j**, **T39p**, **T42f**, T43e, T54j, T57b, T57h, **T59g–T59h**, **T59n**, T63c, T64d, T64o, **T69k–T69l**, **T71d**, T74f, T75e–T75f, T93b, T93h, **T95g–T95h**, **T95n**, T101b, T102c–T102d, T102j, T102o, **T103i–T103j**, **T103p**, T106f, T107f, T124b, T125b, T127f, T127n, T131c, T132d, T132j, **T137k–T137l**, **T139d**, T142f, T143e–T143f, T161b, T161h, **T163g–T163h**, **T163n**, T169b, T170c–T170d, T170j, T170o, **T171i–T171j**, T171p, T174f, T175e–T175f, T188b, **T191g–T191h**, **T191n**, T197b, T198d, T198j–T198k, T198o, **T203k–T203l**, T205d, T208f, T209e–T209f, T223b, T223h, **T225g–T225h**, **T225n**, T229c, T230c–T230d, T230j, **T231i–T231j**, **T231p**, T234f, T235e–T235f, T256b, T259g–T259h, **T259n**, T265b, T266c–T266d, T266j, T266o

long *a* words *Volume 1:* T199j, **T199k–T199l**, **T201a–T201c**, T204f, T204h

long *e* words *Volume 1:* **T259g–T259h**, **T264a–T264c**, T264i

long *i* words *Volume 1:* **T233g–T233h**, **T233k–T233m**, T239b

long *o* words *Volume 1:* **T241i–T24j**, **T241m–T41o**, T244f, **T245c–T245e**, **T257a–T257b**, T257j

long *u* words *Volume 1:* **T259g–T259h**, **T259k–T259m**, T263c

short *a* words *Volume 1:* **T1i–T1j**

short *e* words *Volume 1:* **T55g–T55h**, T60o

short *i* words *Volume 1:* **T23g–T23h**

short *o* words *Volume 1:* **T31i–T31j**, T53b

soft *c, g* words *Volume 2:* **T1k–T1l**, **T3c**, T6f, T7e, **T7f**, **T28a–T28b**, T29b

ue, ui, u_e, ew words *Volume 2:* **T103i–T103j**, **T107e**, **T124a–T124b**, T125b

word patterns

C + le final syllable *Volume 2:* **T259m**, **T265b**

CVVC *Volume 2:* T39o

final syllable *C + -ie* *Volume 2:* **T259g–T259h**, T266o

VCV syllables *Volume 2:* **T259g–T259h**, **T266c**, **T266j**, T266o

words ending in

-ck, -ng *Volume 1:* **T87g–T87h**, T92c, T92j

double final consonants *Volume 1:* **T87m**, T91b

double final consonants *ck, ng* *Volume 1:* T92o

-ed, -ing *Volume 1:* **T233g–T233h**, T240c, T240j, *Volume 2:* **T59g–T59h**, **T64c**, **T64i**, T64j, T64o

-er, -est *Volume 2:* **T171i–T171j**, **T175e**, T175f, **T188a–T188b**, T189b

-es, -ed, -ing *Volume 2:* **T203k–T203l**, T209e, T209f, T223h

-s *Volume 1:* T52b

's *Volume 1:* **T65k–T65l**, T70d, T136f

-s, -es, -ies *Volume 2:* **T31g–T31h**, **T38c**, **T38i–T38j**, T38o

-s, -ing *Volume 1:* **T153b**, T153h

-y *Volume 2:* **T31g–T31h**, **T31m**, **T37b**, T38o

words with *air, ear, are* *Volume 2:* **T191g–T191h**, **T191m**, **T197b**, T198o

words with *al, all* *Volume 2:* **T203k–T203l**, **T205c**, T208f, T223h

words with *ar* *Volume 2:* **T139c**, T142f, T161h

words with *au, aw, -alk* *Volume 2:* T127f, T127m, T131c

words with blends *Volume 1:* T153h

br, cr, fr *Volume 1:* T126c

final blends *ft, lt, mp, sk, st* *Volume 1:* T160c, T160j

final blends *nd, nk, nt* *Volume 1:* **T155m**, T159c

l blends *Volume 1:* **T93k–T93l**, T93o, T96f, T97e, **T116a–T116b**, T117b

r blends *Volume 1:* **T119h–T119i**, T119m, T125b, T126j, T126o

s blends *Volume 1:* T133c

triple *s* blends *Volume 1:* **T137e**, T153b

words with consonant digraphs *Volume 1:* T193c
ch, tch *Volume 1:* **T161o**, T164f, T187b

ph Volume 1: **T241i–T241j**
sh Volume 1: T194c, T194i–T194j, T194o, T197b
th Volume 1: T165e, T165f, T185a–T185b, T187b, T197b
wh Volume 1: **T189m**, T194o

words with consonants
b, w, j, z Volume 1: **T55g–T55h**, T55m, T59c, T60o
f, n, l, p Volume 1: **T23g–T23h**
f, n, l, p, c Volume 1: T23m, T29b
g, d, v, r Volume 1: **T31i–T31j**, T31o, T33h, T53b
m, s, b, t Volume 1: **T1i–T1j**
y, qu, x, k Volume 1: **T65k–T65l, T67c**, T70d, T85h

