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



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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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Animal Intelligence



? BIG QUESTION

Just how smart are animals?

READING SKILLS

Characters Make Connections	<p>Week 1 T71g</p> <p>Love and Roast Chicken Trickster Tale T81 written and illustrated by Barbara Knutson</p> <p>Writing Project: Character Sketch T97a</p> <div style="text-align: right; margin-top: 10px;"> Comprehension Coach Magazine Maker </div>
Connect Characters Make Connections Compare Topics and Themes	<p>Week 2 T97g</p> <p>Mouse Deer and Farmer: a Trickster Tale from Southeast Asia Trickster Tale T99 adapted from a story told by Aaron Shepard</p> <p>How Pan Caused Panic; Fox and Coyote; Anansi the Spider Trickster Tales T105a Retold by Arman Khan</p> <p>Writing Project: Trickster Tale T105i</p> <div style="text-align: right; margin-top: 10px;"> Interactive Whiteboard Magazine Maker </div>
Main Idea and Details Make Connections	<p>Week 3 T105o</p> <p>Animal Smarts Science Article T113 by Leslie Hall</p> <p>Research Project: Animal Behavior T129a</p> <div style="text-align: right; margin-top: 10px;"> Comprehension Coach </div>
Facts and Opinions Make Connections Text Structure Explain Uses of Reasons and Evidence	<p>Week 4 T129e</p> <p>The Clever Chimps of Fongoli Science Article T131 by Elizabeth Sengel</p> <p>NATIONAL GEOGRAPHIC EXCLUSIVE</p> <p>Which Pet is Right for You? Advice Blog T137a by Michael Peska</p> <p>Writing Project: Business Letter T138</p> <div style="text-align: right; margin-top: 10px;"> Interactive Whiteboard </div>

RESOURCES

Practice Masters PM2.1–PM2.39
Small Group Reading SG1–SG68

Assessment Masters A2.1–A2.47
Reteaching Masters RT2.1–RT2.16

Classroom Management

Whole Group Time

TEACHER

- Introduce Anthology
- Conduct Reading Lessons
- Teach Daily Language Arts
 - Daily Spelling & Word Work
 - Daily Grammar
 - Daily Writing Skills
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

STUDENT

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

Small Group Reading Time

TEACHER

- Introduce Books
- Conduct Mini Lessons
- 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

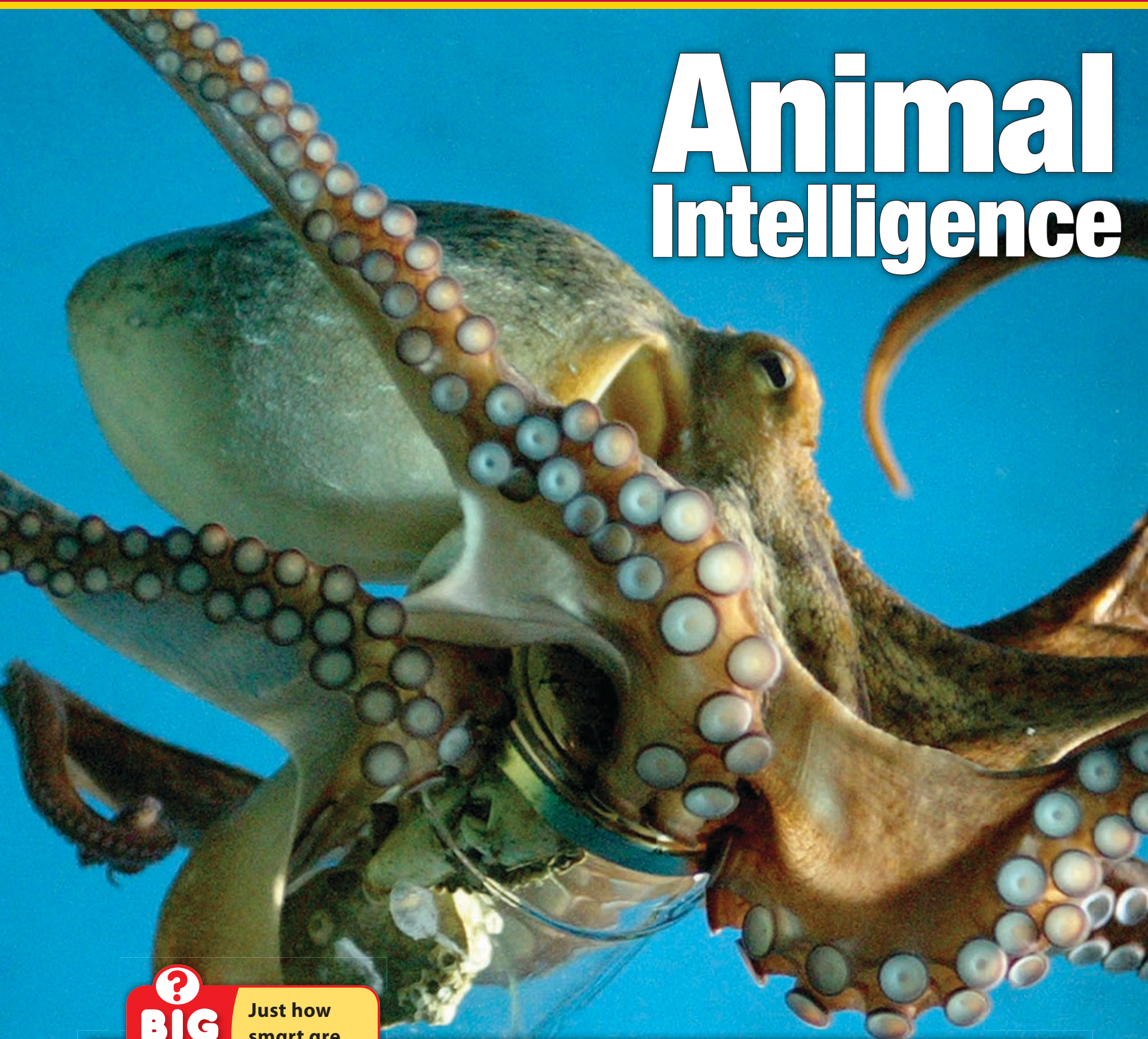
TEACHER

- 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

Animal Intelligence



?
BIG
Question

Just how smart are animals?

Animal Behavior

Week 1 Clever Animals	Week 2 Clever Animals	Week 3 Animal Behavior	Week 4 Animal Behavior
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Unit 2 Program Resources

WHOLE GROUP TIME

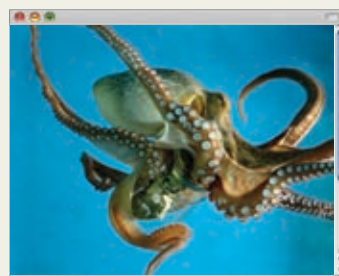


Student Technology

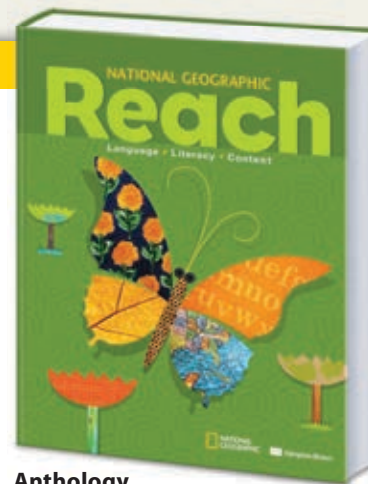
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard



Mark-Up Models 2.1, 2.2

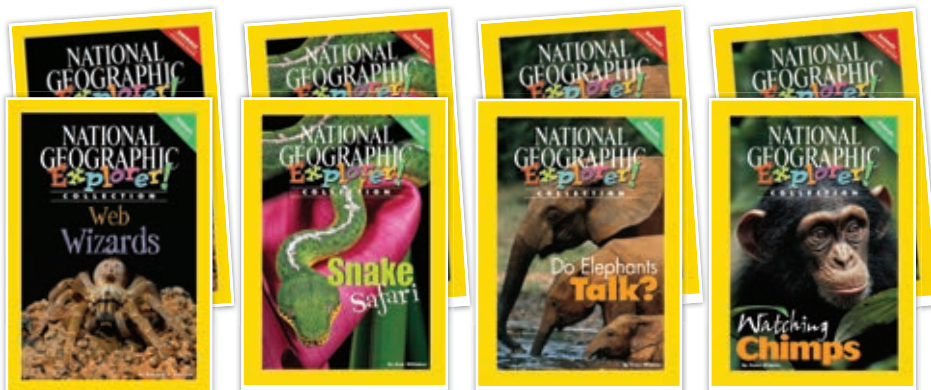
SMALL GROUP READING TIME



Fiction Books



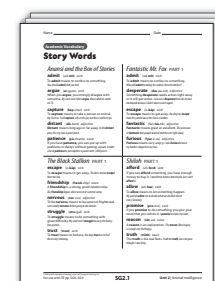
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG2.1–SG2.32

LEARNING STATION TIME



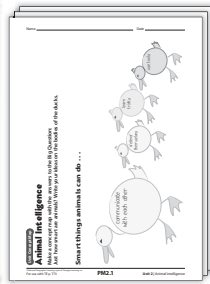
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Student Technology

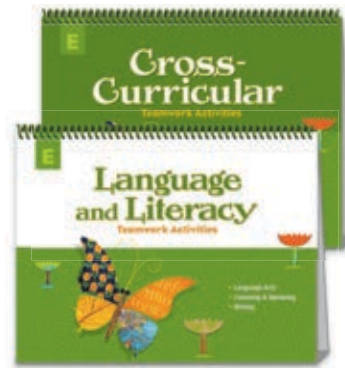
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Practice Book
PM2.1–PM2.31



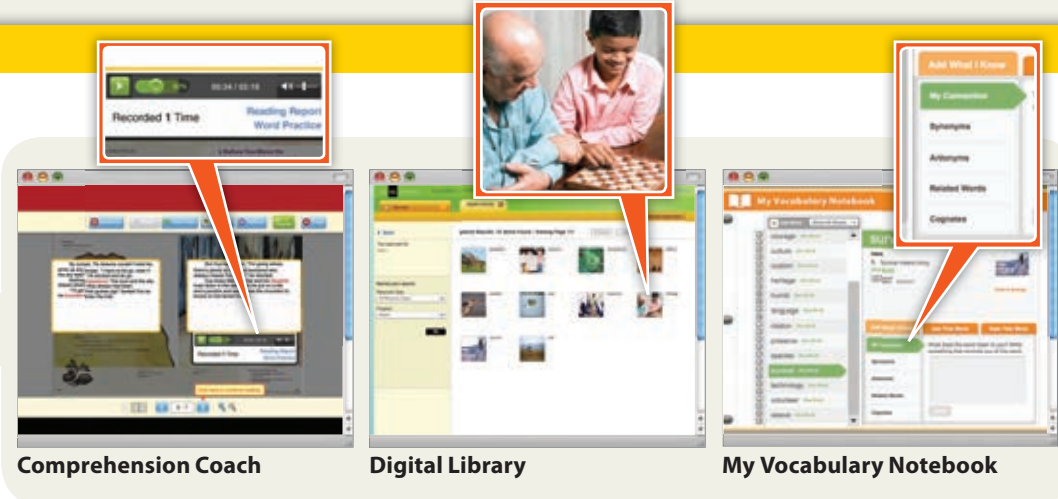
Practice Masters
PM2.1–PM2.31



Teamwork Activities



Reach into Phonics Kit



Comprehension Coach

Digital Library

My Vocabulary Notebook

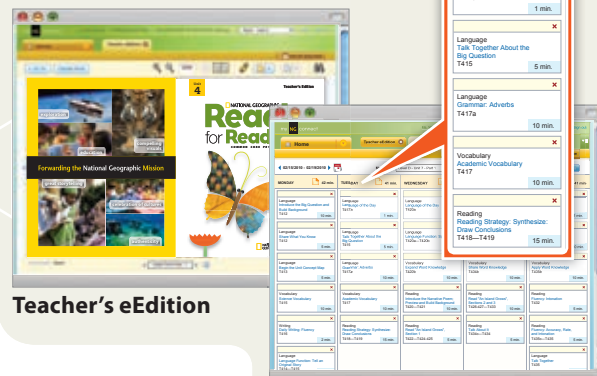
PLANNING RESOURCES



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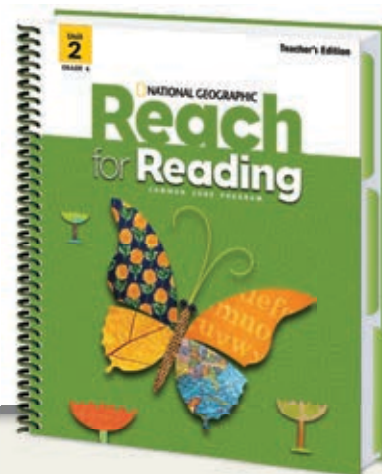
Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 2.1–2.32
- Family Newsletter 4 (in seven languages)
- Teamwork Activities Teacher's Guides
- 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
- Small Group Reading
- Assessment and Reteaching Masters

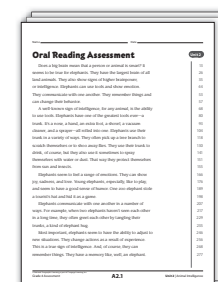
ASSESSMENT & RETEACHING



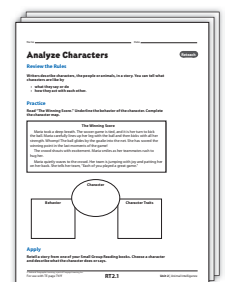
eAssessment™



ExamView®





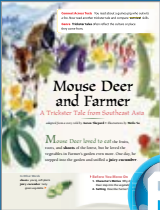







Assessment Masters
A2.1–A2.47























Reteaching Masters
RT2.1–RT2.13

Unit 2 Skills at a Glance

BL = BELOW LEVEL OL = ON LEVEL
 BL = BELOW LEVEL AL = ABOVE LEVEL ✓ = TESTED SKILL

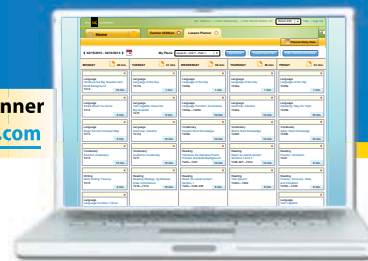
Introduce Unit 2	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1   eEdition	Express Ideas Connect Ideas	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with short e, and Commonly Misspelled Words ✓ Daily Grammar: Subject-Verb Agreement with Compound Subject and Compound Predicate ✓ Social Studies Vocabulary adaptation defend predator prey trait ✓ Academic Vocabulary behavior characteristic response strategy survival analyze trickster 	Read and Comprehend a Trickster Tale <ul style="list-style-type: none"> ✓ Analyze Characters ✓ Make Connections ✓ Fluency: Practice Expression 	
Week 2   eEdition  Interactive Whiteboard	Make Connections Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with the digraphs ck, sh, and Commonly Misspelled Words ✓ Daily Grammar: Negatives, Quotations, and Kinds of Sentences ✓ Use a Dictionary 	Read and Comprehend a Trickster Tale <ul style="list-style-type: none"> ✓ Connect Characters Read and Comprehend Trickster Myths ✓ Compare Topic and Theme ✓ Fluency: Practice Expression 	
Week 3   eEdition	Engage in Conversation Engage in Discussion: Topic: Character	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with the digraphs th, ng, and Commonly Misspelled Words ✓ Daily Grammar: Independent Clauses, Coordinating Conjunctions, and Run-on Sentences ✓ Science Vocabulary command imitate memory pattern skill tool ✓ Academic Vocabulary ability communication inherit language learn 	Read and Comprehend a Science Article <ul style="list-style-type: none"> ✓ Determine Main Ideas and Details ✓ Make Connections ✓ Fluency: Practice Intonation 	
Week 4   eEdition  Interactive Whiteboard	Give Advice Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Consonant Blends: nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr; Commonly Misspelled Words ✓ Daily Grammar: Run-On Sentences, Complex Sentences, and Compound Sentences (two independent clauses joined by a coordinating conjunction; comma before conjunctions and, or, but) ✓ Idioms and Expressions 	Read and Comprehend a Science Article <ul style="list-style-type: none"> ✓ Identify Facts and Opinions Read and Comprehend Advice Blogs ✓ Fluency: Practice Phrasing 	
Unit 2 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question Just How Smart Are Animals?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Character Write About Connections Write About Character Traits Writer's Craft: Personification Write About It</p> <p>Daily Writing Skills: Character Traits Writing Project: Write a Character Sketch</p>	<p> <i>Web Wizards</i></p> <p> <i>Anansi and the Box Stories</i></p> <p> <i>Fantastic Mr. Fox</i> (Part 1)</p> <p> <i>The Black Stallion</i> (Part 1)</p> <p> <i>Shiloh</i> (Part 1)</p>	<p>Speaking and Listening Describe a Character; Learn About Machu Pichu in Andes Mountains</p> <p>Language and Vocabulary Vocabulary Games; Vocabulary Notebook</p> <p>Writing A Tricky Story; Write About Animals</p> <p>Cross-Curricular Write Your Own; Research Trees</p> <p>Reading and Intervention Comprehension Coach; Author Study; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric
<p>Power Writing Write About Connections Write a Response Write to Reinforce Grammar Write About Tricksters Write About Trickster Characters</p> <p>Daily Writing Skills: Introduce Main Character Writing Project: Write a Trickster Tale</p>	<p> <i>Snake Safari</i></p> <p> <i>Black Beauty</i></p> <p> <i>Fantastic Mr. Fox</i> (Part 2)</p> <p> <i>The Black Stallion</i> (Part 2)</p> <p> <i>Shiloh</i> (Part 2)</p>	<p>Speaking and Listening Research an Animal; Retell a Trickster Tale</p> <p>Language and Vocabulary Vocabulary Games; Vocabulary Notebook</p> <p>Writing Make a storyboard; Trick a Trickster</p> <p>Cross-Curricular Animal Sense; Investigate an Animal</p> <p>Reading and Intervention Trickster Talk; Small Group Reading book; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric
<p>Power Writing Write About Main Idea and Details Write About Connections Write About Photos and Captions Write About a Smart Animal Write About It</p> <p>Daily Writing Skills: Locating Sources of Information Research Project: Locating Sources</p>	<p> <i>Do Elephants Talk?</i></p> <p> <i>Animal Masterminds</i></p> <p> <i>Animal Talk: How Animals Communicate through Sight, Sound, and Smell</i></p> <p> <i>Creepy Creatures</i></p> <p> <i>Tricky Behavior</i></p>	<p>Speaking and Listening Listen and Respond; Report</p> <p>Language and Vocabulary Vocabulary Games; Vocabulary Notebook</p> <p>Writing Photo Fill-Ins; Write About Animals</p> <p>Cross-Curricular Design a Test; Facts About Animals</p> <p>Reading and Intervention Comprehension Coach; Find An Animal Career For You!; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric
<p>Power Writing Write About Facts and Opinions Write a Response Write to Reinforce Grammar Write Advice Write About Reasons and Evidence</p> <p>Daily Writing Skills: Introduce a Topic Writing Project: Write a Business Letter</p>	<p> <i>Watching Chimps</i></p> <p> <i>Dolphins</i></p> <p> <i>Koko's Kitten</i></p> <p> <i>Crows</i></p> <p> <i>The Chimpanzee Family Book</i></p>	<p>Speaking and Listening Learn about Animal Sounds; Hear Animal Sounds</p> <p>Language and Vocabulary Vocabulary Games; Vocabulary Notebook</p> <p>Writing Make An Album; Write a Report</p> <p>Cross-Curricular Animal Math; Animal Training</p> <p>Reading and Intervention Shades of Meaning; Read an Animal Hero Tale; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unit Reading Comprehension Test <input checked="" type="checkbox"/> Reading Strategy Assessment <input checked="" type="checkbox"/> Oral Reading Assessment <input checked="" type="checkbox"/> Vocabulary Test <input checked="" type="checkbox"/> Spelling Test <input checked="" type="checkbox"/> Unit Writing, Revising, and Editing Test <input checked="" type="checkbox"/> Writing Rubric