words with *eer, ear* Volume 2: **T191g–T191h, T198c, T198j**, T198o

words with *ew, ou, oo* Volume 2: T125b

words with *ie, igh* Volume 2: **T95g–T95h, T95m**, T101b, T102o

words with *ir, er, ur* Volume 2: T171o

words with *kn, wr, gn, mb* Volume 2: **T137k–T137l, T143e**, T143f, **T161a–T161b**, T161h, T170o

words with *oa, ow, -old* Volume 2: **T69k–T69l, T71c**, T74f, T93h

words with *oi, oy, ou, ow* diphthongs Volume 2: **T225g–T225h, T225m**, T229c

words with *oo, ea* Volume 2: **T132c**, T132i

words with *oo, ou, ew* Volume 2: **T103i–T103j**, T103o, T106f

words with *or, ore* Volume 2: **T163g–T163h, T163m**, T169b, T170o

words with *ow, ou (owl)* Volume 2: **T230c, T230j**

words with *r*-controlled vowels Volume 2: **T171i–T171j**, T174e–T174f, T189b

words with short *a* Volume 1: T7e

words with short *e* Volume 1: **T60c**, T60j

words with short *i* Volume 1: **T30c**, T30i

words with short *o* Volume 1: **T35e**

words with short *u* Volume 1: **T65k–T65l**, T71e, T85b, T85h

words with suffixes
-ful, -less, -er Volume 2: **T231i–T231j, T231o**, T234f
-ly Volume 2: **T231o**, T234f

words with syllables Volume 2: **T95g–T95h**, T102c, **T102i–T102j**, T102o, **T163g–T163h**, T170c, T170j

words with *un-, re-* prefixes Volume 2: **T231i–T231j, T235e**, T235f, T256b

words with vowel digraphs
ai, ay Volume 2: **T39i–T39j, T39o**, T57h
ee, ea, ie Volume 2: **T39o**, T42f, **T59g–T59h, T59m, T63b–T63c**, T64o, T67b

see also *Daily spelling and word work*

Spelling routines Volume 1: BP35

Steps in a process Volume 1: **T91e**, T160k, T164b, Volume 2: T132g

Story elements see *Characters; Plot; Setting*

Strategies for reading comprehension Volume 2: T209a, T227

choose Volume 2: T260a, RT8.2, RT8.6, RT8.10, RT8.14

discuss Volume 2: T208i

reteach Volume 2: RT5.1–RT5.2, RT5.5–RT5.6, RT5.9–RT5.10, RT5.13–RT5.14, RT6.1–RT6.2, RT6.5–RT6.6, RT6.9–RT6.10, RT6.13–RT6.14

review Volume 2: T208c, T208o, T209a, T212–213, T214–215, T218–219, T227, T234i

use Volume 2: **T234a**, T234b, T234i, **T235a**, T238–239, T240–241, T242–243, T248–249

see also *Analyze; Ask questions; Cause and effect; Compare/Contrast; Conclusions, drawing; Confirm predictions; Connections, making; Details; Inferences, making; Main idea; Predict; Preview; Sequence, determine; Set a purpose; Summarize; Synthesize; Visualize; Visuals, use*

Student edition index facsimile Volume 1: R16–R18

Study a model Volume 1: **T62, T128, T196**, T266, **T266**, Volume 2: **T66, T134, T200, T268**

Subject pronouns Volume 1: T199m–T199n, T204d, T233i–T233j, T241, RT4.3, RT4.7

Subject-verb agreement Volume 1: T197b, Volume 2: **T59j**, T65

Suffixes
-ful, -less, -er Volume 2: **T231i–T231j, T231m–T231o, T231o**, T234e–T234f, T234f, T234h
-ly Volume 2: **T231m–T231o, T231o**, T234e–T234f, T234f, T234h
 using Volume 2: T225o–T226, T229f, T230m

Summarize Volume 1: T122–123, T136g, T153c, T194k, T239c, T258, T269, Volume 2: T57c, T106g, T124c, T161c, T170k, T188c, T240–241, T256c, T266k

Synonyms, identify Volume 2: T31o–T32, T37e, T38m

T

Talk about it Volume 1: T22, T54, T65, T86, T118, T131, T154, T188, T199, Volume 2: T30, T58, T69, T94, T126, T137, T162, T190, T203, T224, T258, T271

Talk about places Volume 1: **T59f**

Teach the rules see *Grammar*

Technology see *Program Features and Resources Index*

Tell a story Volume 1: T266–T267b, Volume 2: **T232** with captions Volume 1: T199l, T230

Test-Taking strategies see *Program Features and Resources Index*

Text features Volume 1: T58–59

captions Volume 1: T236–237, **T239e–T239f**, T240g, **T240m**, T240n, T241b

compare Volume 1: **T241a**

diagrams Volume 1: RT2.5, T247, T254–255, Volume 2: T62–63

headings Volume 1: T139

illustrations Volume 2: T77

labels Volume 1: T164b, T240g, T240m, **T240n**, T241a, Volume 2: **T45**

of online articles Volume 1: **T159a**

pictures Volume 1: T164b, Volume 2: T48–49

use Volume 1: RT4.5, Volume 2: T158–159

Text-talk read aloud Volume 1: BP51

Think aloud see *Writing routine 2*

Time line Volume 2: **T145**

Topic, and main idea Volume 1: T199i, T204g, T205a, T243a, T244a, T244b

Try it together Volume 1: T24, T56, T120, T156, T190, T234, T260, Volume 2: T32, T60, T96, T128, T164, T192, T226, T260

U

Unfamiliar words see *Context clues, using to determine meaning; Dictionary; Picture dictionary*

Unit planner see *Program Features and Resources Index: Lesson planners*

Unit projects Volume 1: T3, T64–65, T267, T130–T131, T133, T198–T199, T268–T269, T201, Volume 2: T3, T68–T69, T71, T136–T137, T139, T202–T203, T205, T270–T271

Unit wrap-up Volume 1: T64–T65, T130–T131, T198–T199, T268–T269, Volume 2: T68–T69, T136–T137, T202–T203, T270–271

Use clues to infer Volume 2: **T74i**

V

Verbs Volume 2: **T137m–T137n**

contractions with Volume 2: **T39i–T39j**

identify Volume 1: **T156, T159f, T160m, T190, T193f, T194m**

irregular Volume 2: **T163i–T163j**

subject-verb agreement Volume 2: **T59j**, T65

see also *Action verbs; Forms of be and have; Future-tense verbs; Helping verbs; Linking verbs; Past-tense verbs; Present-progressive verbs; Present-tense action verbs; Present-tense verbs*

Visualize Volume 2: **T141i**, T142a, T142c, **T143a**, T150–151, T156–157, T166–167, T174a, T174c, **T174i, T175a**, T188e, T191, **T193**, LR04, LR05, LR06, LR07, LR08, LR09, LR10, LR11, RT7.2, RT7.6, RT7.10, RT7.14, T209a, T227, LR08

Visuals, use Volume 1: T10–11, T14–15, T18–19, T21c, T26–27, T30k, T48–49, T70e, T76–77, T82–83, T90, T96b, T100–101, T106–107, LR8, T164g, T176–177, T192–193, T194g, LR4, LR5, LR6, T199i, T199j, T199l, T203, T204b, T206, T218–219, T233e, T233f, T233h, T236–237, T241j, T257c, T259e, T259f, T259h, Volume 2: T11, T34–35, T42c, T42g, T50–51, T54–55, T62–63, LR4, T69l, T78–T79, T84–85, T86–87, T88–89, T98–99, T103j, T106a, T116–117, T130–131, T170g, T197c, T208a, T208b, T220–221, T234b, T234g, T262–263, T265c

Vocabulary Volume 1: T231a

academic Volume 1: T6–T7, T7, T34–T35, T70g–T71, T96i–T97, T136i–T137, T164i–T165, T204i–T205, T205a, T240e, T244i–T245

apply word knowledge Volume 1: T21g, T31, T53a, T61, T85g, T93, T117a, T127, T153g, T161, T187a, T195, Volume 2: T29a, T39, T57g, T65, T93g, T103, T125a, T133, T161g, T171, T189a, T199, T223g, T231, T257a, T267

expand word knowledge Volume 1: T8, T36, T72, T98, T138, T166, Volume 2: T8, T44, T76, T108, T144, T176, T210, T236

high frequency words Volume 1: RS13, T199k–T199l, T201d, T204f, T205e–T205f, T230b, T233g–T233h, T239b, T240c–T240d, T240j, T241i–T241j, T241p, T244f, T245e, T257b, T259g, T259n, T263c, T264d, T264j

see also *High frequency words*

key words Volume 1: T1h, T4, T6–T7, T8, T21g, T23e, T30h, T31g, T32, T33f, T34, T36, T52e, T53a, T55e, T59f, T60e, T60h, T65i, T68–T69, T70g, T71, T82–83, T84–85, T85e, T85g, T86, T87e, T92e, T93, T93i, T94, T95, T96i, T98, T98d, T116e, T117a, T119e, T131i, T134, T135, T136d, T136i, T138, T152–153, T153e, T153g, T155e, T160e, T160h, T161g, T162–T163, T164i–T165, T166, T184–185, T185e, T187a, T189e, T194h, T195, T199i, T233e, T241g, T259e, Volume 2: T4, T6d, T6i, T7i, T8, T28e, T29, T38h, T142i

practice Volume 2: T240e, T240m, T246

review Volume 1: T127, T231a, T241, T257i, T265

science Volume 1: **T68–T69**, T91f, T92e, **T94–T95**, T126e, **T202–T203**, T240e, **T242–T243**, Volume 2: **T4–T5**, T38e, **T40–T41**, T64e, **T72–T73, T104–T105**, T132e, **T140–T141**, T170e, **T172–T173**