Week 1 Planner

Online Lesson Planner
NGReach.com



✓ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 5–10 minutes	Science Background CC.4.SL.1.a; CC.4.SL.2 ✓ introduce the BQ; Preview Unit Projects T72–T73 Academic Talk ✓ Express Ideas T74	Academic Talk CC.4.SL.1 ✓ Connect Ideas T76a
	Language and Vocabulary 20 minutes	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ✓ Words with short e T97k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.3 ✓ Review Subject-Verb Agreement w/ Compound Subject T97m Science Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ✓ Learn Key Words T74–T75 analyze adaptation defend predator prey trait	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ✓ Practice T97k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.3 ✓ Subject-Verb Agreement w/ Compound Predicate T97m Academic Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ✓ Learn More Key Words T76a–T77 behavior characteristic response strategy survival
	Reading 20–40 minutes	Reading ✓ Read Aloud: Genre T75a Comprehension CC.4.Rlit.1; CC.4.Rlit.3 ✓ Analyze Characters T75a	Reading CC.4.Rlit.10 ✓ Read a Story T78 Comprehension CC.4.Rlit.1; CC.4.Rlit.3; CC.4.Rlit.10 ✓ Analyze Characters T78 ✓ Make Connections T78
	Writing 15–45 minutes	Power Writing T74 CC.4.W.10 Daily Writing Skills CC.4.Rlit.3; CC.4.W.3; CC.4.W.4 ✓ Character Traits T71o Writing CC.4.W.9.a; CC.4.W.10 ✓ Write About Character T76 Writing Project: Character Sketch CC.4.W.2.a ✓ Study a Model T97a	Power Writing T76a CC.4.W.10 Daily Writing Skills CC.4.Rlit.3; CC.4.W.3; CC.4.W.4 ✓ Character Traits T71o Writing CC.4.W.10 ✓ Write About Connections T78–T79 Writing Project: Character Sketch CC.4.W.2.a ✓ Prewrite T97a–97b
SMALL GROUP READING TIME		Read Fiction Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.4.L.6 ✓ Learn Science Vocabulary SG5 Reading CC.4.Rinf.1; CC.4.Rinf.10 ✓ Use Details and Examples to Explain Text SG5 ✓ Build Comprehension SG4 	Vocabulary CC.4.L.6 ✓ Learn Story Words SG6–SG7 Reading CC.4.Rlit.10; CC.4.Rinf.1 ✓ Introduce SG6–SG7 ✓ Read and Integrate Ideas SG8–SG9 ✓ Make Connections to Comprehend Literature SG8–SG9 ✓ Describe Characters SG8–SG9
	LEARNING STATION TIME	20 minutes 	Speaking and Listening T71i CC.4.Rlit.3; CC.4.SL.2 Language and Vocabulary T71i CC.4.L.6 Writing T71i CC.4.W.2; CC.4.W.3; CC.4.W.3.a; CC.4.W.5 Cross-Curricular T71j CC.4.W.2; CC.4.W.7; CC.4.W.8 Reading and Intervention CC.4.Rlit.10; CC.4.Rfou.3; T71j; SG68 CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b;

BIG Question Just how smart are animals?

Day 3

Read and Comprehend

Academic Talk CC.4.SL.1
 Preview and Predict T80

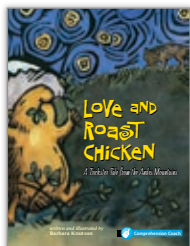
Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
 Practice T971 CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.L.1; CC.4.L.3
 Review Subject-Verb Agreement w/ Compound Predicate T97n

Vocabulary Practice CC.4.L.6
 Expand Word Knowledge T80
trickster

Reading CC.4.Rlit.1; CC.4.Rfou.4.a
 Read a Trickster Tale T81–T87

Comprehension CC.4.Rlit.9
 Analyze Characters T82–T87
 Make Connections T82–T87



Fluency CC.4.Rfou.4
 Practice Expression, Accuracy, and Rate T80

Power Writing T80 CC.4.W.10

Daily Writing Skills CC.4.Rlit.3; CC.4.W.3; CC.4.W.4
 Character Traits T71p

Writing CC.4.W.9.a; CC.4.W.10
 Write About Character Traits T88–89

Writing Project: Character Sketch CC.4.W.2.a
 Draft T97c

Day 4

Read and Comprehend

Academic Talk CC.4.SL.1; CC.4.SL.1.c; CC.4.SL.2
 Paraphrase Reading T90

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
 Practice T971 CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.3
 Grammar and Writing T97n

Vocabulary Practice CC.4.L.6
 Share Word Knowledge T90

Reading CC.4.Rlit.1; CC.4.Rfou.4.a
 Read a Trickster Tale T91–T94

Comprehension CC.4.Rlit.9
 Analyze Characters T91–T94
 Make Connections T91–T94
 Compare Characters T92–T93



Fluency CC.4.Rfou.4.b
 Practice Expression T94

Power Writing T90 CC.4.W.10

Daily Writing Skills CC.4.Rlit.3; CC.4.W.3; CC.4.W.4
 Character Traits T71p

Writing CC.4.L.5
 Writer's Craft: Personification T95a

Writing Project: Character Sketch CC.4.W.2.a
 Revise; Edit and Proofread T97d

Day 5

Review and Apply

Academic Talk CC.4.SL.1; CC.4.SL.1.c
 Talk About It T96

Daily Grammar CC.4.L.1; CC.4.L.3
 Review T97n

Vocabulary Practice CC.4.L.6
 Apply Word Knowledge T95b

Reading CC.4.Rlit.3; CC.4.Rfou.4.a
 Reread a Trickster Tale T81–T94

Comprehension CC.4.Rlit.1; CC.4.Rlit.3
 Reread and Analyze T96a–T97

Power Writing T95b CC.4.W.10

Daily Writing Skills CC.4.Rlit.3; CC.4.W.3; CC.4.W.4
 Character Traits T71p

Writing CC.4.W.1; CC.4.W.1.b
 Write About It T96

Writing Project: Character Sketch CC.4.W.2.a
 Publish and Present T97d

Read Fiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.1; CC.4.Rlit.3;
 Read and Integrate CC.4.Rlit.10
 Ideas SG8–SG9

Make Connections to Comprehend Literature SG8–SG9

Describe Characters SG8–SG9



Read Fiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.1; CC.4.Rlit.3;
 Read and Integrate CC.4.Rlit.10
 Ideas SG8–SG9

Make Connections to Comprehend Literature SG8–SG9

Describe Characters SG8–SG9



Read Fiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.1; CC.4.Rlit.3;
 Connect Across CC.4.Rlit.10;
 Texts SG9 CC.4.SL.1.a

Writing CC.4.W.2
 Choose a Writing Option SG8–SG9



ASSESSMENT & RETEACHING

Assessment and Reteaching T97e–T97f

- Reading Comprehension Test A2.4–A2.5 CC.4.Rinf.1; CC.4.Rinf.2
- Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10
- Oral Reading Assessment A2.1–A2.3 CC.4.Rfou.4.a
- Vocabulary Test A2.1–A2.3 CC.4.L.b; CC.4.L.6

- Spelling Test: Words with short e T97k CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
- Writing, Revising, and Editing Test A2.8–A2.9 CC.4.W.10; CC.4.L.1; CC.4.L.3

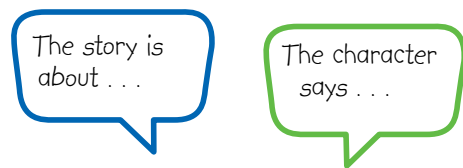
Reteaching Masters RT2.1–RT2.3



Week 1 Learning Stations

Speaking and Listening

Option 1: Describe a Character



PROGRAM RESOURCES & MATERIALS

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

colored markers

Have students use a character chart to help them analyze and discuss a character from a story they have read in class or elsewhere.

- Distribute copies of **Practice Master PM2.2**. Tell students to make notes in the chart to help guide their conversation.
- Have students take turns briefly telling a partner what the story they chose is about, and then sharing a character analysis.

Describe a Character CC.4.Rlit.3

Option 2: Machu Picchu



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

Have students discuss a video about Machu Picchu.

- To view the video and facts, have students go to Resources > Unit 2 > Stations > Week 1 > Machu Picchu on NGReach.com.
- Direct each student to choose two things that he or she learned from the video and explain what is interesting about them.

Paraphrase Text and Visual Information CC.4.SL.2

Language and Vocabulary

Key Words

adaptation · analyze · behavior · characteristic
defend · predator · prey · response
strategy · survival · trait · trickster

Option 1: Vocabulary Games



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

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook



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

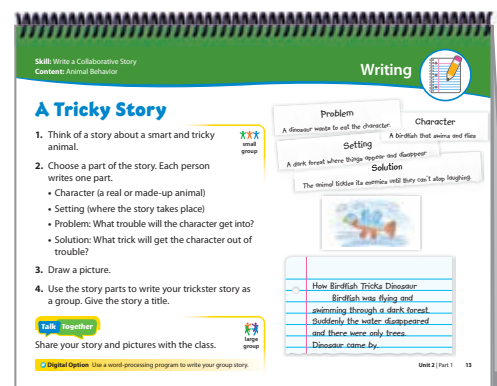
Have students expand their word knowledge.

- Under Add More Information > Use This Word > Write a Sentence, have students write a sentence for each Key Word that is a noun, using the plural form of the noun.
- Under Add More Information > Use This Word > Restate the Definition, have students use their own words to restate definitions of the Key Words.

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Writing

Option 1: A Tricky Story



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 13

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

Write Narratives CC.4.W.3
Establish a Situation, Introduce Narrator and/or Characters, and Organize Events in a Sequence CC.4.W.3.a

Option 2: Write About Wild and Farm Animals

Display the writing prompt:

Think about ways in which wild animals might interact with farm animals. Write about how wild animals affect life on a farm and how farmers might deal with problems of this kind.

As they consider how wild animals and farm animals affect each other, encourage students to think about all animals' basic needs for food, water, and shelter.

When Foxes Look for Dinner
Many farmers raise chickens for eggs or meat.

Write Informative/Explanatory Text to
Examine a Topic CC.4.W.2
Plan Writing CC.4.W.5
Recall Relevant Information CC.4.W.8

Cross-Curricular

Option 1: Write Your Own



Write Your Own

- Review "Love and Roast Chicken." Use characters and story details to write a word problem.
- Draw a picture to help you model the problem.
- Solve the problem.
- Exchange problems with group members. Solve each other's problems.

Talk Together
Share your word problems. Talk about the strategies you used to solve them.

Coy gathers 4 baskets of alfalfa each day. Each night he eats 2 baskets. How many baskets of alfalfa will Coy have on the fifth night after he has eaten?

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 13

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

Use Precise Language CC.4.W.2.d

Option 2: Research Beavers



PROGRAM RESOURCES & MATERIALS

Digital Library Images: Language Builder Picture Card E18

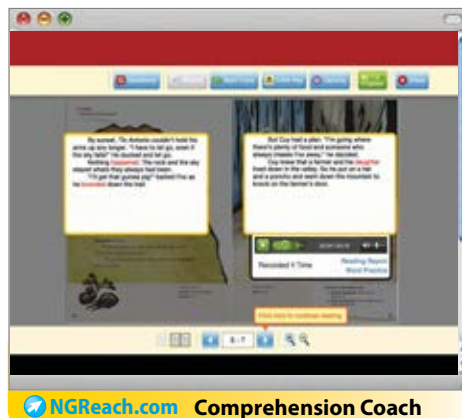
library books • encyclopedia • online resources about eucalyptus trees

Have students use a variety of resources to research beavers. Have students create fact sheets with the information they gathered. Have them share their findings with the class.

Conduct Research CC.4.W.7
Gather Information CC.4.W.8

Reading

Option 1: Comprehension Coach



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

Read and Comprehend Informational Texts CC.4.Rlit.10
Read with Accuracy and Fluency to Support Comprehension CC.4.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.4.Rfou.4.b

Option 2: Author Study

Barbara Knutson

Character Trait Chart

	Trait
Character A	
Character B	

MATERIALS

books by Barbara Knutson, such as How the Guinea Fowl Got Her Spot, Sungura and Leopard, and Why the Crab Has No Head

- Have students select a book to read over the course of a week. Tell them to choose two characters to analyze.
- Have them complete a character trait chart.
- Then have partners use their charts to discuss the characters and their traits.
- Students can also self-select other recommended books. See **Independent Reading** on page SG68.

Read and Comprehend Literature CC.4.Rlit.10

Intervention

Option 1: Phonics Games



[NGReach.com](https://www.ncreach.com) **Online Phonics Games**

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, and Morphology to Read Syllabication Patterns, Multisyllabic Words CC.4.Rfou.3.a

For Reteaching Masters, see pages RT2.1–RT2.3

Additional Resources

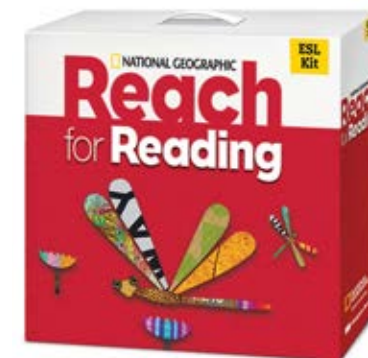
Reach into Phonics



Lessons 18 and 19

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.4.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T72–T97

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Clever Animals

- ✔ Spell Words with Short e
- ✔ Use Commonly Misspelled Words Correctly

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 Short e

1. accident	The rescue dog helped the victims after the accident .
2. attend	My class was excited to attend the performance of the acrobatic birds.
3. clever	The clever pig rolled in the mud to cool itself on a hot day.
4. employee	The owner of the horse farm paid his employee well for grooming the animals.
5. escape	No one wants the lion to escape from the circus and roam the streets.
6. express	We clapped to express our appreciation after the elephant's performance.
7. forever	The photographs that we took will last forever .
8. invest	The trainers invest a lot of time and effort teaching guide dogs to help people with disabilities.
9. medicine	Our sick cat got better soon after taking the medicine .
10. object	Our pet rat can find a toy or another object in its maze.
11. pellet	My hamster's food comes in a small, hard pellet .
12. prevent	Our dog tried to prevent my brother from falling into the swimming pool.
13. regret	I regret arriving at the animal show so late.
14. relative	That cat belongs to either Mary's cousin or another relative , such as her uncle.
15. vegetable	Carrots are my guinea pig's favorite vegetable .

Watch-Out Words

16. there	Is the animal show in there ?
17. they're	They're about to start the performance.
18. their	I can't believe their athletic abilities.
19. good	The cats put on a good show.
20. well	Those animals performed well together.

CVC Pattern

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students

Teach

Display the word *attend*. Point out the CVC pattern and explain:

One vowel between two consonants usually has a short-vowel sound. Point out that in *employee* and *escape*, the *e* begins the word, so these words do not follow the CVC pattern.

Prepare

Have partners write each of the first 15 spelling words on a separate index card.

invest

Practice

- Have one student hold up a card.
- Ask the partner to say the word, point to the short vowel, and tell which consonants come before and after the vowel. He or she then spells the word aloud.
- Partners take turns holding up cards and spelling words.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Unscramble a Word!

Day 2



Option 2

MATERIALS

index cards, 20 per group



Prepare

Have small groups collaborate to print each spelling word on an index card, leaving space between each letter to make it easy to cut the letters apart. Then direct students to cut each word into separate letters.

Play a Game

- Have students shuffle the letters for one word and place the letters face up on the table. One student then unscrambles the letters.
- Have students take turns unscrambling the letters to make each word. Continue playing until all the words have been unscrambled.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Animal Sentences

Day 2



Option 3

Watch-Out Helpers

Have students use Watch-Out Words to write sentences about animals. Example: *They're* the pets in *their* family. Have them use a dictionary to be sure they used the correct Watch-Out Word in the correct context.

Use Frequently Confused Words
Consult References

CC.4.L.1.g
CC.4.L.2.d

Q&A

Day 3



Option 1

MATERIALS*index cards, 20 per pair of students***Prepare**

Have each partner write ten questions, each on a separate index card. Each question must be one that can be answered by one or more spelling words. Have each partner place his or her cards in a stack.

Play a Game

- Have students take turns choosing cards from each other's stacks.
- After a student draws a question, he or she answers the question and spells the words in the answer by writing them down.
- Continue until all the questions have been answered.

Which words start with a vowel?

Which words sound like two other words?

Which words have smaller verbs inside them?

Demonstrate Command of Spelling

CC.4.L.2

Spelling Baseball

Day 3



Option 2

MATERIALS*1 small game marker per student***Prepare**

Arrange students in teams of four to six students each. Have each group write a list of the spelling words. Have each group draw a baseball diamond on a piece of paper. Divide each group into two teams and let them decide the "batting order" of each team.

Play Ball!

- Have Team 1 "pitch" a word to the first batter on Team 2, reading it aloud from the list. The batter writes the word. If the batter spells the word correctly, he or she moves a game piece to first base.
- Then the second batter is up and tries to spell the second word correctly. If this batter is correct, his or her game piece moves to first base, and the "runner" on first base moves to second base.
- If a batter misspells a word, he or she is out. Three outs and the next team is up at bat. One point is scored when a batter returns to home base.
- Have groups keep track of the runs scored and the outs.
- The game continues until all the spelling words have been spelled correctly two times, or until one team has scored 12 points.

Demonstrate Command of Spelling
Spell Grade-Appropriate WordsCC.4.L.2
CC.4.L.2.d

Find Hidden Words

Day 4



Option 1

Prepare

- Challenge students to write several spelling words that have smaller words inside them. For example, *accident* includes the word *dent*.
- Tell them to circle the smaller words.

Create Sentences

Challenge students to write sentences that include both the smaller words and the whole words. Provide an example:

1. The accident left a dent in the car.
2. They escaped using an invisible cape.
3. At the end of the year, he will attend graduation.

Have students share their sentences in small groups.

Demonstrate Command of Spelling
Spell Grade-Appropriate WordsCC.4.L.2
CC.4.L.2.d

Jingle Jangle!

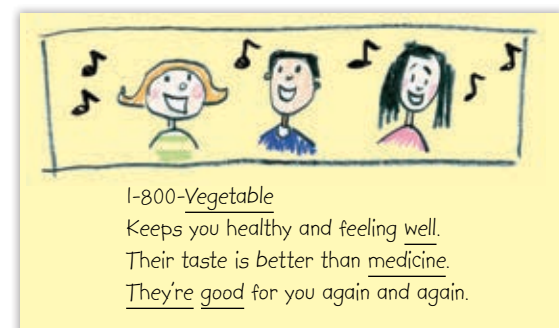
Day 4



Option 2

Write and Perform a Jingle

- Invite small groups to write a simple jingle using some of the spelling words. The jingle can have the same tune as another jingle that students already know.
- Have students underline the spelling words in the jingle.
- Have each group perform its jingle for the class. As students hear a spelling word, they raise their hands. Have volunteers spell the words in each jingle after the group has performed it.

Use Frequently Confused Words
Spell Grade-Appropriate WordsCC.4.L.1.g
CC.4.L.2.d

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Clever Animals

✔ **Grammar: Use Subject-Verb Agreement with Compound Predicate**

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Knowledge of Conventions

CC.4.W.5

CC.4.L.1

CC.4.L.3

Day 1

PROGRAM RESOURCES

More Compound Subjects:
eVisual 2.2

Review the Rules

Use the suggestion on page T76 to review subject-verb agreement with compound subjects. Then review the rules.