share word knowledge Volume 1: T21e, T52e, T85e, T116e, T153e, T185e, Volume 2: T28e, T57e, T93e, T124e, T161e, T188e, T223e, T256e

social studies Volume 1: T4, T4–T5, T30e, **T32–T33**, T60e, **T134–T135**, T160e, T162, **T162–T163**, T194e, Volume 2: **T140–T141, T172–T173**, T198e, **T206–T207, T232–T233**, T265e

strategies

alphabetize Volume 2: **T164, T169e, T192, T197e, T198m**

determine meaning of words Volume 1: **T204i, T206, T233e, T242, T244i, T246, T257e, T259e, T259o, T263f**

find prefixes Volume 2: **T266m**

homophones Volume 1: **T263f, T264e**

identify antonyms Volume 2: **T59o–T60, T63f, T64m**

identify nouns Volume 1: **T23q, T29e, T30m, T56, T59f, T60m, T159f, T194m**

identify synonyms Volume 2: **T31o–T32, T37e, T38m**

identify verbs Volume 1: **T156, T159f, T160m, T190, T193f, T194m**

make compound words Volume 2: **T102e**

sort words Volume 1: **T91e, T92m, T120, T125e, T126m**

use a dictionary Volume 2: **T164, T169e, T170m, T192, T197e, T198m**

Skills Index, continued

use compound words *Volume 2: T96, T101e,*

T102m, T128, T131f, T132m

use context clues *Volume 1: T230o–T234, T259o–T260*

use prefixes *Volume 2: T259o–T260, T266e*

use suffixes *Volume 2: T225o–T226, T229f, T230m*

test *Volume 1: A1.15–A1.17, A1.26–A1.27, A1.35–A1.38, A1.49–A1.52, A2.10–A2.13, A2.20–A2.21, A2.28–A2.31, A2.45–A2.48, A3.10–A3.13, A3.22–A3.23, A3.30–A3.33, A3.44–A3.47, A4.11–A4.14, A4.22–A4.23, A4.31–A4.34, A4.48–A4.51, Volume 2: A5.10–A5.14, A5.21–A5.22, A5.29–A5.32, A5.43–A5.46, A6.10–A6.13, A6.20–A6.21, A6.28–A6.31, A6.45–A6.48, A7.10–A7.13, A7.20–A7.21, A7.28–A7.31, A7.45–A7.48, A8.10–A8.13, A8.20–A8.21, A8.28–A8.31, A8.45–A8.48*

W

Weekly planners *see Program Features and Resources Index: Lesson planners*

Weekly writing folder *see Program Features and Resources Index: Writing*

Word Bank *Volume 1: T21a, T33h, T70d, T85a, T91b, T92i, T96f, T136f, T153a–T153b, T193c, Volume 2: T6e, T28a, T42f, T57a–T57b, T74e, T93a–T93b, T101b, T106f, T124a–T124b, T131b, T161a, T188a, T208f, T223a, T229c, T256a*

Word Builder *see Program Features and Resources Index: Technology*

Word clues *see Context clues*

Wrap-Up *Volume 1: T5f, T7b, T20–21, T21f, T23, T28–29, T30, T30g, T30n, T31b, T33f, T35b, T52, T53, T55, T59a, T60, T60h, T60n, T61a, T64–T65, T70b, T71b, T84–85, T85f, T87, T92, T92h, T92n, T93b, T96d, T97b, T116, T117, T119, T124–125, T126, T126h, T126n, T127b, T130–T131, T136d, T137b, T152–153, T153f, T155, T159a, T160, T160h, T160n, T161b, T164d, T165b, T184–185, T187, T189, T193a, T194, T194h, T194n, T195b, T198–T199, T204d, T205b, T230, T231, T233, T238–239, T240, T240h, T240n, T241b, T244d, T245b, T256–257, T257h, T259, T263a, T264, T264h, T264n, T265b, T268–T269, T268–T269, Volume 2: T6d, T7b, T28, T29, T31, T36–37, T38, T38h, T38n, T39b, T42d, T43b, T56–57, T57f, T59, T63a, T64, T64h, T65b, T68–T69, T74c, T75b, T92–93, T93f, T95, T100–101, T102h, T102n, T103b, T106d, T107b, T124, T125, T131a, T132, T132h, T132n, T133b, T136–T137, T142d, T143b, T160–161, T161f, T163, T168–169, T170, T170h, T171b, T174c, T175b, T188, T189, T191, T196–197, T198, T198h, T198n, T199b, T202–T203, T208c, T209b, T222–223, T223f, T225, T229a, T230, T231b, T234d, T235b, T256, T257, T259, T264–265, T265g, T266h, T266n, T267b, T270–T271*

Write about it *Volume 1: T22, T86, T118, T154, T232, T258, Volume 2: T30, T68, T94, T126, T162, T190, T224, T258*

Writer's and illustrator's craft *Volume 1: T7a–T7b*

Writer's craft *Volume 1: T35b, T52g–T53, T71b, T97b, T117, T137b, T165b, T186, T205b, T231, Volume 2: T7b, T29, T43b, T75b, T107b, T125, T143b, T175b, T189, T235b, T257*

Writing

adding to stories *Volume 1: T199i, T230*

about animals *Volume 2: T28, T30, T36–37, T39b, T39g, T43b, T58, T59e, T230h*

answers *Volume 1: T152–153*

about authors *Volume 2: T170h, T225f*

about author's purpose *Volume 1: T160n*

about book choices *Volume 2: T39h*

about books *Volume 1: T87e, T189f*

about cameras *Volume 2: T65b*

about change *Volume 2: T137i*

about characters *Volume 1: T93i, Volume 2: T69j, T102h, T102n, T103b, T125, T174c, T175b*

about communication *Volume 2: T161f, T162*

comparing books *Volume 2: T259f*

comparing old and new items *Volume 2: T171g*

completing sentences *Volume 1: T5f, T199i, T199j,*

T199m, T232, T233j, T244d, T259j, T263a

about crittercam *Volume 2: T63a*

about deliveries *Volume 1: T184–185, T189e*

descriptions *Volume 1: T71b*

design an animal *Volume 2: T1i*

about diagrams *Volume 1: T92h*

about directions *Volume 2: T265g, T266*

fact *Volume 2: T64h*

about food *Volume 1: T164d*

about goods *Volume 1: T131i, T161b*

grammar and *Volume 1: T1m, T23j, T31i, T55l, T65n,*

T87j, T93n, T161l, T189j, T199n, T233j, T241l,

T259j, Volume 2: T1n, T31j, T59j, T69n, T95j,

T103l, T127j, T191j, T203n, T225j, T231l, T259j

about inventions *Volume 2: T143b, T171g*

about Larry's adventure *Volume 2: T234d*

about living/nonliving things *Volume 1: T70b, T84–85,*

T91, T93b, T116, T126

about location *Volume 2: T267b*

main idea and details *Volume 2: T38n*

about maps *Volume 2: T222–223, T223f, T224, T256*

about the message *Volume 1: T136d*

about money *Volume 1: T193a, T194, T194n, T195b*

about months *Volume 2: T103g*

about movement *Volume 1: T86, Volume 2: T42d,*

T56–57, T57f

about needs and wants *Volume 1: T153f*

about neighborhoods *Volume 1: T161g*

about numbers *Volume 1: T161g*

about opinions *Volume 2: T168–169*

about the past *Volume 2: T188*

about past, present, future *Volume 2: T171b*

about personal experiences *Volume 2: T106d*

about photo journal *Volume 2: T64*

about places *Volume 1: T61b, Volume 2: T231b*

point of view *Volume 2: T198, T198h, T198n, T199a*

about prose *Volume 1: T65j*

questions *Volume 1: T154, T160, T165b, T194h*

reactions to blackout *Volume 2: T171h*

reasons *Volume 2: T170n*

revising and editing test *Volume 2: A5.15–A5.16, A5.23–*

A5.24, A5.33–A5.34, A5.47–A5.50, A6.14–A6.45,

A6.22–A6.23, A6.32–A6.33, A6.49–A6.52, A7.14–

A7.15, A7.22–A7.23, A7.32–A7.33, A7.49–A7.52

about rhyme *Volume 1: T188*

about seasons *Volume 2: T124*

about seed's needs *Volume 1: T118*

sensory details *Volume 2: T103h, T126*

about setting *Volume 1: T60n*

about signs *Volume 2: T203i*

steps in a process *Volume 1: T92, T264–265*

about symbols *Volume 2: T266h*

about then and now *Volume 2: T160–161*

about tide pools *Volume 2: T38h*

about trees *Volume 1: T119e, T124–125, T127b*

about two texts on same topic *Volume 2: T132n*

using technology in *Volume 1: T199j, T241h, T259e,*

T259f

about weather *Volume 2: T69i, T74c, T74d, T92–93,*

T93f, T95e, T103g, T107b, T127e, T132h, T133b,

T137

about weeds *Volume 1: T119e*

about Zina *Volume 1: T96d*

see also Handwriting; Program Features and Resources

Index

Writing forms

address *Volume 1: T60*

blog comment *Volume 2: T170*

book ad *Volume 2: T1j*

book page *Volume 1: LR4, LR5, LR7, LR8, LR9, LR4,*

LR5, LR7, LR9, LR10, LR4, LR5, LR6, LR10,

Volume 2: LR4, LR5, LR06, LR09, LR04, LR05,

LR08, LR09, LR10, LR11, LR04, LR05, LR06,

LR07, LR09, LR11

book page review *Volume 2: LR08*

book scene *Volume 1: LR11, Volume 2: LR09*

class book *Volume 1: T20–21, Volume 2: T29*

class story *Volume 2: T208c*

comparison *Volume 2: T6d, T38*