More Compound Subjects

- | | |
|---|--|
| • In a compound subject with or , if the <u>last subject is singular</u> , the <u>verb is singular</u> . | The boys or their <u>sister</u> <u>walks</u> the ponies around the ring every afternoon. |
| • In a compound subject with or , if the <u>last subject is plural</u> , the <u>verb must also be plural</u> . | Mom or the <u>boys</u> <u>make</u> sure the gate is closed when the ponies are in the ring. |
| • When <u>subjects</u> are joined by and , the <u>verb</u> must be plural. | The <u>colt</u> and his <u>brother</u> <u>learn</u> their routine quickly. |

NGReach.com More Compound Subjects: eVisual 2.2

Generate Sentences

Generate a list of animals. Have each student choose two animals.

Prompt: *Write four sentences about both animals. Use a compound subject and or to connect the animals' names in two sentences.*

Have pairs exchange papers, identify compound subjects in each other's paper, and check for correct subject-verb agreement.

For **Writing Routine 4**, see page BP50.

Differentiate

BL Below Level

ISSUE Students apply the subject-verb agreement rules for compound subjects with *or* to compound subjects with *and*.

STRATEGY Have students practice chanting the following reminder, clapping along for emphasis:

If and joins the nouns, no S on the verb.

Point out that this rule applies to pronouns also. Suggest that students use this reminder when they write sentences with compound subjects.

Day 2

PROGRAM RESOURCES

Compound Predicates: eVisual 2.7

Digital Library Image: Language
Builder Picture Cards E14–E26

MATERIALS

photographs of animals

Teach the Rules

After using the suggestion on page T79, explain: *A compound predicate has two or more verbs that share the same subject.*

Compound Predicates

- | | |
|--|--|
| • If the <u>subject is singular</u> , then <u>both verbs must also be singular</u> . | Our smart <u>parrot</u> <u>whistles</u> and <u>speaks</u> . |
| • If the <u>subject is plural</u> , then <u>both verbs must also be plural</u> . | The hungry <u>chimps</u> <u>nibble</u> bananas or <u>chew</u> apples. |

NGReach.com Compound Predicates: eVisual 2.7

Point out to students that the verbs in a compound predicate can be joined by *and* or *or*.

Play a Game

Provide partners with animal pictures. Explain:

- *Choose a picture and say a sentence about it.*
- *Your partner adds a verb and the words and or or to make a compound predicate. The sentence can be silly or serious.*
- *If the subject and the verbs agree, your partner chooses the next picture. If not, you choose the next picture.*
- *The game ends when each partner has correctly formed three sentences with compound predicates.*

Differentiate

EL English Learners

ISSUE In Hmong and Vietnamese, several verbs can be used together with no words to separate them.

STRATEGY Review that, in English, verbs in a compound predicate must be joined by either *and* or *or*. Have students practice with language frames, such as:

My cat _____ and _____.

The dolphins _____ or _____.



Day 3

PROGRAM RESOURCES

Game: Practice Master PM2.3

MATERIALS

timer

Review the Rules

Use the suggestion on page T88–89 to review subject-verb agreement with compound predicates. Review: *A compound predicate is made up of two or more verbs that share the same subject.* Display and read the sentences below.

That kitten either **tumbles**, **rolls**, or **scampers** around my bed every night.
Some service animals **answer** the front door, **open** the refrigerator, and **turn** off the lights.

Have students count the number of verbs in each sentence of the chart. (three in each) Then explain: *When a compound predicate has three or more verbs, use commas between them.*

Play a Game

Distribute **Practice Master PM2.3**. Have students work in small teams. Explain:

- Follow the directions on the Practice Master.
- You will have five minutes to write your sentences.

Name _____ Date _____

Grammar Game

Sentence Race

- As a team, take 5 minutes to write as many sentences as you can using words in the chart. Each sentence must have a compound predicate. Use the words *and* or *or*.
- Score 1 point for each sentence your team writes correctly.
- Score an additional point for using more than 12 words from the chart in your sentences.
- When time is up, check your sentences and add up your points. The team with the most points wins.

Animals	Verbs
leopard / leopards	eats / eat
spider / spiders	swings / swing
parakeet / parakeets	catches / catch
chipmunk / chipmunks	chirps / chirp
woodpecker / woodpeckers	reaches / reach
baboon / baboons	snoozes / snooze
horse / horses	climbs / climb
giraffe / giraffes	swallows / swallow

For use with TE p. T71n **PM2.3** Unit 2 | Animal Intelligence

Differentiate

SN Special Needs

ISSUE The time constraint may cause anxiety that prevents students from performing their best.

STRATEGY Allow some practice time before the game begins. Have students circle the name of one animal and draw arrows to two verbs that go with that animal. The student then writes a sentence with a compound predicate using the animal name and the two verbs. If time allows, encourage students to repeat the process.

[NGReach.com](#) Practice Master PM2.3

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM2.4

Grammar and Writing

Distribute **Practice Master PM2.4**. Have students use editing and proofreading marks to correct errors with subject-verb agreement with compound subjects and compound predicates.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct subject-verb agreement with compound subjects and compound predicates
- correct end punctuation

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↗	Move to here.
,	Add comma.
.	Add period.

The African Gray parrot is my favorite bird. My next-door neighbor has one named Mr. Einstein. Cousin Rina and I visit him as often as we can. Sometimes we feed and play with him for hours. He can be very funny!

African Grays are pretty noisy. Mr. Einstein scream and whistles. African Gray parrots are also quite smart. Rina and my neighbor teach Mr. Einstein a new word every week. Mr. Einstein speak and sings in Spanish, too. Rina laughs and wonder if he could learn to read!

When the doorbell rings, Mr. Einstein whistles or says, "Who is it?" Some visitors answer or laugh when they find out that a bird answered the door.

For use with TE p. T71n **PM2.4** Unit 2 | Animal Intelligence

[NGReach.com](#) Practice Master PM2.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A2.8–A2.9

Review and Assess

Display the sentences below. Have partners complete the sentences together. Next, have them exchange papers with another pair of students. The pairs then change the singular subjects to plural or the plural subjects to singular, and then write the new sentences.

- The birds _____ or _____.
- Fish and frogs _____ and _____.
- The elephant either _____ or _____.
- Caterpillars either _____ or _____.

Administer the **Writing, Revising, and Editing Test**.

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Clever Animals

✓ Describe Character Traits

COMMON CORE STANDARDS

Describe a Character
Write Narratives, Using Descriptive Details
Use Appropriate Development and Organization

CC.4.Rlit.3
CC.4.W.3
CC.4.W.4

Introduce Character Traits

Day 1



PROGRAM RESOURCES

Character Traits Passage: eVisual 2.3

Character Traits Chart: eVisual 2.4

Teach the Skill

Display eVisual 2.3 and have volunteers read it aloud.



Character Traits Passage

Dan was sprinting to the park to play baseball with his new friends when he saw a large V in the sky. It was a flock of birds migrating for the winter. Dan had never seen anything like this before, and when he arrived at the park, he excitedly told his friends. Though his friends were unimpressed, Dan was fascinated by the birds. He asked his dad to take him to the library so he could find some books about bird migration. "Sure thing!" Dad said. "Soon you will have read every book in that library!"

NGReach.com Character Traits Passage: eVisual 2.3



INTERACTIVE WHITEBOARD TIP: Students underline words that provide clues to character traits.

Discuss what Dan's words and actions show about him. Then explain: *Remember that you discovered character traits when you analyzed characters in your Thinking Map. You analyzed the characters' traits based on what they said and did. You analyzed Dan's traits just now, too, by paying attention to the descriptive details.*

Good writers let readers discover a character's traits through the character's words and actions. They "show, not tell."

Ask: *Which is more interesting—to say, "Dan sprinted," or to say "Dan went"?* (Dan sprinted.) *Here are some other ways the writer "showed" us about Dan instead of "telling" us about him.* Display and discuss the chart.



Character Traits Chart

Trait	Detail From Text
curious	wants to go to library to learn more
likes nature	noticed the birds; plays outside
likes to read	Dad says Dan has read a lot of books.

NGReach.com Character Traits Chart: eVisual 2.4



INTERACTIVE WHITEBOARD TIP: Have students describe more of Dan's traits and add to the chart.

Explore Character Traits

Day 2



Option 1

MATERIALS

timer

Introduce

- Tell students that it is helpful to list character traits before they begin writing about a character. Involve students in brainstorming a list of adjectives, such as *bossy, smart, messy, impatient, funny, and suspicious*.
- Explain: *You will not use the adjectives from your list in your writing. You will include words and actions that show the traits in action. In this activity, you want your readers to figure out what is in your list by reading your descriptive details.*

Practice

- Allow each student three minutes to make a list of five adjectives that could describe a person. The adjectives should not describe a person's physical appearance, but rather describe the person's character or personality.
- Then have students act out the traits on their lists and have partners guess the traits. Allow students one minute for each trait.
- Have students choose two of each character's traits to write about. Tell partners to work together to compose a sentence for each trait, using either actions or dialogue.

Show Don't Tell

Day 2



Option 2

Introduce

Copy and display the chart below. Tell students to create a big copy of the chart and to leave plenty of room for writing in the right column.

Trait	Show-Not-Tell Sentence
impatient	
cautious	
helpful	
bighearted	

Practice

- Tell students to read each character trait, then write a sentence that reveals that character trait. Explain that each "Show, not tell" sentence may show action, or it may provide revealing character dialogue.
- Then have students add more traits and sentences to the chart.

SUGGESTED PACING

- DAY 1 Teach the Skill
 DAY 2–4 Daily Practice Options
 DAY 5 Review and Assess

Add Descriptive Detail

Day 3



Option 1

Introduce

Arrange students in pairs and explain that they will work together to add clues about a character to sentences you provide. Remind partners that one way to do this is by adding descriptive details.

Practice

- Have partners collaborate to write a second sentence after each sentence below to reflect the character trait listed in parentheses.
- Tell partners that if they like, they may also change some of the words in the first sentence. Model revising the first sentence and adding a second: *We could barely hear Carl talk to the teacher. He stared at his feet and spoke in a whisper.*

1. Carl talked to the teacher. (shy)
2. Fei explained the answer. (confident)
3. Juan gave me a gift. (kind)
4. Rebecca drew a picture. (creative)

Write to Reveal Character Traits

Day 3



Option 2

MATERIALS

timer • small slip of paper, 1 per student

Introduce

Tell students that they will write a short passage that reveals what a character is like.

Practice

- Give each group member one slip of paper and have the student write one character trait on his or her slip. Encourage students to include synonyms, if applicable, such as *truthful, honest, honorable*. Collect the slips, mix them up, and distribute them to group members.
- Allow students five minutes to write a short passage that shows what a character is like. Remind students not to name the trait, but instead to include actions and other descriptive details that will allow a reader to see the trait in action.
- Then have each student exchange his or her passage with a partner and see if the partner can correctly guess the trait.

Revising for Descriptive Details

Day 4

**Introduce**

Explain to students that they will be revising a piece from their Weekly Writing folders.

Practice

Have students select a piece from their Weekly Writing folders that contains at least one character. Tell students to revise the piece, adding more descriptive details that show the character's traits. Remind students to replace any direct statements about a character's traits with more subtle details.

Review and Assess

Day 5

**PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A2.8–A2.9

Review the Skill

Have students collaborate with a partner to write a short passage that includes two characters. Tell students to include both dialogue and actions that give clues to each character's traits. Tell them that they may write the passage as part of a story or as a play as long as it uses descriptive details to reveal character traits.

- ✓ Administer the **Writing, Revising, and Editing Test**.

Day 1 Introduce Unit 2

OBJECTIVES

Thematic Connection: Clever Animals
Preview Content by Paraphrasing Information

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 2
Unit Concept Map: Practice Master PM2.1

TECHNOLOGY ONLY

Digital Library: Key Word Images
My Vocabulary Notebook

WARM-UP

Point out the animal shown on **Anthology** pages 72–73. Ask: *What are some things you think this animal can do well? Why do you think so?* (Possible response: I think it is good at catching food because it has many arms.)

Science Background

1 Big Question **Anthology** page 72

Have a volunteer read the Big Question. Ask: *What other words mean almost the same thing as smart?* (Possible responses: *bright, clever*) *What are some ways of being smart?* (Possible responses: being a problem solver; learning important information) Distribute **Family Newsletter 2**.

2 Share What You Know **Anthology** page 73

To prepare for the activity, have students list animals they already know. Then ask them to look at the list and circle the animal they think is most special. Explain: *Make a list of words and phrases to describe the animal you chose and the special things it does. Use those ideas when you make your picture.*

3 Build Background Video

Set a purpose for viewing: *Watch and listen to find out about animal **behavior**.*

After viewing, discuss the following with students:

- *What are some **abilities** animals are born with?* (Spiders can build webs.)
- *What are some **behaviors** that animals learn?* (Dolphins learn to use sound waves to find food. Cheetahs learn to hunt for food.)

Mini Lesson

Describe Visual and Auditory Details

Explain: *Videos have a visual part and an audio part.* Replay the video, stopping at strategic points to comment on visual and audio features.

Think aloud: *The audio tells us that spiders know how to spin webs without being taught. The close-up, sped-up video image shows how they spin webs. The text “Innate Behavior” relates the spider’s actions to the scientific concept.*

Help students notice visual techniques that give viewers a new perspective. Discuss audio features, such as dolphin sounds and background music. Have students view segments with and without sound and note the difference.

Have students describe how visual and auditory details add information.



Level E | Unit 2

Dear Family Member,

“Just how smart are animals?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about animal behavior, communication, and intelligence. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview friends and family members about things that pets or other animals do that show they are smart. Collect stories and examples. Try to use some of the New Words in your interviews.
2. Work together to write notes about your interviews on the lines below. Try to include some of the New Words in your notes.
3. Remind your student to bring the completed notes to class.

What We’re Reading

“**Love and Roast Chicken**”
by Barbara Knutson
In this tale, a clever guinea pig uses tricks to save himself from a hungry fox.

“**Mouse Deer and Farmer**”
adapted from a story told by Aaron Shepard
This tale tells how Mouse Deer escapes danger by tricking a farmer’s dog.

“**Animal Smarts**”
by Leslie Hall
This science article discusses the many ways that animals communicate and show their intelligence.

“**The Clever Chimps of Fongoli**”
by Elizabeth Sengel
In this article, Explorer Jill Pruetz studies how chimpanzees in Senegal use tools to find food.
And more!

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Family Newsletter 2 | English

Family Newsletter 2
in seven languages

COMMON CORE STANDARDS

Reading

Determine the Meanings of Words and Phrases CC.4.Rlit.4
Interpret Information Presented Visually and Orally CC.4.Rinf.7

Animal Intelligence

?
BIG
Question
Just how smart are animals?

72

Share What You Know



- 1** Think about a pet you know or a favorite animal from TV. Draw the animal.
- 2** Tell the class about your drawing. What makes the animal special?
- 3** Listen to your classmates tell about their drawings. Ask questions about the animals they drew.

My Kitten is tiny and soft.



Build Background: Watch a video about animal behavior.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Video



Resources

NGReach.com

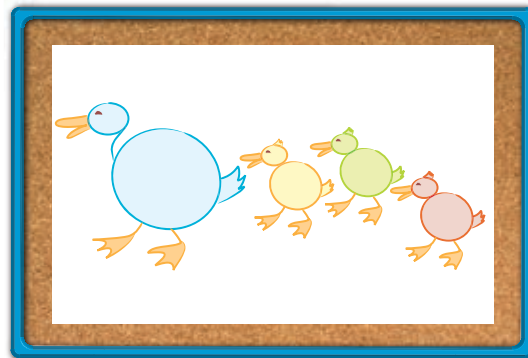
Anthology
pages 72–73

Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Have students flip through the unit, and prompt them to predict: *What do you think you will learn? How will these things help you answer the Big Question?* Responses should include specific examples from the unit. Have pairs compare pages that they find interesting.

Display the unit concept map, using **Student eEdition** page 142 or providing a bulletin board version of the concept map. Explain: *As you go through the unit, you will organize your answers to the Big Question on a concept map.* Distribute **Practice Master PM2.1** and model how to fill in the concept map. Tell students to think about the video. Ask: *What ideas from the Build Background Video help us answer the Big Question? Let's put these ideas on the concept map.*



Concept Map

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 143. Have students read the options so that they can think about which they will choose.

Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills Practice (T71o–T71p)
- ✓ Power Writing (T74, T76a, T80, T90, T95b)
- ✓ Writing (T76, T78–T79, T88–89, T95a, T96)
- ✓ Writing Project (T97a–T97d)

Name _____ Date _____

Unit Concept Map
Animal Intelligence
 Make a concept map with the answers to the Big Question: Just how smart are animals? Write your ideas on the bodies of the ducks.

Smart things animals can do . . .

PM2.1 Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.1

OBJECTIVES

Thematic Connection: Clever Animals

- Use Domain-Specific Words
- Analyze Characters

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 2

Unit Concept Map: Practice Master PM2.1

Character Chart: Practice Master PM2.2

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 2.1

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *smart*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Drawing Inferences CC.4.Rlit.1

Describe a Character CC.4.Rlit.3

Determine the Meanings of Words and Phrases CC.4.Rlit.4

Determine the Meanings of Domain-Specific Words CC.4.Rinf.4

Read with Fluency to Support Comprehension CC.4.Rfou.4

Writing

Write Over Shorter Time for Specific Purposes CC.4.W.10

Apply Grade 4 Reading Standards CC.4.W.9.a

Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words CC.4.L.6

Academic Talk

1 Express Ideas Anthology page 74

Read aloud the instructions and play the **Sing with Me Language Song**. Explain:

- *Facts are statements that are true. They can be proved.*
- *Opinions tell what someone thinks, feels, or believes. Two people can have different opinions about the same thing.*
- *Both facts and opinions can be used to express ideas.*

Model expressing ideas with opinions: *I agree with Nazario. I think that raccoons are scary, too.* Then model expressing ideas with facts: *Raccoons have sharp teeth and they usually come out at night.*

Have two students take the roles of Gina and Nazario and reread the dialogue. The other students can listen carefully and raise a right hand when they hear a fact or a left hand when they hear an opinion.

Ask: *Is it a good idea to feed wild animals?* Have small groups use facts and opinions to share their ideas. Then invite each group to share some of their ideas with the class.

Science Vocabulary

2 Key Words Anthology page 75

Explain and model using **Vocabulary Routine 1** and the images on **Student eEdition** page 75 to learn the Key Words.

- **Pronounce the word** and point to the image: **predator**.
- **Rate the word.** Hold up your fingers to show how well you know the word (1 = very well; 2 = a little; 3 = not at all). Tell what you know about this word.
- **Define the word:** A **predator** is an animal that hunts other animals.
- **Elaborate.** Relate the words to your experience: *My dog chased a lizard one day. To that lizard, my dog is a dangerous **predator**.*

For **Vocabulary Routine 1**, see page BP34.

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

Have partners take turns repeating the routine for each word using page 75. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

adaptation · defend · predator
prey · trait





- I think _____.
- I know _____.

Express Ideas

Listen to the dialogue between Gina and Nazario. Then use **Language Frames** to express ideas about an animal you have seen.

Dialogue ((MP3))

- adaptation
- defend
- predator
- prey
- trait

Key Words

Look at the photos. Use **Key Words** and other words to talk about why animals look and act as they do.



A bobcat is a **predator**. Bobcats have many **adaptations** for hunting, such as powerful jaws. A bobcat's **prey** includes rabbits, squirrels, and other small mammals.



Raccoons have many **traits** that help them survive. They are intelligent, and they have sharp teeth to **defend** themselves.

Talk Together

Just how smart are bobcats and raccoons? How can you tell? Try to use **Language Frames** from page 74 and **Key Words** to express ideas to a partner.

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 74–75

3 Talk Together Anthology page 75

Read aloud the instructions on page 75. Model using the language frames and Key Words with an example, such as: *I think cats are smart. I know that cats have **traits** such as good hearing and quick reactions to help them catch mice, birds, and other **prey**.* As you circulate, remind students to use ideas from the photos and from their prior knowledge to help them express their ideas about raccoons and bobcats.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As partners express their ideas about raccoons and bobcats, listen for correct usage of the Key Words.

If students use the words incorrectly, provide sentence frames for them to complete orally:

- *An animal that hunts is the _____.* (**predator**)
- *An animal that is hunted is the _____.* (**prey**)
- *Small animals need to _____ themselves from hunters.* (**defend**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

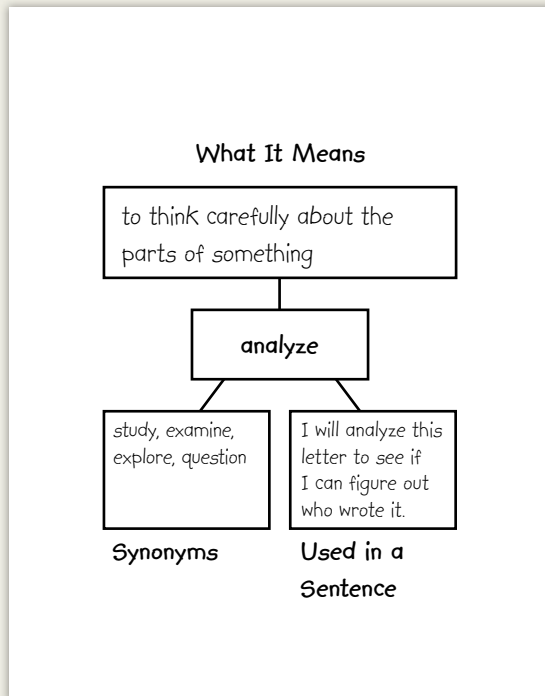
adaptation/adaptación *predator/depredador*
defend/defender *prey/presa*

SN Special Needs

ISSUE Students do not find personal meaning in the new vocabulary.

STRATEGY Help students connect Key Words to something familiar. For example, have students draw an animal that interests them. Then have them make labels that relate the animal to the Key Words. For example, they might draw a favorite bird. They could add a worm and label it *prey* or add a cat and label it *predator*. Have them point out *traits* or *adaptations* on their drawings.

Word Map



Fluency

Model Expression Explain the concept: *Fluent readers read with expression. They change their voices to represent different characters and to show how the characters feel. You can use exclamation points, question marks, and signal words to help you decide where to raise your voice.* Model expression by reading aloud the last two paragraphs of “Raccoon Run-In.” Have students practice expression by reading aloud the speech balloons in the cartoon on **Anthology** pages 74 and 76.

Comprehension

4 Analyze Characters Anthology page 76

Read the introduction and use a Word Map to teach the term **analyze**. Then display **eVisual 2.1** and read aloud “Raccoon Run-In.”



Read Aloud

Story

Raccoon Run-In

Gina loves exploring her backyard at twilight. Her cousin Nazario is visiting from the city, and she invites him to join her exploration. Nazario hesitates because he isn't used to spending so much time outdoors, but then he agrees. Gina instructs Nazario to walk slowly and silently. “The animals are easily frightened about being attacked by **predators**. If we don't sneak up on them, we'll never get to observe anything interesting. The animals will think they have to run away to **defend** themselves,” Gina explains in a whisper. “They don't realize that we wouldn't harm them.” Nazario's eyes are as big and round as dinner plates as he creeps along reluctantly. Gina feels quite certain she sees him shiver in spite of the steamy July air.

After several suspenseful moments, Gina says, “I detect something scratching around under that bramble bush. It's an enormous raccoon! How exciting!” Gina shines a flashlight on the animal to get a better look. She notices the markings around its eyes and on its body. “Raccoons have many unique **traits** that make them fascinating,” remarks Gina as calmly as if she were giving a science report.

Nazario hides behind Gina and whispers, “Raccoons are scary.” Crack! A branch suddenly breaks as Nazario steps on it.

“AAAAAA!” screams Nazario as he runs at top speed toward Gina's house. Gina chuckles and shrugs as she continues her nightly exploration.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 2.1



INTERACTIVE WHITEBOARD TIP: Underline clues to characters' traits.

5 Map and Talk Anthology page 76

After students read how to make a character chart, ask questions to guide them in identifying character traits: *How does Gina describe raccoons?* (easily frightened, fascinating) *How would you describe her?* (curious, brave, observant)

6 Talk Together Anthology page 76

Have students use **Practice Master PM2.2**. Remind them that they can identify a character's traits by analyzing what the character says and does.

Check & Reteach

OBJECTIVE: Analyze Characters

Monitor students' ability to identify the character traits they describe in **Talk Together**. If students have difficulty, ask two-choices questions, such as *Is this character lazy or hard-working? Excited or disappointed?* Then have them support their ideas with examples.



Analyze Characters

Writers describe **characters**. You can also tell what characters are like by:

- what they say or do
- how they act with each other.

Read the cartoon. Find out more about Nazario and Gina.



Map and Talk

You can make a character chart to analyze characters. Write each name. Then fill in what the character does and says. Tell what these details show about the character.

Character Chart

Character	What the Character Does	What the Character Says	What It Shows
Gina	watches a raccoon	Raccoons are interesting.	She is curious. She is brave.
Nazario	screams, runs away	Raccoons are scary.	He is shy. He is scared.

Talk Together

Tell your partner about another character you have read about. Describe the character's **traits**. Make a character chart with your partner.

Daily Language Arts

Daily Spelling & Word Work ✓

Pretest page T71k

Daily Grammar ✓

Write: Gina and Nazario walk in the backyard. Point out that the verb *walk* is plural because there are two subjects. Then use page T71m to review subject-verb agreement with compound subjects.

Daily Writing Skills ✓

Ask students to identify someone they know who has similar character traits to Gina. Encourage them to share examples of what the person says and does to support their ideas. Then use page T71o to teach identifying character traits.

Writing

7 Write About a Character

Introduce: *Now you will write a paragraph about the character's **traits** you described in your character chart.* Model the process with the **Read Aloud**.

Think Aloud

First, I'll tell a **trait** that I think Gina has.

Then, I will support my idea with examples from the story.

Write

Gina is adventurous and brave.

She likes exploring at night. She isn't afraid. She is willing to stay outside alone after Nazario leaves.

For **Writing Routine 2**, see page BP48.

Have students refer to their character charts to recall examples of how they used the character's words and actions to determine his or her traits. Have partners share their completed paragraphs and add them to the Weekly Writing folders.

WRAP-UP

Have students describe neighborhood animals they have observed. Students can add ideas to their unit concept maps.

Name _____ Date _____

Character	What the Character Does	What the Character Says	What It Shows
		Responses will vary.	

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For use with TE p. T75a

PM2.2

Unit 2 | Animal Intelligence

Tell a partner about your character and his or her traits.

OBJECTIVES

Thematic Connection: Clever Animals

- Use Academic Words
- Make Connections to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 2
- Unit Concept Map: Practice Master PM2.1

TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *connect*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- | | |
|---|--------------|
| Determine the Meanings of Words and Phrases | CC.4.Rlit.4 |
| Read and Comprehend Literature | CC.4.Rlit.10 |
| Determine the Meanings of Academic Words | CC.4.Rinf.4 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing

- | | |
|--|-----------|
| Write Over Shorter Time for Specific Tasks | CC.4.W.10 |
|--|-----------|

Speaking and Listening

- | | |
|---|-----------|
| Discuss Topics, Building on Others' Ideas | CC.4.SL.1 |
|---|-----------|

Language and Vocabulary

- | | |
|--------------------------------|----------|
| Acquire and Use Academic Words | CC.4.L.6 |
|--------------------------------|----------|

WARM-UP

Remind students: *We read about an animal that was interesting to one person and scary to another.* Have students briefly describe, without naming, animals they think are interesting or scary. Ask other students to guess the animal.

Academic Talk

1 Connect Ideas

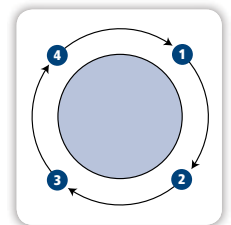
Explain: *When you have a discussion with others, you don't just list all your ideas. You talk back and forth.* Explain that in a good discussion, participants:

- state their own original ideas
- connect to the ideas of others
- build on the ideas of others
- use clear language so that others understand the ideas.

Model: *I'll start by stating an idea. Nazario from "Raccoon Run-In" is afraid of animals. Do you agree or disagree?* Encourage students to add to the discussion, stating ideas and building on the ideas of others.

Use a **Roundtable**. Have small groups connect ideas as they discuss "Raccoon Run-In." Ask: *Who are the characters? What are they each like?* Have each group member answer the questions using clear language. Other members continue by connecting to and building on each other's ideas.

For **Roundtable**, see page BP46.



Roundtable

Academic Vocabulary

2 More Key Words Anthology page 77

Introduce: *Let's learn some more words to help us communicate effectively.* Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition** to learn the Key Words.

- **Pronounce the word and point to the image: behavior.**
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word: Behavior** is how a living thing acts.
- **Elaborate.** Relate the words to your experience: *I give my dog a treat when he shows good behavior.*

For **Vocabulary Routine 1**, see page BP34.

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

Key Words

behavior · characteristic · response
strategy · survival

More Key Words

Use these words to talk about "Love and Roast Chicken" and "Mouse Deer and Farmer."

behavior

(bi-hā-vyur) *noun*



Behavior is how a living thing acts. You can train an animal to learn a new **behavior**.

characteristic

(kair-ik-tu-ris-tik) *noun*



A **characteristic** is a feature. White marks are a **characteristic** of this snake.

response

(ri-spons) *noun*



A **response** is an answer. These students want to give a **response** to a question.

strategy

(stra-tuh-jē) *noun*



A **strategy** is a careful plan. This girl has a **strategy** for winning the game.

survival

(sir-vi-vul) *noun*



Survival means living. **Survival** is difficult in very cold places.

Talk Together

Work with a partner. Write a sentence for each **Key Word** showing what the word means.

My strategy for school is to work hard.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

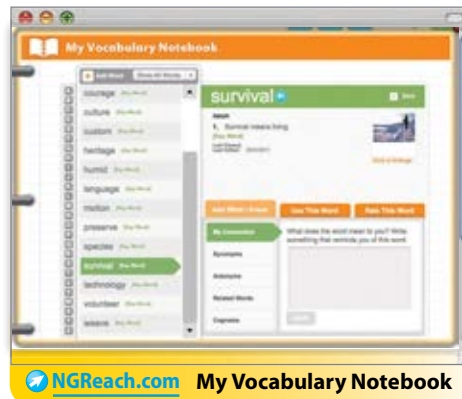
Anthology page 77

Have partners take turns repeating the routine for each word, using page 77. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 77

As students write each sentence, have them check to be sure it is a complete sentence. After they have written their sentences, ask each pair to read aloud two of their sentences, saying "blank" for the Key Word. Have volunteers guess which Key Word completes each sentence.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners read their sentences, listen for correct usage of the Key Words. If students use words incorrectly, provide model sentences using synonyms for the words. For example, write the sentence: I have a good answer to your question. Ask: *Which Key Word is another word for answer?* (**response**) *What is another way to say this sentence using response?* (I have a good **response** to your question.) Repeat this approach to help students develop understanding of any word that is causing difficulty.

Best Practices

Group Strategically Before you begin the **Roundtable** activity on page T76a, rearrange groups based on students' strengths and needs, so that students may grow at their own rates and find themselves continually challenged.

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

characteristic/caracteristica response/respuesta strategy/estrategia

AL Above Level

ISSUE Students show signs that they are ready to work independently.

STRATEGY Have students use Key Words to write complete sentences on a single topic. Suggest they use the Key Words to describe the life of a real or imaginary animal. Provide an example. Say: *The hawk's survival depends on finding small animals to eat.*

Fluency

Practice Expression As partners read aloud “Three City Raccoons,” circulate and listen for proper expression.

Daily Language Arts

Daily Spelling & Word Work ✓

Practice page T71k

Daily Grammar ✓

Write: The raccoons laugh and look for more food. Explain: *We say laugh and look, not laughs and looks, because there is more than one raccoon.* Then use page T71m to teach subject-verb agreement with compound predicates.

Daily Writing Skills ✓

Ask: *What are Goyo’s characteristics? What clues in the story help you know?* Then use page T71o to practice using clues to identify character traits.

Comprehension

4 Learn to Make Connections ✓ Anthology pages 78–79

Project **Student eEdition** page 78 and read aloud the introduction. Point to details in the image as you model making connections.

- *It’s about a raccoon knocking over garbage cans in a yard.*
- *The picture reminds me of a skunk I saw in our yard one night. My dad said the skunk was looking for food.*
- *Now I understand that this raccoon is looking for food, too.*

Explain that making connections between a text and your own life can help you understand the text.

5 Talk Together Anthology pages 79

Read aloud the instructions on page 79. Have partners chorally read the first three paragraphs of “Three City Raccoons” and the sample connection. Ask: *How does making connections help you understand what you read in the text?* (Possible response: Remembering something in my own life helps me understand how the characters feel.)

Have partners read on, pausing to make connections between the text and their lives.

Check & Reteach

OBJECTIVE: Make Connections to Comprehend Literature ✓

As students make connections, circulate to check that their connections are relevant to the text and help them understand the text.

If students have difficulty, ask: *What part of the story reminds you of something you know or have seen? How does thinking about what you know help you understand what is happening in the story?*

Writing

6 Write About Connections

Introduce: *We are going to write a paragraph about how making connections helped us understand the story.* Model the process.

Think Aloud

First, I will write about a connection I made.

Then, I will tell how it helped me understand the story.

Write

As I read “Three City Raccoons,” I thought about a time I didn’t want to move to a new place.

This helped me understand Goyo. He was afraid that he wouldn’t like the city. Maybe he was afraid that he would miss his friends the way I did when I moved.

For **Writing Routine 2**, see page BP48.



Learn to Make Connections

Look at the picture. If it reminds you of something, you have **made a connection** to it



You **make connections** when you read, too.

How to Make Connections

1. Think about what the text is about. It's about _____.
2. As you read, connect the text to yourself. Think about what you know and have seen in the world. _____ reminds me of _____.
3. Decide how these connections help you understand the text. Now I understand _____.

Language Frames

- It's about _____.
- _____ reminds me of _____.
- Now I understand _____.

Talk Together

Read Nazario's story, "Three City Raccoons." Read the sample connection. Then use **Language Frames** as you make connections to the story. Tell your partner about them.

Story

Three City Raccoons

A raccoon family lived in the country. They were Trini, Goyo, and their son Chucho.

"I'm hungry," said Chucho.

Actually, they were all hungry because there was no food. Trini knew their **survival** was in danger. Luckily, she had a good plan. Being smart is a **characteristic** of many raccoons.

"Let's move to the city," she said. "We'll find food there."

"No way," said Goyo. "I like the country."

Chucho's **response** was more positive. "Let's go, Dad," he said. "It will be an adventure!"

Trini and Chucho started walking to the city. Goyo didn't want to go, but he followed them. Why? He didn't want to be alone.

In the city, the family found an exciting new food—garbage!

Trini's **strategy** worked. The raccoons changed their **behavior** in the city. In the country, they were **predators**. They ate bugs and worms. In the city, they looked for garbage at night. Even Goyo was happy.

"People throw away such tasty food," he said, licking some jelly off a paper plate.

The raccoons laughed and went to look for more garbage.

Sample Connection

"It's about raccoons being hungry.

This story reminds me of a TV show I watched about how animals survive.

Now I understand why raccoons have to be smart to survive."

◀ = A good place to make a connection

Anthology
pages 78–79

Have partners write about the connections they made to "Three City Raccoons." They can discuss which connections were most similar to the text, which added the most to their understanding, and which would make the best examples for their writing.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students write about a personal experience but don't connect it to the text.

STRATEGY Provide sentence frames for students to connect their experiences to the text: _____ in my life reminds me of _____ in the story. It helps me understand _____.

WRAP-UP Remind students that they read about clever raccoons getting food from trash cans. Ask students to retell a time they saw an animal get food in a clever or funny way.

OBJECTIVES

Thematic Connection: Clever Animals

- ✔ Analyze Characters
- ✔ Make Connections to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook


Read with Me: Selection Recordings:

MP3 or CD 1 Tracks 8–9

Comprehension Coach

MATERIALS

timer



WARM-UP

Ask students to talk about animal characters that they have read about or watched on television. Have them discuss what these animals were like and tell about the ways in which these animals were like people. Explain: *Today, you will read a story about two animals that act very much like people. In this **trickster** tale, one animal will try to outsmart the other.*

Power Writing

Have students write as much as they can as well as they can in one minute about the word *trickster*.

For **Writing Routine 1**, see page BP47.

Vocabulary Practice

1 Expand Word Knowledge ✔

Students will practice Key Words by creating graphic organizers. Use **Vocabulary Routine 2** to model how to make an Example Chart for the word **predator**.

- Write the word in the left column of the chart: **predator**
- Write a definition for the word in the center column of the chart: A **predator** is an animal that hunts other animals for food.
- Write an example of the word in the right column of the chart: A mountain lion is a **predator**.

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

Key Words

adaptation · analyze · behavior
 characteristic · defend · predator
 prey · response · strategy
 survival · trait · trickster

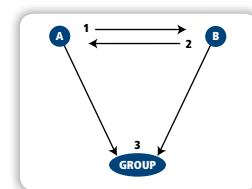
Assign a Key Word to each set of partners. After students complete their organizers, have them add the words and examples to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

2 Preview and Predict

REVIEW Remind students: *One way to preview a text is to look at the illustrations and predict what each part of the story will be about.*

Display these Key Words: *adaptation, defend, predator, prey, and trait*. Have students use a **Three-Step Interview** to preview the illustrations for **Anthology** pages 80–89 and use the Key Words to predict what will happen in the story.



Three-Step Interview

Have partners interview each other to share their predictions. Then have them present each other's predictions to the class.

For **Three-Step Interview**, see page BP46.

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text	CC.4.Rlit.1
Describe a Character	CC.4.Rlit.3
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b

Writing

Apply Grade 4 Reading Standards	CC.4.W.9.a
Write Over Shorter Time for Specific Audiences	CC.4.W.10

Speaking and Listening

Discuss Texts, Building on Others' Ideas	CC.4.SL.1
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Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.4.L.6
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Read a Story

Genre

A **trickster tale** is a story in which the main character tries to outwit, or outsmart, the other characters. The main character is almost always a clever animal.

Characters

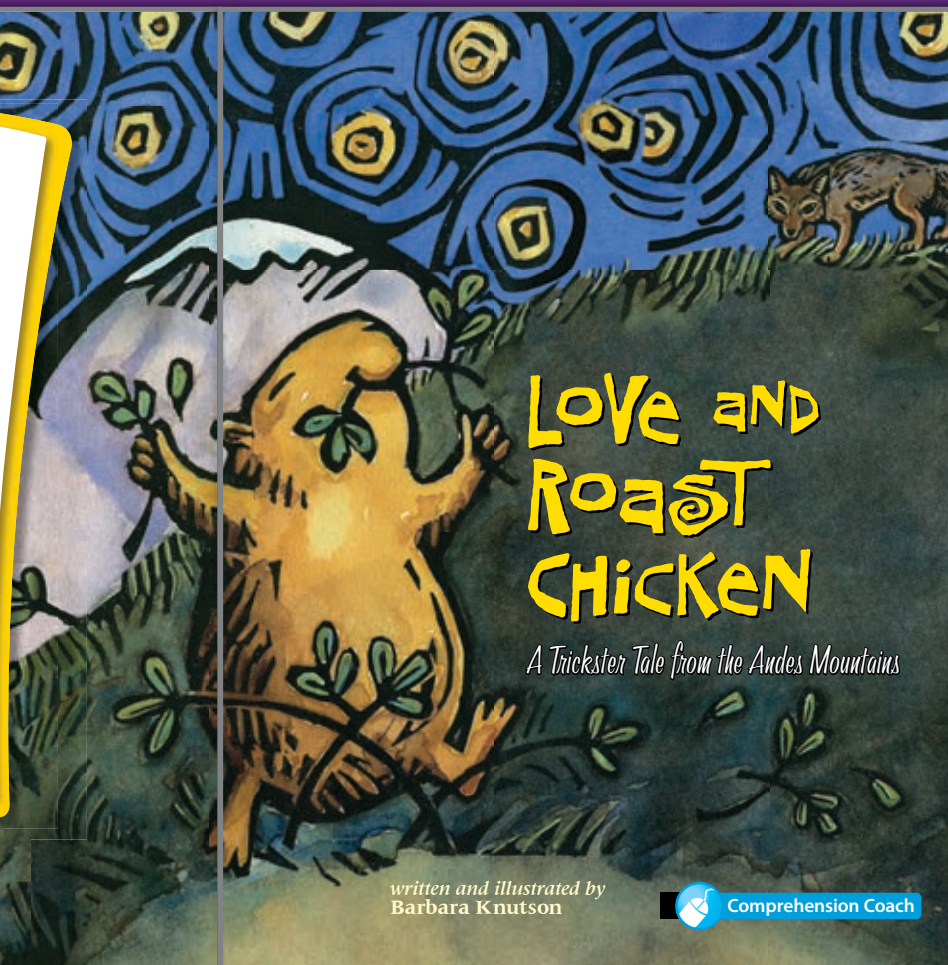
Characters are the people or animals in a story.