description *Volume 1: T1h, LR5, LR11, LR7, LR9,*

LR11, T187, T199i, T241g, Volume 2: T31e, LR06,

LR07, LR09, LR10, LR11, LR10, LR06, LR09,

LR10, LR11

diagram *Volume 1: T92n*

diary entry *Volume 2: LR08*

directions *Volume 2: T225e*

discussion answer *Volume 1: LR7*

e-mail *Volume 2: T163e, T203j*

explanation *Volume 2: LR06*

explanatory text *Volume 1: T241g, T259e*

extended responses *Volume 1: T230c*

fact and opinion *Volume 2: T64n*

family book *Volume 1: T21f*

haiku *Volume 2: T229a, T230*

haiku math *Volume 2: T225e*

how-to article *Volume 1: T128–T129b*

humorous story *Volume 1: T160h*

instructions *Volume 2: T266n*

interview *Volume 2: T132*

journal entry *Volume 1: LR4, LR5, LR6, LR7, LR8,*

LR9, LR10, LR11

labels and captions with drawings/photos *Volume 1:*

LR4, LR6, LR8, T119e, LR8, LR10, LR11, T155e,

LR6, LR7, LR8, LR9, LR10, T240n, T241b, Volume

2: T69, LR4, LR5, LR07, LR08, LR10, LR11, T95f,

T103g, T127f, LR05, LR06, LR08, LR04, LR06,

LR07, LR08, LR09, LR10, LR11, LR04, LR05,

LR07, LR08

letter *Volume 1: T196–T197b, Volume 2: T200–T201b*

list *Volume 1: LR6, LR6, T241h, T258, T259, T259e,*

Volume 2: T203

literary response *Volume 2: T268–T269b*

map *Volume 1: LR5, Volume 2: T209b, T271, LR08,*

LR10

narrative *Volume 1: T266–T267b*

nonfiction paragraph *Volume 1: T134–T135b*

opinion *Volume 2: T59f, T142d*

personal response *Volume 1: T30h, T60h, T126h, 159a*

poem *Volume 1: T259e, Volume 2: T69i, T107b,*

T196–197, T230n

postcard *Volume 1: T59a*

poster *Volume 1: T23f, T31b, T87e, Volume 2: LR11,*

T127e, T163f

prediction *Volume 2: LR11*

questions *Volume 1: T33f, Volume 2: T100–101, T102,*

T131a, LR05

recommendation *Volume 1: T93j*

riddle *Volume 2: LR6*

science article *Volume 2: T66–T67b*

sentences *Volume 1: T7a–T7b, T28–29, T30, T30n,*

T31g, T35b, T52, T54, T55e, LR9, LR10, LR11,

T85h, T97b, T137b, T153f, T193a, T199n, T204d,

T205b, T205e, T231, T233e, T240h, T241b, T241g,

T243a, T245b, T256–257, T257a, T257h, T264,

T264n, Volume 2: T1i, T7b, T31f, T75b, T95e,

T189, T235b

story *Volume 1: T266–T267b*

story endings *Volume 1: T126n*

street sign *Volume 1: LR4*

summary *Volume 2: LR04*

three-frame storyboard *Volume 1: T117*

topic review *Volume 2: LR05*

verse for a song *Volume 1: T85f*

Writing learning station *Volume 1: T1h, T23e, T31g,*

T199i, T233e, T241g, T259e

Writing models *Volume 1: BP57, T128, T196, T266,*

Volume 2: T66, T134, T200, T268

Writing options *Volume 1 & 2: LR4, LR5, LR6, LR7, LR8,*

LR9, LR10, LR11, Volume 1: T184–185

Writing process *Volume 1: T31b*

draft, write *Volume 1: T63, T129, T197, T267, Volume*

2: T67, T135, T200, T269

edit and proofread *Volume 1: T63b, T129b, T197b,*

T267b, Volume 2: T67b, T135b, T201b, T269b

prewrite, plan *Volume 1:* **T62, T128, T196, T266**,
Volume 2: **T66, T134, T200, T268**
 publish and present
 finish *Volume 1:* **T63b, T129b, T197b, T267b**,
Volume 2: **T67b, T135b, T201b, T269b**
 share *Volume 1:* **T63b, T129b, T197b, T267b**,
Volume 2: **T67b, T135b, T201b, T269b**
 revise, check *Volume 1:* **T63a, T129a, T197a, T267a**,
Volume 2: **T67a, T135a, 201a, T269a**
 revising and editing test *Volume 1:* A1.18–A1.19, A1.28–
 A1.29, A1.39–A1.40, A1.53–A1.56, A2.14–A2.15,
 A2.32–A2.33, A2.49–A2.52, A3.14–A3.15, A3.24–
 A3.25, A3.34–A3.35, A3.48–A3.51, A4.15–A4.16,
 A4.24–A4.25, A4.35–A4.36, A4.53–A4.55, *Volume*
2: A5.15–A5.16, A5.23–A5.24, A5.33–A5.34, A5.47–
 A5.50, A6.14–A6.45, A6.22–A6.23, A6.32–A6.33,
 A6.49–A6.52, A7.14–A7.15, A7.22–A7.23, A7.32–
 A7.33, A7.49–A7.52, A8.14–A8.15, A8.22–A8.23,
 A8.32–A8.33, A8.49–A8.52