Cuy the Guinea Pig



Tio Antonio the Fox



STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

80

written and illustrated by
Barbara Knutson

Comprehension Coach

Anthology
pages 80–81

Reading

3 Read a Trickster Tale Anthology pages 80–81

GENRE Have a volunteer read aloud the definition of a trickster tale. Elaborate:

A **trickster** is a character who plays tricks on other characters to get out of trouble or to get something he or she wants. A **trickster** is usually a clever, sneaky character.

CHARACTER Have a volunteer read aloud the information about characters.

Elaborate: *Some animal characters think and act the way people do. These characters have human **traits**, can speak, and often express human ideas and feelings.*

SCIENCE BACKGROUND Share information to build background:

- *Smaller animals cannot always **defend** themselves against a **predator**.*
- ***Adaptations**, such as blending in with their surroundings, help keep them safe.*

Have students read **Anthology** pages 82–89. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ

ALoud Display the Key Words. Read aloud the selection. Pause to explain, discuss, and elaborate on the meaning of each Key Word.

OL On Level

READ TOGETHER

Have students read the selection in small groups. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY

Have students read independently and compare the character traits of Cuy and Tio Antonio.

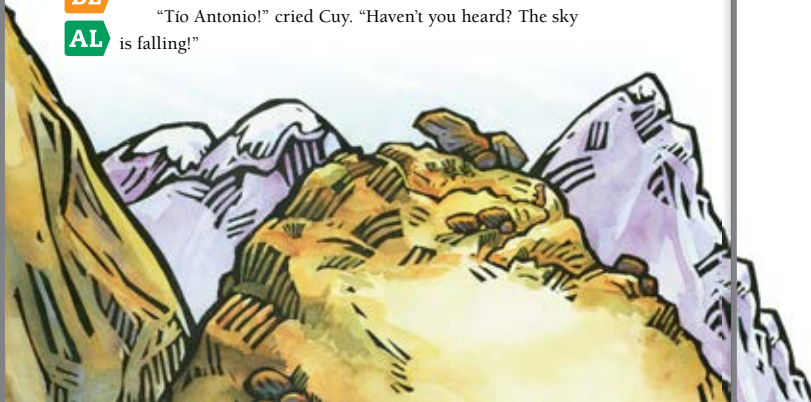
1 **Set a Purpose**
A clever guinea pig meets a hungry fox. Find out how he **defends** himself.

2 **One day** in the high Andes Mountains, Cuy the Guinea Pig was climbing up and down the paths looking for something to eat. Suddenly, he saw Tío Antonio the Fox coming over the rocks right in front of him, and there was no time to hide.

Cuy **thought fast**. He **squeezed** under the edge of a great rock and pressed up with his arms.

BL “Aha! Dinner!” snarled Fox.

AL “Tío Antonio!” cried Cuy. “Haven’t you heard? The sky is falling!”



In Other Words
thought fast quickly thought of an idea
squeezed pushed himself

82



“Nonsense!” growled Tío Antonio, but he **couldn’t help looking up**. “It looks the same as always!”

3 “That’s because I’m holding it up with this rock,” said Cuy. “I’ve been here all day, and I need to go to the bathroom. Please, will you hold the rock for just a moment?”

Fox looked up again. It would be terrible if the sky fell. He **crouched** under the rock and pushed up with his front legs.

“Don’t let go,” warned Cuy, “or we will all be squashed flat.” Then he **scurried off** to look for more food.

In Other Words
“Nonsense!” That’s not true!
couldn’t help looking up looked up anyway
crouched lowered his body
scurried off ran away

Before You Move On
1. Plot How does Cuy **protect** himself from Tío Antonio?
2. Character Which character is a **predator** and which is **prey**? How do you know?

Anthology
pages 82–83

Fluency

Practice Expression, Accuracy, Rate As students read, monitor their expression, accuracy, and rate.

Answers Before You Move On

- 1. Plot** Cuy protects himself from Tío Antonio by telling him that the sky is falling. Then Cuy tricks Tío Antonio into holding up the rock so that he can get away.
- 2. Character** ✓ Tío Antonio is the **predator**, and Cuy is the **prey**. Readers can tell because Tío Antonio says, “Aha! Dinner!” when he sees Cuy. That means he intends to eat Cuy.

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement and talk about what the class might learn about how the clever guinea pig defends himself against the fox.
- 2. Describe Setting** *Based on the illustrations, how would you describe the Andes Mountains, where this story takes place?* (They are big and rocky.)
- 3. Analyze Characters** ✓ *What does Cuy do or say that shows him to be a clever character, or **trickster**?* (Cuy keeps from being eaten by tricking the fox into holding up the rock to keep the sky from falling.)

Differentiate

BL Below Level

ISSUE Students have difficulty analyzing characters based on actions and dialogue.

STRATEGY Have students look for character clues. Model analyzing Tío Antonio: *I read that the fox snarls at Cuy and calls him “dinner.” I think the fox is cruel and dangerous.* Guide students with questions about Cuy: *What does Cuy tell Tío Antonio?* (“The sky is falling!”) *What does this tell you about Cuy?* (He is tricky; he is not honest.)

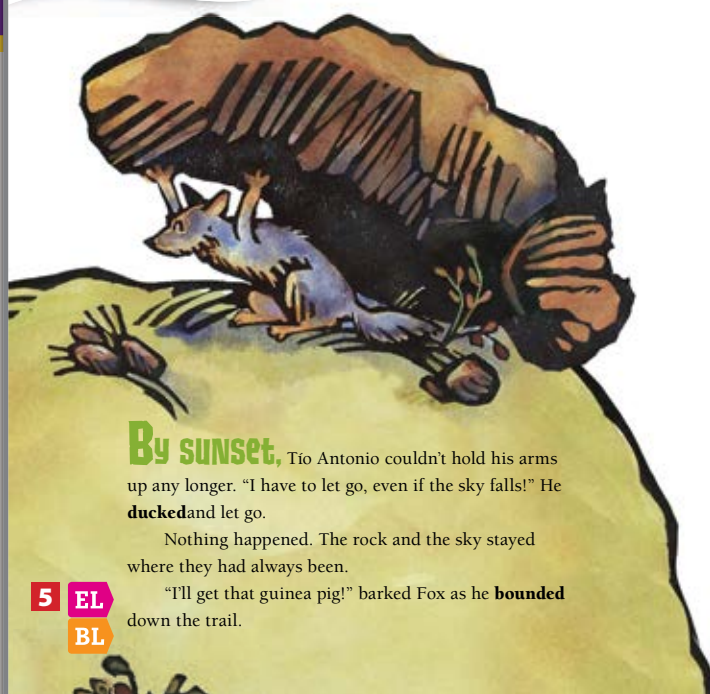
AL Above Level

ISSUE Students focus on only one aspect of the characters.

STRATEGY Have students create a simple 2-column chart, with columns labeled *Physical Traits* and *Personality Traits*. They can list words that describe Cuy and Tío Antonio and add them to the chart.

4 Predict

What will Tío Antonio do?



By sunset, Tío Antonio couldn't hold his arms up any longer. "I have to let go, even if the sky falls!" He **ducked** and let go.

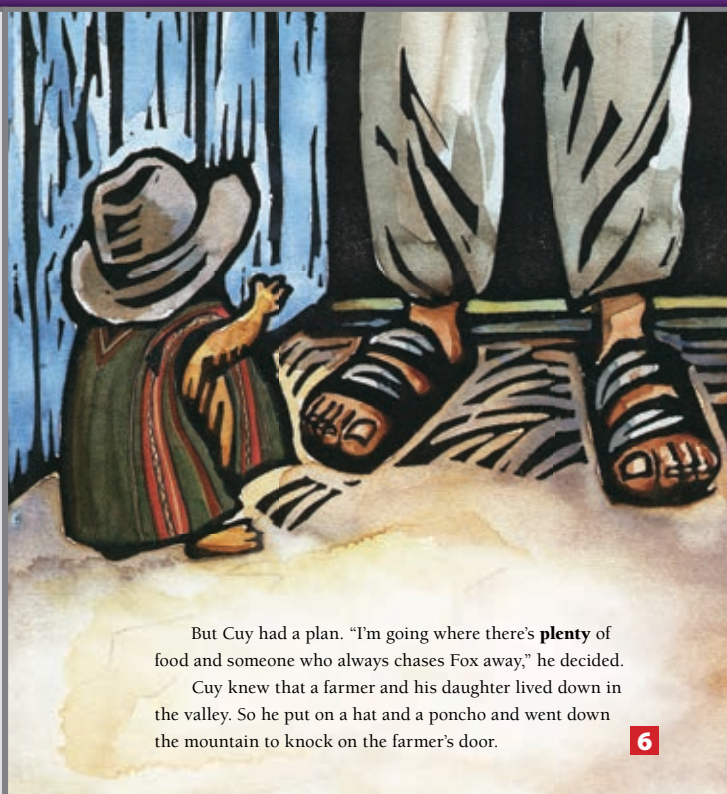
Nothing happened. The rock and the sky stayed where they had always been.

5 EL "I'll get that guinea pig!" barked Fox as he **bounded** down the trail.

BL

In Other Words
ducked bent down quickly
bounded ran

84



But Cuy had a plan. "I'm going where there's **plenty** of food and someone who always chases Fox away," he decided.

Cuy knew that a farmer and his daughter lived down in the valley. So he put on a hat and a poncho and went down the mountain to knock on the farmer's door.

6

In Other Words
plenty a lot

Before You Move On

- 1. Confirm Prediction** What did Tío Antonio do?
- 2. Make Connections** How would you feel if you were the fox?

85

Anthology
 pages 84–85

- 4 Predict** *Do you think Tío Antonio will hold up the rock until he sees Cuy, or will he let it go? Explain.* (Possible response: He will let go because he will get tired.)
- 5 Make Connections** *What does Tío Antonio's experience remind you of? How does that help you understand the story?* (Possible response: I've been tricked and it confused me, too. I can understand why Tío Antonio would not understand Cuy's trick until it is too late.)
- 6 Analyze Characters** *On page 85, what do Cuy's words and actions tell you about his character?* (Possible responses: He is clever to make plans to get food; he is putting on a disguise, so he probably hopes to trick the farmer.)

Differentiate

BL Below Level

ISSUE Students have difficulty understanding what Cuy's actions and words show about his character.

STRATEGY Have students look for clues in the illustration and text. To help students connect Cuy's actions to character traits, provide sentence frames: Cuy decides to _____. He says _____. This shows that Cuy is _____.

EL English Learners

ISSUE Students do not understand the term *get*, as in *getting even*, or "I'll get you!"

STRATEGY Explain that to "get that guinea pig!" is not the same as just catching him. Review the Make Connections question on **Anthology** page 85 and ask students what they would want to do if someone treated them as Cuy treated Tío Antonio.

Best Practices

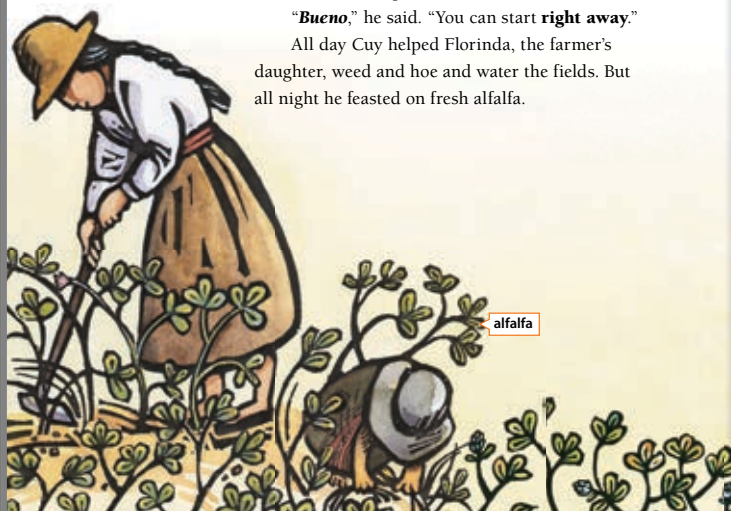
Invite Critical Thinking Arrange small groups and have each group write two questions that analyze characters in the story. Encourage them to write questions without simple answers. Reconvene and orchestrate a discussion in which students raise their questions and others discuss possible answers.

Answers Before You Move On

- 1. Confirm Prediction** Tío Antonio held up the rock until sunset. Then his arms got tired, so he put his arms down and ducked. Nothing happened.
- 2. Make Connections** Students will probably respond that they would be angry at Cuy for tricking them.

1 **Predict**
What will happen to Cuy at the farm?

“Buenos días, Papay,” said Cuy.
“Need any help with the alfalfa?”
“What a small man,” thought the farmer,
“but I do need help.”
“**Bueno,**” he said. “You can start **right away.**”
All day Cuy helped Florinda, the farmer’s
daughter, weed and hoe and water the fields. But
all night he feasted on fresh alfalfa.



alfalfa

In Other Words
Buenos días, Papay Good morning, Sir (in Spanish)
Bueno Good (in Spanish)
right away now

86



“All this food and **no Fox in sight.** I’m going to stay
here **the rest of my life!**” Cuy decided.

By the third day, the farmer noticed something was
wrong. “Who is stealing all my alfalfa?” he wondered.
“**I’d better** make it look like someone is guarding the field.”

In Other Words
no Fox in sight Fox is not here to stop me
the rest of my life forever
I’d better I should

87

Anthology
pages 86–87

Read and Build Comprehension

- 1 Predict** *Look at the illustration. What do you think Cuy will do at the farm?*
(Possible response: Cuy will help work on the farm so that the farmer will protect him from Tío Antonio.)
- 2 Make Connections** *What does Cuy’s experience with the clay figure remind you of? How does this help you understand how Cuy must feel?* (Students may recall being fooled, getting into a conflict, or getting caught making too much noise, and can understand how confused or upset Cuy must feel.)

Check & Reteach

OBJECTIVE: Analyze Characters

As students answer the comprehension questions about the characters, remind them that good readers analyze what characters say and do.

If students have difficulty determining a character’s traits, provide a list of character traits, such as: *clever, sneaky, foolish*. Then have students supply examples from the story that show how the words apply to story characters.

OBJECTIVE: Make Connections to Comprehend Literature

As students answer the comprehension questions, make sure they make connections that are relevant to the story and that help them understand the story.

If students have difficulty, provide more specific prompts, such as: *Have you ever played a trick on someone? What happened? How did the other person respond? How did you feel? How does that help you understand what each of the story characters feels?*



He shaped a little person out of clay and covered it with **sticky sap** from the eucalyptus tree. He **propped it up** in the field and went to bed.

In the middle of the night, Cuy crept out for a snack, but someone had gotten there before him.

"¡**Buenas noches!** Are you a friend of Florinda's?" he said. The visitor said nothing. "I said, hello!" When Cuy reached out to shake her hand, his paw stuck.



In Other Words
sticky sap liquid that is like glue
propped it up stood it up
¡Buenas noches! Good evening (in Spanish)

"**Oho**, so you want to hold my hand!" said Cuy. He patted her on the shoulder with his other paw, but that one stuck too.

"¡**Caramba!** Let go!" Guinea Pig said. "If you don't let go, I'll kick you!" But the person didn't say a word, and she didn't let go.

2 Cuy kicked hard with his right foot, which stuck. Then he kicked with his left foot, and that stuck too. "**LET ME GO!**" shouted Cuy so loudly that the farmer woke up and ran outside.



In Other Words
Oho Oh
¡Caramba! Goodness, stop it! (in Spanish)

Before You Move On

- 1. Confirm Prediction** What happened to Cuy at the farm?
- 2. Make Connections** Does Cuy remind you of anyone you know? Explain.

Writing

4 Write About Character Traits

REVIEW Remind students that they can learn about a character's traits, or characteristics, by looking closely at the character's actions and dialogue. Explain: *Now you will write a paragraph to describe Cuy or Tío Antonio. Include examples of what the character does and says that show those **traits**.*

Provide students with a sentence frame: I think ____ is ____ because ____ . Then model how to write about a character's traits: *First, I'll think of an adjective that describes Tío Antonio: mean. Then I'll think of ways he shows that **trait**. I think Tío Antonio is mean because he snarls at Cuy and threatens to "get" him.*

Have students complete the writing activity and then add the character analysis to their Weekly Writing folders.



Daily Language Arts

Daily Spelling & Word Work ✓

Practice page T711

Daily Grammar ✓

Read aloud the first sentence on **Anthology** page 89. Point out the compound predicate. ("**shaped**... and **covered**") Use page T71n to review rules for compound predicates.

Daily Writing Skills ✓

Review Cuy's actions on **Anthology** pages 82–89. Remind students that a reader can analyze a character's traits by describing what a character says and does. Use page T71p to practice analyzing character traits.

Answers Before You Move On

- 1. Confirm Prediction** First, Cuy steals from the farmer, but then the farmer tricks him.
- 2. Make Connections** ✓ Possible response: Cuy reminds me of my friend who always gets out of tricky situations. Thinking about my friend helps me understand what Cuy is like.

WRAP-UP

Remind students that they can use character traits to describe a character. Ask: *What character **traits** show that Cuy is a **trickster**?* Have students share their ideas with the class.

OBJECTIVES

Thematic Connection: Clever Animals

- ✓ Analyze Characters
- ✓ Make Connections to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings:

MP3 or CD 1 Track 10

My Vocabulary Notebook

Comprehension Coach

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *trait*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text	CC.4.Rlit.1
Compare Treatments of Similar Themes, Topics, and Patterns of Events	CC.4.Rlit.9
Read and Comprehend Literature Read with Purpose and Understanding	CC.4.Rlit.10 CC.4.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b

Speaking and Listening

Discuss Texts, Building on Others' Ideas	CC.4.SL.1
Contribute to Discussions and Link to Others' Remarks	CC.4.SL.1.c
Paraphrase Text	CC.4.SL.2

Language and Vocabulary

Demonstrate Understanding of Figurative Language	CC.4.L.5
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Pair students and direct one student to use the Key Words to name two traits that belong to a character in "Love and Roast Chicken." Have the partner guess the character. Have them switch roles and repeat the activity.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the Example Charts they made on Day 3 to review the Key Words.

Group each student with a partner who studied a different Key Word. Have partners follow

Vocabulary Routine 3. Have students:

- Take turns reading their charts.
- Create sentences using both Key Words. Each student adds the sentences to **My Vocabulary Notebook**.

For **Vocabulary Routine 3**, see page BP36.

Key Words

adaptation · analyze · behavior
 characteristic · defend · predator
 prey · response · strategy
 survival · trait · trickster

Academic Talk

2 Paraphrase Reading

Explain: *To paraphrase means to say something in a different way. When you paraphrase text, think about what each sentence says. Then say it again in your own words.* Read aloud the second paragraph of "Love and Roast Chicken" on **Anthology** page 82: Model restating the text in your own words: *Cuy quickly thought of an idea. He went under a huge boulder and pretended to hold it up with his arms.*

Point out that you used the **In Other Words** feature for ideas on how to restate the phrase "thought fast." Ask: *What is another way to paraphrase the sentence: "Cuy thought fast"?* (Possible response: Cuy looked for a new **strategy**.)

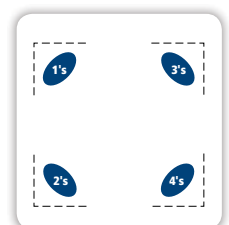
Explain that students will use Key Words as they paraphrase the text on

Anthology page 83. Write these Key Words: *trickster, behavior, response, strategy.*

Have students use **Corners** to paraphrase.

- Designate one corner of the room for each paragraph. Number students 1–4 and have them gather in groups.
- Group 1 paraphrases paragraph 1, and so on. Encourage students to incorporate Key Words when possible.
- Reassemble the class and call on individuals from each group to paraphrase their sections.

For **Corners**, see page BP45.



Corners

1 Predict

How will Cuy save himself from the farmer?

“¡Qué tramposo!” What a **rascal!** You’re not a farmworker, you’re a guinea pig!” cried the farmer. “And you’ve been eating all my alfalfa! Well, Florinda loves to eat roast guinea pig, and tomorrow we will eat YOU!”

BL

He pulled Cuy free from the sticky gum doll. Then he tied him to the eucalyptus tree and went back to bed.

3

“It can’t get any worse than this!” thought Cuy. But here came Tío Antonio sneaking toward the **chicken coop**.



In Other Words
rascal troublemaker
chicken coop small house where the chickens live

90

“Well, well!” said Fox. “I was looking for chicken dinner, but here is my **appetizer!**” He came closer, the moonlight **glinting** on his sharp teeth. “Why are you tied up?”

Guinea Pig gulped. “Oh, Tío Antonio!” he cried, thinking fast. “It’s all because of love and roast chicken.”

EL

Fox **perked up his ears**. “Those are my favorite subjects.”

Cuy put his paw over his heart. “You know the farmer’s daughter, Florinda? She wants to marry me. But the trouble is, she eats chicken every day. And I **am a vegetarian!**”



In Other Words
appetizer snack
glinting shining
perked up his ears became interested
am a vegetarian don’t eat meat

91

STUDENT TECHNOLOGY

Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
 pages 90–91

Reading

3 Read and Build Comprehension

- 1 Predict** Read the predict question. Have students think about what they know about Cuy’s character, make predictions about what he might do to save himself, and give reasons to support their predictions.
- 2 Analyze Characters** ✓ *What character traits does the farmer show?* (Possible responses: kind to give “a small man” a job; clever to think of a plan; vengeful, or angry, when he says, “... and tomorrow we will eat YOU!”)
- 3 Make Connections** ✓ *How does the farmer feel when he catches Cuy? What does this remind you of? How does your memory help you understand how the farmer feels?* (Students may remember other stories or their own experiences. Encourage them to use their memories to help them understand the text.)

Differentiate

BL Below Level

ISSUE Students cannot think of words to describe the farmer’s character.

STRATEGY Provide a word bank that includes physical traits and personality traits. Have students select words from the word bank and explain how they apply to the farmer.

EL English Learners

ISSUE Students do not understand idiomatic phrases like *perked up his ears*.

STRATEGY Direct students’ attention to **In Other Words** and model how to substitute the phrase. Pantomime how it looks to perk up your ears when you hear something surprising.

Fluency

Practice Expression, Accuracy, Rate As students read aloud, monitor their expression, accuracy, and rate.

"They've tied me up until I promise to marry Florinda and eat big plates of roast chicken every day! What am I going to do?"

"**Pobrecito**," said Tío Antonio, licking his lips. "I hate to see you suffer. Just to help you, I will take your place."

"Really?" said Cuy. "You are very kind."

So Fox untied Cuy. Then Cuy tied Tío Antonio to the tree and **slipped** back into the alfalfa field for one last feast.



In Other Words
Pobrecito Poor little thing (in Spanish)
slipped went quietly

The next morning, the farmer came out to untie his dinner. To his surprise, he found a fox.

"What now? **Another disguise?**" The farmer picked up a stick.

"Oh no, *Papay*, don't hit me!" said Tío Antonio. "I promise to eat one of your chickens every day of the year!"

"¿**Cómo?**" cried the farmer.

"Of course, *Papay*," Tío Antonio added quickly. "I also plan to marry your daughter."

"¿**CÓMO?**" spat the farmer, and he raised the stick over his head.



In Other Words
Another disguise? Are you pretending to be someone else again?
 ¿**Cómo?** What? (in Spanish)

Anthology
 pages 92–93

Best Practices

Invite Creative Thinking Are students constructing their own knowledge or just parroting yours? Encourage any discussion that supports the unpacking of a text, wherever that discussion may lead. For example, be open to any comparisons between characters that students may make, reminding students to use details from the text to support their opinions.

Mini Lesson

Compare Characters

Explain: *When you compare characters, you look at their **traits** and think about how the characters are alike or different.*

Begin a T-chart to compare Martina (**Anthology** pages 42–56) and Cuy.

Martina	Cuy
clever—coffee test	clever—tricks Tío Antonio and farmer

Model adding the first line: *Martina is clever because she uses the coffee test. I'll add that to my chart in Martina's column. Cuy is clever, too, because he tricks others. I'll add that to the chart.* Have students identify more similarities and differences to add.

Model using the information to make a comparison: *Martina and Cuy both protect themselves from others by being clever.* Have students make their own comparisons.

To check understanding, have students compare Cuy to the farmer. Ask: *How are Cuy and the farmer different? How are they the same?* (Possible responses: Cuy and the farmer are different because Cuy is a guinea pig while the farmer is a person. They are similar because they are both clever and trick others.)

As fast as he could, Tío Antonio explained what Cuy had said.

"You believed a story like that? How foolish!" The farmer laughed until the tears ran down his cheeks. "¡Qué ridículo!" **1**

While the farmer laughed, Fox bit **clean** through the rope and scrambled over the field wall. "CUY!" he howled. "You will never trick me again!"

And to make sure that was true, he stayed away from Cuy for a long, long time. ❖



In Other Words
"¡Qué ridículo!" That's ridiculous! (in Spanish)
clean completely

► Before You Move On

- 1. Confirm Prediction** How does Cuy trick Tío Antonio to escape the farmer?
- 2. Character** Why is the farmer laughing?

Read and Build Comprehension

- 1. Make Connections** ✓ *What does the farmer do when he hears Tío Antonio's story? What does this remind you of? How does it help you understand what is happening?* (Students may talk about times when they heard a funny story.)
- 2. Analyze Characters** ✓ *How would you describe Tío Antonio in this story? What clues in the story show this?* (Possible response: I think Tío Antonio is too trusting. He believes all of Cuy's tricks and always ends up in trouble.)

Check & Reteach

OBJECTIVE: Analyze Characters ✓

Check students' responses to comprehension questions about analyzing characters.

If students identify character traits that they cannot support with information from the text, provide sentence frames such as: Tío Antonio is _____. I can tell because he _____.

Explain that students can use the frames as a test. If they cannot find information from the story to fill in the second blank, they might be adding ideas that are not in the story.

OBJECTIVE: Make Connections to Comprehend Literature ✓

Monitor students' responses to the Make Connections comprehension questions.

If students have difficulty, help them make a connection. Provide an example: *Think of a time when you saw, read about, or experienced a ridiculous event that reminds you of this story. What happened? What does this help you understand about the story? Why?*

Answers Before You Move On


- 1. Confirm Prediction** Cuy makes up a story to get Tío Antonio to untie him and take his place tied to the tree.
- 2. Character** ✓ The farmer laughs because he thinks it is funny how Cuy tricked Tío Antonio. The farmer thinks the story Cuy told Tío Antonio is ridiculous.

Meet the Author and Illustrator
BARBARA KNUTSON


AWARD WINNER


When Barbara Knutson was young, she loved drawing pictures of animals. When she grew up, she started writing and illustrating books for children.

Barbara also loved to travel. Her adventures around the world gave her many story ideas. No matter where she went, she always brought her sketchbook with her. "I could write and draw what I learned along the way, including many stories about the fox, and one special story about Cuy the Guinea Pig."




Barbara Knutson traveled to many parts of the world. People would often be interested in her sketches.



Writer's Craft 

Find places in the story where Barbara Knutson gives human qualities to the animals in the story. Then write a few sentences of your own. Describe what your favorite animal would say and do if it was a character in a story.



95

Anthology page 95

4 Meet the Author and Illustrator

Have students silently read the information about the author/illustrator. Point out that Barbara took notes as she traveled around the world so that she would have many details to include in her stories. Remind students that "Love and Roast Chicken" is set in the Andes Mountains, which is in South America.

After students read the biography, build comprehension:

- **Compare** *How was the art Barbara made when she was a child similar to the kind of art she drew for "Love and Roast Chicken"?* (Possible response: Barbara liked drawing animals even when she was little. Then she grew up and wrote and drew pictures for stories about animals like Cuy and Tío Antonio in "Love and Roast Chicken.")
- **Make Inferences** *Why do you think Barbara got so many story ideas while traveling?* (Possible responses: She may have been inspired by seeing new people and places; she may have heard traditional stories and folk tales from the people she met in different parts of the world.)
- **Analyze Illustrations** *How do the people and settings in the photos compare to the characters and setting in the illustrations for "Love and Roast Chicken"?* (Possible response: The people dress like the farmer in the story, and the mountains and grassy land look like the setting of the story.)
- **Make Connections** *What does this biographical information about Barbara Knutson remind you of? How does that connection help you understand her and her work?* (Students may make connections to other authors, people they know, or themselves, citing common interests or experiences.)

Writing

5 Writer's Craft **Anthology** page 95

Read aloud the instructions on the Writer's Craft feature on **Anthology** page 95. Explain: *Writers use personification when they give animals or other things human **traits**, feelings, actions, and abilities.*

Point out an example on **Anthology** page 85: "So he put on a hat and a poncho and went down the mountain to knock on the farmer's door." Ask: *What does Cuy do in this sentence that is something a person would do?* (He puts on clothes and knocks on a door.) Have students locate additional examples of personification from the story.

Explain: *Like Barbara Knutson, you can describe animals by using human characteristics. Think about an animal you know and how it acts. Then think of ways that you can describe the animal using human **traits**, feelings, and actions.*

Model using personification to write about an animal character:

Think Aloud	Write
<i>I will write about a smart horse.</i>	Horatio is a quick-thinking horse who is the smartest animal on Farmer Fred's farm.
<i>I will show that he is helpful.</i>	At any hint of trouble, Horatio Horse calls up his barnyard buddies and says, "Whoa there, neighbors! How can we help Farmer Fred out of this fix?"

For **Writing Routine 2**, see page BP48.

Have partners brainstorm ideas together. Then have students work independently to write their animal descriptions. Have them add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling & Word Work ✓

Practice page T71l

Daily Grammar ✓

Have students find an example of a sentence with subject-verb agreement with a compound predicate on **Anthology** page 94. Then use page T71n to practice subject-verb agreement with compound predicates.

Daily Writing Skills ✓

Display **Anthology** page 91 and point to the details the author uses to show character traits. Then use page T71p to practice writing about character traits.

Differentiate

BL Below Level


ISSUE Students have difficulty using personification to write about an animal.

STRATEGY Ask students some things that humans can do that animals cannot do. Have them apply one of their ideas to an animal they choose.

AL Above Level

ISSUE Students want to improve their descriptions.

STRATEGY Challenge students to list and then to describe things that their animal character might say and do in several different situations. Students can ask a partner which details are most interesting to include in their writing.



WRAP-UP Have students brainstorm a list of character traits for a character in "Love and Roast Chicken." Then ask volunteers to choose a character from one of their favorite stories and compare that character's traits to those of the character from "Love and Roast Chicken."

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Clever Animals

- ✓ Analyze Characters
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM2.1
- Test-Taking Strategy: Practice Master PM2.5
- Character Chart: Practice Master PM2.6
- Fluency Practice: Practice Master PM2.7

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 5

MATERIALS

timer • markers, 9 per student

Power Writing

Have students write as much as they can as well as they can in one minute about the word *clever*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Refer to Details and Examples When Drawing Inferences CC.4.Rlit.1
- Describe a Character CC.4.Rlit.3
- Read Orally with Expression on Successive Readings CC.4.Rfou.4.

Writing

- Write Opinions on Topics CC.4.W.1
- Provide Reasons CC.4.W.1.b

Speaking and Listening

- Discuss Texts, Building on Others' Ideas CC.4.SL.1
- Contribute to Discussions and Link to Others' Remarks CC.4.SL.1.c

Language and Vocabulary

- Acquire and Use Academic and Domain Specific Words CC.4.L.6

WARM-UP

Remind students that in "Love and Roast Chicken," Cuy the guinea pig plays tricks on Tío Antonio the fox. Ask students to tell a partner about another story or folk tale they know where characters trick someone.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **analyze**, **trickster**. Call students' attention to the other Key Words on **Student eEdition** page 96.

Key Words

adaptation · analyze · behavior
characteristic · defend · predator
prey · response · strategy
survival · trait · trickster

Then have students play Vocabulary Bingo. Demonstrate how to draw a Bingo card with three rows and three columns. Then explain the instructions:

- Write one Key Word in each box. You can choose nine words to include and write them wherever you want.
- Listen as I give clues. Decide which word I am talking about. Put a marker in that box. Provide an example: Mark the word that is the opposite of **prey**. (**predator**)
- When you have three markers in a row, call out "Bingo!" I will check your work, and if you are the first person to get the correct answers, you will be the winner.

For More **Vocabulary Routines**, see pages BP41–BP43.

For additional practice, have students play the **Online Vocabulary Games** in pairs or individually.



Key Words	
adaptation	prey
behavior	response
characteristic	strategy
defend	survival
predator	trait

Talk About It

1. What tricks do the characters play in this **trickster tale**?

One trick that Cuy plays is _____.
A trick that Tío Antonio plays is _____.
One trick that the farmer plays is _____.

2. Who do you think is smarter, Cuy or the farmer? **Express** your **ideas** about this.

I think _____ is smarter because _____.

3. Describe the relationship between Cuy and Tío Antonio. How do these characters interact with each other?

Learn test-taking strategies.
NGReach.com

Write About It

What **traits** do you most admire in Cuy? Why? Write an e-mail to Cuy to tell him. Use **Key Words**.



Cuy's traits

Send

To: Cuy@ngreach.com
From: Ileana@ngreach.com
Subject: Cuy's traits

Hi Cuy,
You have some great traits, like _____ and _____. I like these things about you because _____.

96

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Anthology page 96

Academic Talk

2 Talk About It Anthology page 96

Have partners use Key Words as they discuss the **Talk About It** questions. Tell students to go back to the text to look for details and examples to support their answers. Also, remind them to express ideas clearly, to state their own ideas, and to connect and build on each other's ideas.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM2.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 96

Have students revisit the pictures in the story to remind themselves of Cuy's behaviors. Then ask students to make a list of Cuy's traits based on his behavior. Tell them to circle qualities from the list they would like to have and use them as a basis for their email. Students should give their opinions and provide reasons to support their opinions.

Encourage students to use Key Words as they write. Give an example: I admire your **survival strategies**. You find clever ways to avoid the **predator** Tío Antonio and to solve problems.

Have students add their emails to their Weekly Writing folders.

Daily Language Arts

Daily Spelling & Word Work

Spelling Test page T71k

Daily Grammar

Write these two sentences: Cuy and Florinda work. Cuy water and weed. Have students tell which is incorrect, explain, and restate them correctly. Use page T71n to review and assess subject and verb agreement.

Daily Writing Skills

Have students identify a book or media character that has a trait in common with Cuy or Tío Antonio and explain their response. Use page T71p to assess students' understanding of character traits.

Answers Talk About It

- Trickster Tale** One trick Cuy plays is getting Tío Antonio to hold the rock so he can escape. A trick that Tío Antonio plays is acting like he wants to take Cuy's place to be kind. One trick that the farmer plays is catching Cuy with the clay figure.
- Express Ideas** Students should support their opinions with story details.
- Analyze Characters** Students' responses should describe trickery between the characters.

Name _____ Date _____

Test-Taking Strategy Practice

Read Directions Carefully

Directions: Read each question about "Love and Roast Chicken." Choose the best answer.

Sample

- 1 Read the sentences. Which sentence tells about a character's traits? Circle the letter of the correct answer.
- Ⓐ Cuy lives on a farm.
 - Ⓑ The farmer has a daughter named Florinda.
 - Cuy plays tricks and tells a lot of stories.
 - Ⓓ Tío Antonio is a fox, not a guinea pig.

- 2 Read. Choose the sentence that tells what happens last.
- Ⓐ The farmer ties up Cuy.
 - Ⓑ The farmer says Cuy can help in the field.
 - The farmer laughs.
 - Ⓓ The farmer makes a sticky doll.

- 3 Choose the answer that best completes the sentence. Cuy needs to hide from Tío Antonio, so he _____.
- works in the farmer's field
 - Ⓑ eats the alfalfa
 - Ⓒ makes a sticky doll
 - Ⓓ marries the farmer's daughter

Tell a partner how you used the test-taking strategy to answer the question.

For use with TE p. T96 **PM2.5** Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.5

Differentiate

SN Special Needs

ISSUE Students do not have the fine motor skills to easily fill in the chart.

STRATEGY Have students work with a partner with fine motor skills who can benefit from discussing ideas. Have partners discuss the character chart as one partner fills in the chart.

AL Above Level

ISSUE Students can infer obvious character traits but are not thinking at a deep level.

STRATEGY Point out that while readers can use characters' actions and words as clues to character traits, there are other clues in stories. Readers may use characters' thoughts; what other characters do, think, and say in response to the character; and what they know from their own life experience. Give an example from page 86 of "Love and Roast Chicken." Explain: *The farmer thinks about how small Cuy is and wonders if he can do hard farm work. But then he decides to give Cuy a try. I remember when I was young, a store manager gave me a job even though I didn't have experience. The manager was fair. I think that the farmer has the same trait.*

Name _____ Date _____

Character Chart

"Love and Roast Chicken"
Fill in what the character says and does. Write what this shows about the character.

Character	What the Character Does	What the Character Says	What It Shows
Cuy	runs into a fox	"The sky is falling."	thinks fast tricky
Tío Antonio	holds up the rock	"I have to let go, even if the sky falls!"	foolish easily tricked
the farmer	makes a clay person	"I'd better make it look like someone is guarding the field."	clever inventive

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For use with TE p. T96a

PM2.6 Unit 2 | Animal Intelligence

Comprehension

4 Analyze Characters ✓ Anthology page 97

REVIEW Display **Student eEdition** page 97. Read aloud the instructions and reinforce: *We can learn a lot about a character's traits by analyzing what that character says and does.*

Read aloud the callout instructions on the chart and note the sample responses. Explain: *Cuy is caught by a predator, Tío Antonio. Cuy tells him the sky is falling. This shows that Cuy thinks fast. He tricks the fox so the fox won't eat him. We can add thinks fast to the box marked "What It Shows."*

Have partners work together to complete **Practice Master PM2.6**. As you circulate, guide students to use their completed charts to analyze the characters. They can use the sentence frames to generate statements about each character. Encourage them to use Key Words.

See **Differentiate**

Check & Reteach

OBJECTIVE: Analyze Characters ✓

As students complete their character analyses, circulate to check whether they are able to identify character traits by studying what a character says and does. If students have difficulty analyzing the characters, guide them through the process by working in reverse. Ask: *Would you like to have Cuy (or another story character) as a friend?* As students respond *yes* or *no*, ask them to explain their answer by using a word that describes the character. (They may use words such as *clever* or *sneaky*, depending on how they feel about Cuy.) Then ask students to tell which parts of the story made them choose that word.