Writing projects

friendly letter *Volume 2:* **T200–T201c**
 how-to article *Volume 1:* **T128–T129b**
 literary response *Volume 2:* **T268–T269b**
 narrative *Volume 1:* **T266–T267b**
 nonfiction paragraph *Volume 2:* **T134–T135b**
 photo essay *Volume 1:* **T62–T63b**
 science article *Volume 2:* **T66–T67b**
 thank you letter *Volume 1:* **T196–T197b**

Writing traits

Volume 1: RT1.17, RT2.17, RT3.17, RT4.17,
Volume 2: RT5.17, RT6.17, RT7.17, RT8.17
 conventions *see* Conventions, in writing
 fluency *Volume 2:* **T66, T268**
 ideas *Volume 2:* **T134**
 organization *Volume 1:* **T128, T266**, *Volume 2:* **T200**
 voice *Volume 1:* **T196**
 words choice *Volume 1:* **T62**
see **Read Into Phonics** for early reading skills and strategies

Downey, Fran *Volume 1:* LR12, T247
 Duggan, Beatrice *Volume 1:* LR10
 Eastman, P.D. *Volume 1:* LR1, *Volume 2:* LR10
 Eggers, Casey *Volume 1:* LR11
 Ehlert, Lois *Volume 1:* LR1, LR9
 Elliott, Rachel *Volume 2:* LR8
 Emmett, Jonathan *Volume 1:* LR12, T230g–T231
 Fehlmann, Sonja *Volume 1:* LR7
 Florian, Douglas *Volume 2:* **T43a**
 Freeman, Don *Volume 1:* LR11
 Fuentes, Mariana *Volume 1:* T238–239
 Ginsburg, Mirra *Volume 1:* LR1, LR9
 Gordon, Solomon *Volume 2:* LR5
 Graham, Pamela *Volume 2:* LR9
 Griffiths, Rachel *Volume 2:* LR04
 Grimes, Nikki *Volume 1:* LR12, T261
 Hennessy, B.G. *Volume 2:* LR09
 Hewitson, Jennifer *Volume 1:* **T97a**
 Hoff, Syd *Volume 2:* LR09
 Hutchins, Pat *Volume 2:* LR10
 Hutchinson, Caroline *Volume 1:* LR1, LR6
 James, Myles *Volume 1:* LR9
 Jenkins, Steve *Volume 2:* T7a
 Johnson, Trent *Volume 2:* LR6
 Johnston, Tony *Volume 2:* LR11
 Jose, Isabella *Volume 2:* LR10
 Keeler, Renee *Volume 2:* LR07
 Keller, Holly *Volume 1:* T205a–T205b
 Kenah, Katharine *Volume 2:* LR12, T45–T56–57
 Koyama, Neve *Volume 1:* LR6
 Kratky, Lada Josefa *Volume 1:* LR4, LR6, **T116g**, *Volume 2:*
 LR4, LR5, T105a–T110, **T107a**
 Krauss, Ruth *Volume 1:* LR9
 Langer, Heather *Volume 1:* T190–193h, T191–T192–193
 Lee, Simon *Volume 2:* LR5
 Leithauser, Jessica *Volume 2:* LR8
 Levine, Daniel *Volume 1:* LR6
 Lin, Grace *Volume 1:* T137a
 Lobel, Arnold *Volume 1:* LR11
 Long, Sheron *Volume 1:* LR1, LR5
 Long, Susan *Volume 1:* LR5
 Lopez, Ricardo *Volume 2:* LR7
 Lopshire, Robert *Volume 2:* LR9
 Lorenzo, Rose *Volume 2:* LR4
 Lucca, Mario *Volume 2:* LR8
 Malone, Pat *Volume 2:* LR10
 Marshall, Greg *Volume 2:* T60a–T64
 Marzollo, Jean *Volume 1:* LR1, LR8
 Mayer, Cassie *Volume 1:* T138–T155
 Meister, Cari *Volume 1:* LR1, LR8
 Moore, Claudia *Volume 2:* LR6
 Morris, Elaine *Volume 2:* LR10
 Nelson, Robin *Volume 2:* LR4, LR5, LR7, LR12
 Nguyen, James *Volume 1:* LR8
 Page, Robin *Volume 2:* T7a
 Palacios, Argentina *Volume 2:* T173a–T175a, **T175a**, T237–
 T254–255, T256g, LR12
 Parr, Todd *Volume 1:* LR10
 Penner, Lucille Recht *Volume 2:* LR9
 Perez, Belle *Volume 1:* LR9
 Pether, Lesley *Volume 1:* LR6, *Volume 2:* LR9
 Phillips, Cory *Volume 1:* LR5, LR10, *Volume 2:* LR6
 Pigdon, Keith *Volume 1:* LR10
 Reiser, Lynn *Volume 1:* T7a
 Ritchie, Scot *Volume 2:* T206–T209b, **T209a**
 Rivera, Sheila *Volume 1:* LR7
 Roper, Ellie *Volume 1:* LR7

Roza, Greg *Volume 1:* LR1, LR7
 Rustad, Martha E. H. *Volume 2:* LR7
 Sabatani, Rebecca *Volume 1:* LR8
 Salas, Laura Purdie *Volume 1:* LR12
 Schaefer, Lola M. *Volume 1:* LR8
 Sharp, Zoe *Volume 1:* LR4
 Sigman, Margie *Volume 1:* LR1, LR4
 Skewes, John *Volume 2:* T232–T235b, **T235a**
 Sloan, Peter *Volume 2:* LR4
 Sloan, Sheryl *Volume 2:* LR4
 Spencer, Wil *Volume 1:* LR1, LR5
 Stanos, Dimi *Volume 1:* LR1, LR4
 Stolten, Gavin *Volume 2:* LR5
 Street, Sharon *Volume 1:* LR5, *Volume 2:* LR10
 Suen, Anastasia *Volume 1:* LR 12, T166–T189, T167–T184–
 185, T186
 Sweeney, Joan *Volume 2:* LR9
 Tan, Annabelle *Volume 1:* LR5
 Tan, Lina *Volume 2:* LR8
 Taylor, Leroy *Volume 2:* LR5, LR9
 Taylor, Miles *Volume 1:* LR7
 Tekavec, Heather *Volume 2:* **T75a**
 Teoudoussia, Honor *Volume 1:* T95a, **T97a**
 Thayer, Tanya *Volume 1:* LR6
 Thomas, Mark *Volume 2:* LR6
 Thome, Josh *Volume 1:* T24a–T29e
 Thompson, Joan *Volume 1:* LR9
 Tunkin, David *Volume 1:* LR5, LR9, LR11, *Volume 2:* LR4,
 LR7
 Valdez, Maria *Volume 2:* LR6, LR11
 Vern, Alex *Volume 1:* LR1, LR10
 Volpe, Theresa *Volume 1:* T71a
 Walsh, Ellen Stoll *Volume 2:* LR12, **T28g**
 Williams, Rozanne Lanczak *Volume 1:* LR7, LR8
 Wolff, Ferida *Volume 2:* LR12, T124g
 Wong, George *Volume 1:* LR8
 Wooley, Marilyn *Volume 2:* LR6, LR7
 Wright, Richard *Volume 2:* T226a–T230n
 Young, Ed *Volume 2:* LR11
 Yu, Norman *Volume 1:* LR1, LR11
 Yusuf, Faridah *Volume 2:* LR5, LR7

Index of Authors

Adamson, Heather *Volume 1:* LR10, T8–T18–19, T9–T20–
 21
 Balouch, Kristen *Volume 1:* **T35a**
 Banks, Kate *Volume 1:* LR11
 Barretta, Gene *Volume 2:* T141a–T141c, T143a
 Betts, Nancy *Volume 2:* LR4
 Blümchen, Gustav *Volume 2:* LR4
 Boron, Stefanie *Volume 1:* T157–T158–159, T159g
 Bruce, Nick *Volume 1:* LR4
 Buckley, Marvin *Volume 1:* LR5, LR10, *Volume 2:* LR6,
 LR8,
 Butterworth, Chris *Volume 1:* T165a
 Calleta, Katya *Volume 2:* LR10
 Candusio, Caroline *Volume 2:* LR8
 Capra, Louis *Volume 2:* LR05, LR8
 Carle, Eric *Volume 1:* LR1, LR11
 Catala, Ellen *Volume 2:* LR11
 Chan, Harley *Volume 1:* LR1, LR6, LR9, LR10, LR11,
 Volume 2: LR08, LR11
 Clyne, Margaret *Volume 2:* LR04
 Costigan, Shirleyann *Volume 2:* LR11
 Coxe, Molly *Volume 1:* LR1, LR7
 Crews, Donald *Volume 1:* LR4
 Cummings, Pat *Volume 2:* LR12, **T188g**
 Da Silva, Nisha *Volume 2:* LR11
 Deedy, Carmen Agra *Volume 1:* LR12
 dePaola, Tomie *Volume 2:* LR11
 DiSpezio, Michael A. *Volume 2:* T259o–T266m
 Donaldson, Madeline *Volume 2:* LR11
 Dorros, Arthur *Volume 1:* LR12, T26–T52f, **T52g**

Index of Illustrators

Axworthy, Anni *Volume 1:* T245a–T245b
 Balouch, Kristen *Volume 1:* **T35a**
 Clyne, Margaret *Volume 2:* LR4
 Corazones Vallientes *Volume 1:* T7a
 Docompo, Valeria *Volume 2:* T237–T254–255
 Griffiths, Rachel *Volume 2:* LR4
 Hewitson, Jennifer *Volume 1:* T95a, **T97a**
 Jenkins, Steve *Volume 2:* T7a
 Lucca, Mario *Volume 2:* LR8
 Palacios, Argentina *Volume 2:* T173a–T175a, **T175a**
 Teoudoussia, Honor *Volume 1:* T95a, **T97a**
 Zahares, Wade *Volume 1:* T166–T189, T167–T184–185,
 T186

Volume 1 and 2 refers to the Student Anthology volumes.

Note: Page numbers in boldface type indicate the main discussion.

Acknowledgments, continued

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