Analyze Characters

Make a character chart for "Love and Roast Chicken."

Character Chart

Character	What the Character Does	What the Character Says	What It Shows
Cuy	meets a fox	"The sky is falling."	
Tio Antonio			

In this column, name each character.

Name important things that the character does.

Name important things that the character says.

Explain what the clues tell you about the character.

Now use your chart as you analyze the characters in the story. Work with a partner. Use as many **Key Words** as you can.

Cuy is _____.
I know because _____.

Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with expression. Rate your reading.

Talk Together

Just how smart are the animals in "Love and Roast Chicken"? Choose one character and use **Key Words** to describe to a partner how the character is or isn't smart.



NGReach.com Comprehension Coach

5 Fluency Anthology page 97

Have students read aloud the passage on **Practice Master PM2.7** or use **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency 

Monitor students' oral reading.

If students need additional fluency practice, have them read along with the **Fluency Models**.

6 Talk Together

Remind students to support their opinions with details. Suggest that they use what they have learned in their life about behaviors that are and are not smart.

Name _____ Date _____

Fluency Practice

"Love and Roast Chicken"

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

"*¡Qué tramoso!* What a rascal! You're not a farmworker, you're a guinea pig!" cried the farmer. "And you've been eating all my alfalfa! Well, Florida loves to eat roast guinea pig, and tomorrow we will eat YOU!"

He pulled Cuy free from the sticky gum doll. Then he tied him to the eucalyptus tree and went back to bed.

"It can't get any worse than this!" thought Cuy. But here came Tio Antonio sneaking toward the chicken coop.

9
20
31
37
50
59
71
78

From "Love and Roast Chicken," page 90.

Expression

Changes voice to match all the content. Changes voice, but it does not match content.

Changes voice to match some of the content. Does not change voice.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \frac{\text{words correct per minute (wcpm)}}{\text{words per minute (wpm)}}$$

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For use with TE p. T97

PM2.7 Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.7

WRAP-UP

Have students draw pictures of animals using clever strategies, discuss their pictures, and add new ideas to their concept maps.

Week 1 Writing Project

OBJECTIVES

Thematic Connection: Clever Animals

✔ Write a Character Sketch: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A2.42

TECHNOLOGY ONLY

Character Sketch: eVisual 2.5

Word Choice: eVisual 2.6

Magazine Maker

MATERIALS

colored pencils • markers

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

COMMON CORE STANDARDS

Writing

Describe a Character CC.4.Rlit.3
Use Appropriate Development
and Organization CC.4.W.4

Plan, Revise, and Edit Writing CC.4.W.5
Write Over Extended Time Frames
for Specific Tasks, Purposes,
and Audiences CC.4.W.10

Language and Vocabulary

Demonstrate Command of Grammar CC.4.L.1
Demonstrate Command of Spelling CC.4.L.2
Use Knowledge of Conventions CC.4.L.3

Write a Character Sketch

Display and read aloud the prompt.

You are an author who is writing a short story that you hope will be published in a magazine. You need to write a character sketch telling the magazine editor about the main character in your story. Prove through your sketch that your character is a person everyone will want to read about!

Study a Model

Read a Character Sketch

Explain: *Let's read a student's character sketch.* Display and read aloud **eVisual 2.5**.



Sample Character Sketch

Henrietta Harris

Henrietta Harris reads mystery stories by the dozens. She writes them, too. The detective in her stories is named H. T. Hunter and has frizzy, flaming red hair, just like Henrietta. Whenever Henrietta's mom asks her to clean her room or make her bed, Henrietta says, "Not right now, Mom. H. T. and I are in the middle of an important case."

[NGReach.com](https://www.ngreach.com) Character Sketch: eVisual 2.5



INTERACTIVE WHITEBOARD TIP: Underline key words that provide character traits.

Review the Trait: Word Choice

Review word choice: *The words and language you choose can make the difference between writing that is lively and writing that is boring. When you write a character sketch, try to use vivid language that grabs the reader's attention.* Display and read aloud **eVisual 2.6**.



Writing Trait: Word Choice

Lively writing is full of language that:

- is vivid and colorful
- describes by showing rather than telling

[NGReach.com](https://www.ngreach.com) Word Choice: eVisual 2.6



INTERACTIVE WHITEBOARD TIP: Circle the words *vivid*, *colorful* and *showing*.

Read aloud the following sample. Explain that students will offer ideas to improve it.

The detective in her stories is named H. T. Hunter and has red hair.

Ask: *How could we improve this sentence by choosing more colorful words?* (Possible responses: use vivid details to more fully describe the hair) Reread **eVisual 2.6** and point out the descriptive details the writer uses.



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (short story writer)
Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

Role: Short story writer

Audience: Magazine editor

Form: Character sketch

To help students come up with ideas for story characters, have them work with a partner to discuss memorable characters from stories, TV shows, and movies. Remind them that characters can be animals, people, or even other beings like robots! Have them jot down notes as they think of ideas and then work independently to decide on a character and complete the RAFT.

Get Organized

Review the sample: *"Henrietta Harris" shows what the character Henrietta says and does. That is a good way to give the reader a clear idea of what she is like.* Display a character chart and review: *A character chart is used to analyze characters.* Model using the descriptive words from "Henrietta Harris" to complete the character chart.

Character	What the Character Does	What the Character Says	What It Shows
Henrietta	<ul style="list-style-type: none"> reads mystery stories by the dozens writes her own mystery stories 	<ul style="list-style-type: none"> "Not right now, Mom. H. T. and I are in the middle of an important case." 	<ul style="list-style-type: none"> loves to read and write mystery stories has a lively imagination

Character Chart

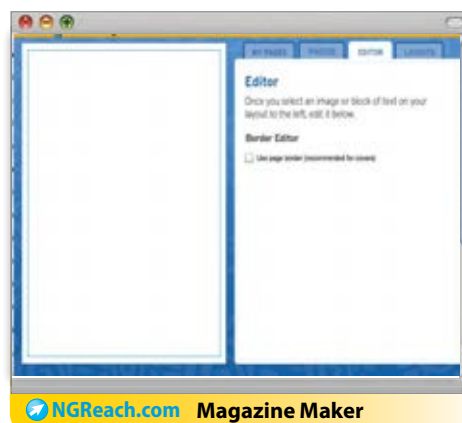
Have students create their own character charts to help them plan their character sketches. Suggest they start with traits in the *What It Shows* column and then work backward to figure out what characters might do or say to show each trait.

Draft

Write Ideas

Have students begin drafting their sketches. Remind them to show the character's actions and to include words the character might say. Have students select an appropriate layout from **Magazine Maker**.

See **Differentiate**



Differentiate

SN Special Needs

ISSUE Students have trouble organizing their ideas.

STRATEGY Have students draw storyboards to illustrate their ideas. Ask students to fill frames of their storyboards with drawings showing what the characters do, and speech balloons showing what the characters say.

Students can rearrange the order of the frames if necessary to change the organization until they are satisfied. Then they can begin writing their drafts.



Daily Language Arts

Spelling and Word Work ✓

Practice pages T71k–T71l

Daily Grammar ✓

Have students find examples of subject-verb agreement with compound subjects and compound predicates in “Love and Roast Chicken.” Then use pages T71m–T71n to practice subject-verb agreement.

Daily Writing Skills ✓

Point out character traits of a character in “Love and Roast Chicken.” Then use pages T71o–T71p to practice using character traits.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the character sketches and offer ideas to improve word choice. Display Language Frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> • The character is _____. • What the character does is _____. • The character is always saying _____. 	<ul style="list-style-type: none"> • Describe what the character does to show how he/she is _____. • Can you write the actual words the character says?

Make Changes

Have students revise their character sketches. Remind students to tell what the characters do and say, using as many colorful words and descriptive details as possible. As they revise, remind students to make sure the words in their sketches give clear clues to their characters’ traits.

Demonstrate how to move text around in **Magazine Maker**. Select and highlight the text you wish to move, and then click the Cut button. Click the location where you would like the text to appear, and click the Paste button.

Differentiate

AL Above Level

ISSUE Students have so many good ideas for descriptive details that they cannot decide which are the most important.

STRATEGY Encourage students to try out multiple versions of the same character sketch using different descriptive details. Students can then review their sketches and choose the version they think best describes their character, or combine elements of their different versions until they are satisfied with their draft.

See Differentiate

Student Sample: Revise

Henrietta Harris reads stories. She writes them, too. The detective in her stories is named H. T. Hunter and have red hair, just like Henrietta. Whinever Henrietta’s mom ask her to clean her room or make her bed, Henrietta says that she can’t because she is in the middle of an important case.

Sample Analysis

I could use more descriptive language to tell about the books Henrietta reads.

I can use more colorful language to describe H. T. and Henrietta’s hair.

I can write the exact words Henrietta says instead of just telling what she says.



Edit and Proofread

Check the Character Sketch

Have students check their grammar and spelling, focusing on the Week 1 spelling words and on proper use of compound subjects, compound predicates, and subject-verb agreement. Review subject-verb agreement with a compound subject and subject-verb agreement with a compound predicate.

Student Sample: Revise

Henrietta Harris reads mystery stories by the dozens. She writes them, too. The detective in her stories is named H. T. Hunter and have frizzy, flaming red hair, just like Henrietta. Whenever Henrietta's mom asks her to clean her room or make her bed, Henrietta says, "Not right now, Mom. H. T. and I am in the middle of an important case."

Sample Analysis

- I need to change "have" to "has" so that the subject and verb agree.
- I misspelled "Whenever." I'll fix that.
- I need to change "am to "are" so that the subject and verb agree.

Publish and Present

Make a Final Copy

Encourage students to try different layouts in **Magazine Maker**. Have them add their characters' names as titles before they print.

Share with Others

Review: *When you read your character sketch aloud, you can change the sound, tone, or volume of your voice to say the character's spoken words.* Model displaying the character sketch and reading it aloud, changing your voice to reflect the character's voice and tone. Then have students work in small groups. Have group members read their character sketches aloud.

Have students make additional copies of their sketches and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's character sketch.

Student Sample: Publish

Henrietta Harris

Henrietta Harris reads mystery stories by the dozens. She writes them, too. The detective in her stories is named *H.T. Hunter* and has frizzy, flaming red hair, just like Henrietta. Whenever Henrietta's mom asks her to clean her room or make her bed, Henrietta says, "Not right now, Mom. H.T. and I are in the middle of an important case."

Writing Rubric

Score	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. The ideas are relevant and interesting. The ideas are accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear voice and a clear purpose. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> Most of the word choice is relevant and interesting. Most of the word choice is accurate and complete. Most of the word choice shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> All sentences are written and read smoothly. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The text is presented in a way that is easy to read and understand. The text is relevant and interesting. The text is accurate and complete. The text shows an in-depth understanding of the topic.
3	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. The ideas are relevant and interesting. The ideas are accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear voice and a clear purpose. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> Most of the word choice is relevant and interesting. Most of the word choice is accurate and complete. Most of the word choice shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> All sentences are written and read smoothly. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The text is presented in a way that is easy to read and understand. The text is relevant and interesting. The text is accurate and complete. The text shows an in-depth understanding of the topic.
2	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. The ideas are relevant and interesting. The ideas are accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear voice and a clear purpose. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> Most of the word choice is relevant and interesting. Most of the word choice is accurate and complete. Most of the word choice shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> All sentences are written and read smoothly. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The text is presented in a way that is easy to read and understand. The text is relevant and interesting. The text is accurate and complete. The text shows an in-depth understanding of the topic.
1	<ul style="list-style-type: none"> The writing has a clear focus and a clear purpose. The ideas are relevant and interesting. The ideas are accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear voice and a clear purpose. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> Most of the word choice is relevant and interesting. Most of the word choice is accurate and complete. Most of the word choice shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> All sentences are written and read smoothly. The writing is relevant and interesting. The writing is accurate and complete. The writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure and a clear purpose. The writing is organized and logical. All content flows smoothly and logically. Most of the writing is relevant and interesting. Most of the writing is accurate and complete. Most of the writing shows an in-depth understanding of the topic. 	<ul style="list-style-type: none"> The text is presented in a way that is easy to read and understand. The text is relevant and interesting. The text is accurate and complete. The text shows an in-depth understanding of the topic.

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Analyze Characters
- Make Connections to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test Unit 2, Week 1

Ashley's Adventure

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

Ashley loved boating. A small lake where she and her brother, Kurt, often went fishing on their boat. Their dog Brutus, did not like the boat and hated getting wet, so he always sat on the shore and watched them.

One Saturday, Ashley and Kurt went out fishing on the boat. "Watch the sky," Mom had warned. "You never know when a storm will come up. Come home the minute you see clouds in the west."

Ashley and Kurt moved to the middle of the lake, and then stopped to eat their lunches. When they finished eating, Ashley looked up and saw a storm, dark clouds in the west. The wind started to blow from the shore.


"Quick, row toward the shore!" Ashley yelled to Kurt.

Mom noticed the storm and raced to the lake. She saw Ashley and Kurt rowing as hard as they could, but they were not getting any closer to the shore.

"Help!" Ashley called. "The wind is too strong!"

Suddenly Ashley felt the boat move toward the shore. What could be strong enough to move the boat? Then she saw Brutus swimming ahead of the boat. The rope that was attached to the front of the boat was between his teeth!

At last they reached the shore, Kurt and Ashley scrambling out of the boat as Mom threw her arms around them. Then they all turned and threw their arms around Brutus, who looked very happy, even though he was very wet.



Grade 4 Assessment A2.4 Unit 2 | Animal Intelligence

Reading Comprehension Test Unit 2, Week 1

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

What does the reader tell that Ashley is worried about the storm?

She says Brutus.

She sees birds in the boat.

She leaves Brutus on the shore.

She yells to Kurt to row fast.

Mom throws her arms around Ashley and Kurt because she is ...

worried that they are safe.

excited that there is a storm.

angry that they were careless.

sad that the adventure is over.

Ashley, Kurt, and Brutus are all afraid because they are ...

afraid.

grumpy.

brave.

worried.

Grade 4 Assessment A2.5 Unit 2 | Animal Intelligence

Reading Strategy Assessment Unit 2

Check the reading strategy the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: "What do you do when you read this?" "What are you going to do when you read this?" "What do you do to understand better?" "What do you do?"

Plan and Monitor	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1
1. Do you plan and monitor your reading? Do you know what you are reading? Do you know what you are going to do when you read this? Do you know what you are going to do to understand better? Do you know what you are going to do to understand better?	1. Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know?	1. Do you visualize what you are reading? Do you visualize what you are reading? Do you visualize what you are reading?
2. Do you plan and monitor your reading? Do you know what you are reading? Do you know what you are going to do when you read this? Do you know what you are going to do to understand better? Do you know what you are going to do to understand better?	2. Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know?	2. Do you visualize what you are reading? Do you visualize what you are reading? Do you visualize what you are reading?
3. Do you plan and monitor your reading? Do you know what you are reading? Do you know what you are going to do when you read this? Do you know what you are going to do to understand better? Do you know what you are going to do to understand better?	3. Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know?	3. Do you visualize what you are reading? Do you visualize what you are reading? Do you visualize what you are reading?
4. Do you plan and monitor your reading? Do you know what you are reading? Do you know what you are going to do when you read this? Do you know what you are going to do to understand better? Do you know what you are going to do to understand better?	4. Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know? Do you make connections between what you are reading and what you know?	4. Do you visualize what you are reading? Do you visualize what you are reading? Do you visualize what you are reading?

Grade 4 Assessment SG2.30 Unit 2 | Animal Intelligence

Reading Comprehension Test A2.4–A2.5

Reading Strategy Assessment SG2.30–SG2.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment Unit 2

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

Elephants are one of the largest animals on land. They are also one of the smartest. They have a large brain and use it to solve problems. They also have a good sense of direction. They can find their way home even if they have never been there before. They are also very social animals. They live in groups called herds. They take care of each other and work together to find food and water. They are also very intelligent. They can learn from each other and solve problems. They are also very curious. They like to explore new things and learn about the world around them. They are also very playful. They like to play and have fun. They are also very gentle. They are not aggressive and are easy to get along with. They are also very long-lived. They can live for up to 70 years. They are also very strong. They can weigh up to 14,000 pounds. They are also very fast. They can run up to 35 miles per hour. They are also very good swimmers. They can swim for up to 48 hours. They are also very good climbers. They can climb up to 100 feet. They are also very good diggers. They can dig up to 10 feet. They are also very good runners. They can run up to 35 miles per hour. They are also very good jumpers. They can jump up to 10 feet. They are also very good leapers. They can leap up to 10 feet. They are also very good climbers. They can climb up to 100 feet. They are also very good diggers. They can dig up to 10 feet. They are also very good runners. They can run up to 35 miles per hour. They are also very good jumpers. They can jump up to 10 feet. They are also very good leapers. They can leap up to 10 feet.

Grade 4 Assessment A2.1 Unit 2 | Animal Intelligence

Oral Reading Assessment Unit 2

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

Code	Score	4	3	2	1
1	4	4	3	2	1
2	3	3	2	1	0
3	2	2	1	0	0
4	1	1	0	0	0
5	0	0	0	0	0

Grade 4 Assessment A2.2 Unit 2 | Animal Intelligence

Oral Reading Assessment Unit 2

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

Oral Reading Assessment Wrap-up

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you feel about the passage?
- What did you like about the passage?
- What was the most interesting part of the passage?
- How did you feel about the passage?
- How did you feel about the passage?
- How did you feel about the passage?

Grade 4 Assessment A2.3 Unit 2 | Animal Intelligence

Oral Reading Assessment A2.1–A2.3

Use these passages throughout Unit 2. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Short e
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 2, Week 1

Directions: Choose the answer that completes the sentence correctly.

A frog is a _____ for the frog.

A turtle has a hard shell to _____ itself from danger.

A _____ is a feature.

A _____ is an animal.

A _____ is a careful plan.

Grade 4 Assessment A2.6 Unit 2 | Animal Intelligence

Vocabulary Test Unit 2, Week 1

Directions: Choose the answer that completes the sentence correctly.

_____ means being.

_____ is how a thing acts.

_____ is an animal.

_____ is a careful plan.

Grade 4 Assessment A2.7 Unit 2 | Animal Intelligence

Spelling Words

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

Words with Short e

- accident The rescue dog helped the victims after the accident.
- attend My class was excited to attend the performance of the acrobatic circus.
- clever The clever pig rolled in the mud to cool itself on a hot day.
- employee The waiter of the hotel farm paid his employee well for grooming the animals.
- escape No one wants the lion to escape from the circus and roam the streets.
- express We clapped to express our appreciation after the elephant's performance.
- forever The photographs that we took will last forever.
- invest The trainers invest a lot of time and effort teaching guide dogs to help people with disabilities.
- medicate Our cat can get better soon after taking the medicine.
- object Our pet rat can find a toy or another object in its maze.
- pellet My hamster's food comes in a small, hard pellet.
- prevent Our dog tried to prevent my brother from falling into the swimming pool.
- regret I regret arriving at the animal show so late.
- relative That cat belongs to either Mary's cousin or another relative, such as her uncle.
- vegetable Carrots are my guinea pig's favorite vegetable.

Watch-Out Words

- there Is the animal show in there?
- they're They're about to start the performance.
- their I can't believe their athletic abilities.
- good The cats put on a good show.
- well Those animals performed well together.

Grade 4 Assessment A2.8 Unit 2 | Animal Intelligence

Vocabulary Test A2.6–A2.7

Spelling Pretest/Spelling Test T71k

Grammar and Writing

- Use Subject-Verb Agreement with Compound Predicates
- Describe Character Traits

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Dr. Silva, an expert on bugs, comes to Lakeview School and _____ to a fourth-grade class. "Most boys and girls _____ acts all the time and know what they look like," Dr. Silva says. "Very few realize how smart ants are." _____ stands up and asks a question. "Does your ant farm _____ and _____ our picnic food, don't they?" Dr. Silva explains how ants work together or _____ each other out. Sometimes ants must cross a space between two boxes. The ants hold onto each other and _____ a bridge with their own bodies. He knows a lot about ants!

Choose the answer that goes in Blank 1.

talks

talked

is talking

use talking

Choose the answer that goes in Blank 2.

see

was

seeing

is seen

Choose the answer that goes in Blank 3.

Mark and Pablo

A girl named Mia

Some kids in the class

Choose the answer that goes in Blank 4.

is munching

is munching

munches

munch

Grade 4 Assessment A2.8 Unit 2 | Animal Intelligence

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Choose the answer that goes in Blank 5.

helping

helps

helped

is helping

Choose the answer that goes in Blank 6.

is building

are both

builds

build

Your class is writing stories in which the main character is an animal. Write the first paragraph of your story showing what the character is like through what they say and do. Underline the details that give clues to character traits.

Grade 4 Assessment A2.9 Unit 2 | Animal Intelligence

Writing Rubric

Category	4	3	2	1
Content	Includes a clear main idea and supporting details that are relevant and specific.	Includes a main idea and supporting details that are relevant and specific.	Includes a main idea and supporting details that are relevant and specific.	Includes a main idea and supporting details that are relevant and specific.
Organization	Organizes ideas in a logical and effective way.	Organizes ideas in a logical and effective way.	Organizes ideas in a logical and effective way.	Organizes ideas in a logical and effective way.
Style	Uses a variety of sentence structures and word choices to create a clear and engaging style.	Uses a variety of sentence structures and word choices to create a clear and engaging style.	Uses a variety of sentence structures and word choices to create a clear and engaging style.	Uses a variety of sentence structures and word choices to create a clear and engaging style.
Conventions	Follows all conventions of standard English grammar, punctuation, and capitalization.	Follows all conventions of standard English grammar, punctuation, and capitalization.	Follows all conventions of standard English grammar, punctuation, and capitalization.	Follows all conventions of standard English grammar, punctuation, and capitalization.

Grade 4 Assessment A2.42 Unit 2 | Animal Intelligence

Writing, Revising, and Editing Test A2.8–A2.9

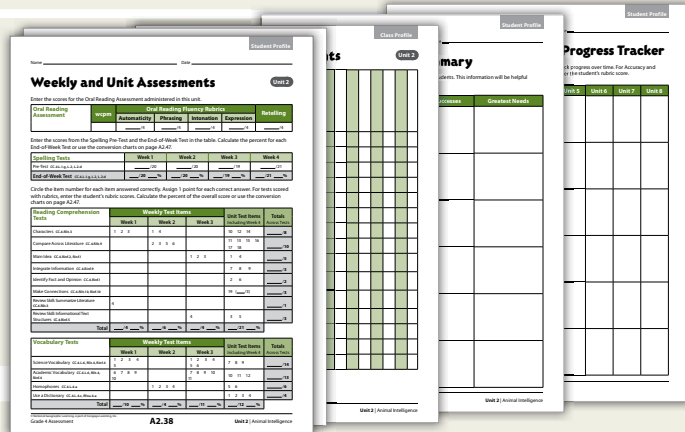
Writing Rubric A2.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A2.38–A2.39
- Class Profile: Weekly and Unit Assessments** A2.40
- Student Profile: Strengths and Needs** A2.41
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Analyze Characters: Reteaching Master RT2.1**
- Make Connections: Reteaching Master RT2.2**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

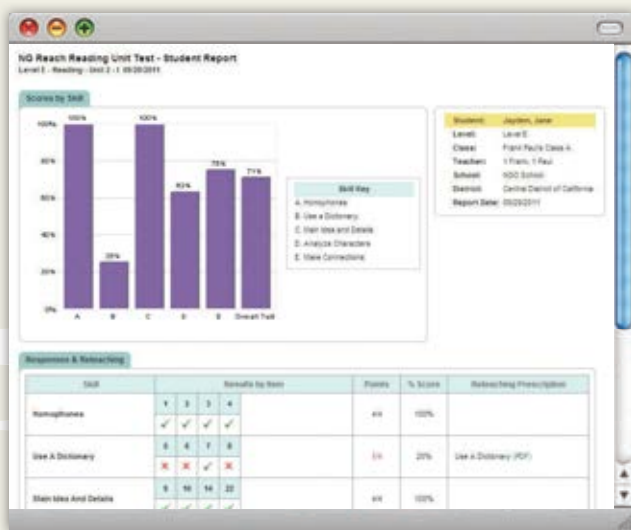
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T71k–T71l

Grammar and Writing

RETEACH

- Compound Predicate: Anthology Handbook, page 593**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Word Choice: Reteaching Master RT2.3**

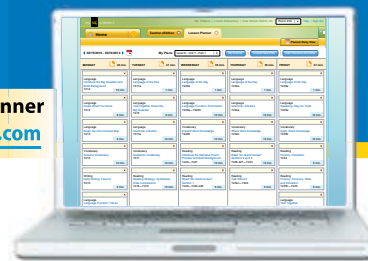
ADDITIONAL PRACTICE

More Grammar Practice PM2.8

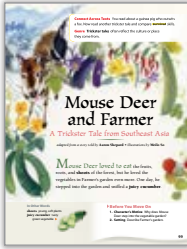
Daily Writing Skills Practice, pages T71o–T71p



Week 2 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.4.SL.1 ☑ Discuss the Big Question T97q	Academic Talk ☑ Preview and Predict T99
	Language and Vocabulary ⌚ 20 minutes	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Words with Digraphs <i>ck, sh</i> T97k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.S.1; CC.4.L.3 ☑ Negative Sentences T97m Vocabulary Strategy CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a ☑ Homophones T97q–T98	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T97k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.2.b; CC.4.L.3 ☑ Quotations T97m Vocabulary Strategy CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a ☑ More Homophones T98c
	Reading ⌚ 20–40 minutes	Reading ☑ Read Aloud: Trickster Tale T98a Comprehension CC.4.Rlit.3; CC.4.Rlit.9 ☑ Connect Characters T98a Fluency CC.4.Rfou.4 ☑ Model Expression T98a	Reading CC.4.Rlit.3; CC.4.Rlit.9 ☑ Read a Trickster Tale; Read and Build Comprehension T99–T102 Comprehension CC.4.Rlit.1; ☑ Connect Characters CC.4.Rlit.3; T100 CC.4.Rlit.9 ☑ Analyze Characters T102 Compare Characters T102 
	Writing ⌚ 15–45 minutes	Power Writing T97q CC.4.W.10 Daily Writing Skills CC.4.W.3.a ☑ Introduce Main Character T97o Writing ☑ Write About Connections T98b CC.4.W.9.a Writing Project: Trickster Tale CC.4.W.7; CC.4.W.8; ☑ Study a Model T105i CC.4.SL.1.c	Power Writing T98c CC.4.W.10 Daily Writing Skills CC.4.W.3.a ☑ Introduce Main Character T97o Writing ☑ Write a Response T103 CC.4.W.9.a; CC.4.W.10 Writing Project: Trickster Tale CC.4.W.7; CC.4.W.8; Prewrite T105j CC.4.SL.1.c

		Read Fiction Articles	Read Fiction Books
Fiction & Nonfiction	WHOLE GROUP TIME ⌚ 20 minutes	Vocabulary CC.4.L.6 ☑ Learn Science Vocabulary SG11 Reading CC.4.Rinf.10; CC.4.Rinf.4 Determine Word Meanings SG10 Build Comprehension SG11 	Vocabulary CC.4.L.6 ☑ Learn Story Words SG12–SG13 Reading CC.4.Rlit.1; CC.4.SL.4; CC.4.Rlit.10; CC.4.Rinf.4 ☑ Introduce SG12–SG13 ☑ Read and Integrate Ideas SG14–SG15 ☑ Make Connections to Comprehend Literature SG12–SG13 ☑ Describe Characters SG12–SG13 

LEARNING STATION TIME		
Learning Station	WHOLE GROUP TIME ⌚ 20 minutes	
		Speaking and Listening T105q CC.4.W.7; CC.4.W.8; CC.4.SL.1; CC.4.SL.4; CC.4.SL.2 Language and Vocabulary T105q CC.4.L.6 Writing T105q CC.4.W.3; CC.4.W.3.a Cross-Curricular T105r CC.4.W.7; CC.4.W.8; CC.4.W.9 Reading and Intervention T105r; SG68 CC.4.Rlit.9; CC.4.Rlit.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rinf.10

BIG Question Just how smart are animals?

Day 3

Read and Comprehend

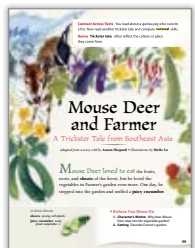
Academic Talk CC.4.SL.4
 Talk Together T104

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
 Practice T97l CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.L.1; CC.4.L.2; CC.4.L.2.b; CC.4.L.3;
 Kinds of Sentences T97n CC.4.L.3.b

Vocabulary Review CC.4.L.6
 Review Science and Academic Vocabulary T103a

Comprehension CC.4.Lit.3; CC.4.Rlit.9
 Compare Characters' Adventures T103a



Fluency CC.4.Rfou.4
 Practice Expression, Accuracy, and Rate T103a

Power Writing T103a CC.4.W.10

Daily Writing Skills CC.4.W.3.a

Introduce Main Character T97p

Writing CC.4.L.1; CC.4.L.3

Write to Reinforce Grammar T105

Writing Project: Trickster Tale CC.4.W.7; CC.4.W.8; CC.4.SL.1.c

Draft T105k–105l

Day 4

Read and Comprehend

Academic Talk CC.4.SL.1; CC.4.SL.4
 Make Connections T105d

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
 Practice T97l CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.L.1; CC.4.L.2.b; CC.4.L.3;
 Grammar and Writing T97n CC.4.L.3.b; CC.4.W.5;

Vocabulary Practice CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a
 More Homophones T105c

Reading CC.4.Rlit.9
 Read Trickster Myths T105a–T105d

Comprehension CC.4.Rlit.9
 Compare Topic and Theme T105a–T105b



Fluency CC.4.Rfou.4
 Model and Practice Expression T105d

Power Writing T105a CC.4.W.10

Daily Writing Skills CC.4.W.3.a

Introduce Main Character T97p

Writing CC.4.W.1; CC.4.W.1.b

Write About Tricksters T105d

Writing Project: Trickster Tale CC.4.W.7; CC.4.W.8; CC.4.SL.1.c

Revise; Edit and Proofread T105l

Day 5

Review and Apply

Academic Talk CC.4.SL.1.a
 Relate Readings to the Big Question T105h

Daily Grammar CC.4.L.1; CC.4.L.2.b; CC.4.L.3; CC.4.L.3.b
 Review T97n

Vocabulary Practice CC.4.Rinf.4; CC.4.L.4; CC.4.L.4.a
 Homophones T105e

Comprehension CC.4.Rlit.9
 Compare Topics and Themes 105g



Power Writing T105e CC.4.W.10

Daily Writing Skills CC.4.W.3.a

Introduce Main Character T97p

Writing CC.4.W.9.a

Write About Trickster Characters T105g

Writing Project: Trickster Tale CC.4.W.7; CC.4.W.8; CC.4.SL.1.c

Publish and Present T105l

Read Fiction Books

Vocabulary CC.4.L.6

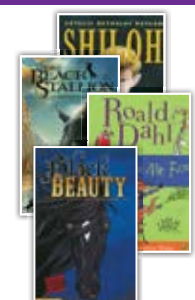
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.1; CC.4.SL.4; CC.4.Rlit.10

Read and Integrate Ideas SG14–SG15

Make Connections to Comprehend Literature SG12–SG13

Describe Characters SG12–SG13



Read Fiction Books

Vocabulary CC.4.L.6

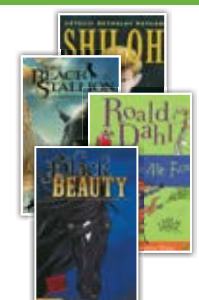
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.1; CC.4.SL.4; CC.4.Rlit.10

Read and Integrate Ideas SG14–SG15

Make Connections to Comprehend Literature SG12–SG13

Describe Characters SG12–SG13



Read Fiction Books

Vocabulary CC.4.L.6

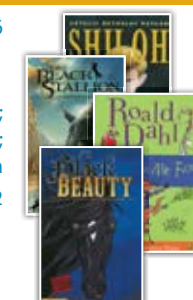
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10; CC.4.SL.1.a

Connect Across Texts SG15

Writing CC.4.W.2

Choose a Writing Option SG14–SG15



ASSESSMENT & RETEACHING

Assessment and Reteaching T105m–T105n

Reading Comprehension Test A2.10–A2.11 CC.4.Rinf.1; CC.4.Rinf.2

Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

Oral Reading Assessment A2.1–A2.3 CC.4.Rfou.4.a

Vocabulary Test A2.12 CC.4.L.6

Spelling Test: Words with the Digraphs *ck*, *sh*, and Commonly Misspelled Words T97k CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Writing, Revising, and Editing Test A2.13–A2.14 CC.4.W.10; CC.4.L.1; CC.4.L.3

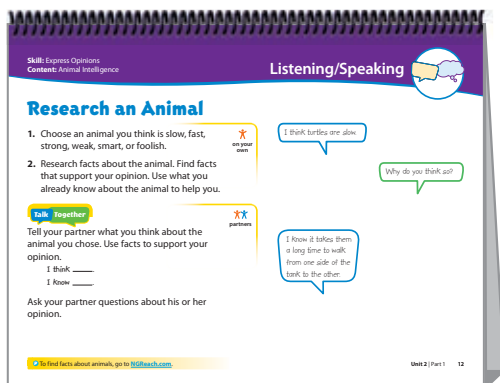
Reteaching Masters RT2.4–RT2.7



Week 2 Learning Stations

Speaking and Listening

Option 1: Research an Animal



Research an Animal

- Choose an animal you think is slow, fast, strong, weak, smart, or foolish.
- Research facts about the animal. Find facts that support your opinion. Use what you already know about the animal to help you.

Talk Together

Tell your partner what you think about the animal you chose. Use facts to support your opinion.

I think _____
I know _____

Ask your partner questions about his or her opinion.

Student responses in bubbles:
 - "I think turtles are slow."
 - "Why do you think so?"
 - "I know it takes them a long time to walk from one side of the tank to the other."

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 12

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

Student Resources Directory

encyclopedia • books about animals

Conduct Research	CC.4.W.7
Recall Relevant Information and Gather Information	CC.4.W.8
Draw on Preparation to Explore Ideas	CC.4.SL.1.a
Report on a Topic	CC.4.SL.4

Option 2: Retell a Trickster Tale



Many Tricksters

Watch a video about trickster animals.

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

- Have students retell a trickster tale. To listen to the tale, have students go to Resources > Unit 2 > Learning Stations > Week 2 > Trickster Tale on [NGReach.com](https://www.ngreach.com).
- Have students listen to the "Many Tricksters" recording.
- Have students practice retelling the tale.
- Ask students to use voice inflections to add to the retelling.

Paraphrase Oral Information CC.4.SL.2

Language and Vocabulary

Key Words

adaptation · analyze · behavior · characteristic
defend · predator · prey · response
strategy · survival · trait · trickster

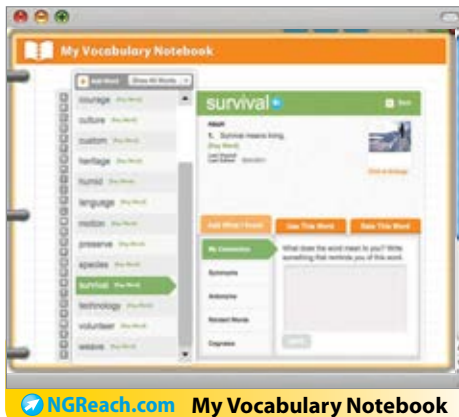
Option 1: Vocabulary Games



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

Acquire and Use Conversational, General, Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook



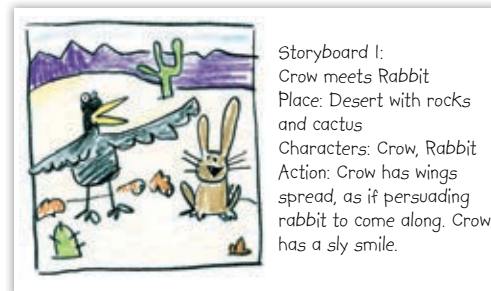
[NGReach.com](https://www.ngreach.com) My Vocabulary Notebook

Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students write one statement sentence, one question, and one exclamation, using Key Words in each sentence.

Acquire and Use Conversational, General, Academic, and Domain-Specific Words CC.4.L.6

Writing

Option 1: Original Storyboard



Storyboard 1:
Crow meets Rabbit
Place: Desert with rocks and cactus
Characters: Crow, Rabbit
Action: Crow has wings spread, as if persuading rabbit to come along. Crow has a sly smile.

Have students create original storyboards about clever animals.

- Have students draw their main character or characters and the story action over several pages.
- Remind students to include descriptions of the setting and the action to complete the storyboards.

Organize Events in a Sequence CC.4.W.3.a

Option 2: Trick a Trickster

Brainstorm a list of trickster animals, such as the following:

coyote spider crow snake

Have students write a story in which the trickster gets tricked. Remind them to

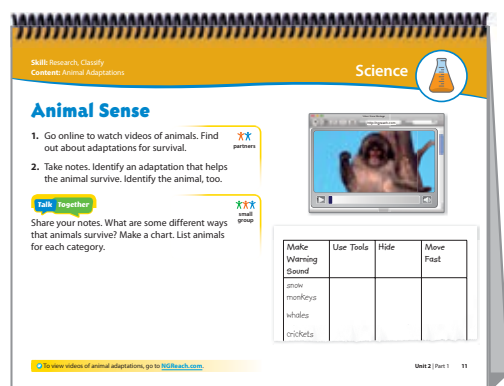
- decide on the traits of their main characters
- determine a problem and solution for the story
- plan the events and organize them in sequence.

Have students read their stories in small groups.

Write Narratives CC.4.W.3

Cross-Curricular

Option 1: Animal Sense 



Animal Sense

- Go online to watch videos of animals. Find out about adaptations for survival.
- Take notes. Identify an adaptation that helps the animal survive. Identify the animal, too.

Talk Together
Share your notes. What are some different ways that animals survive? Make a chart. List animals for each category.

Make Warning Sound	Use Tools	Hide	Move Fast
snail			
monkey			
whale			
crickets			

PROGRAM RESOURCES & MATERIALS

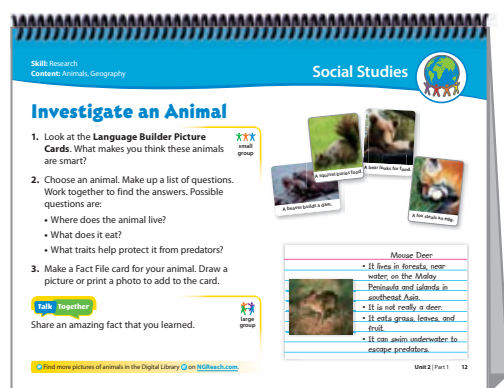
Cross-Curricular Teamwork Activities: Card 11

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

Student Resources Directory

Take Notes CC.4.W.8

Option 2: Investigate an Animal 



Investigate an Animal

- Look at the **Language Builder Picture Cards**. What makes you think these animals are smart?
- Choose an animal. Make up a list of questions. Work together to find the answers. Possible questions are:
 - Where does the animal live?
 - What does it eat?
 - What traits help protect it from predators?
- Make a Fact File card for your animal. Draw a picture or print a photo to add to the card.

Talk Together
Share an amazing fact that you learned.

Mouse: Deer
It lives in forests, near water, on the Midway.
It eats grass, leaves, and twigs.
It can swim underwater to escape predators.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 12

Digital Library: Language Builder Picture Cards E14, E15, E17, E18

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

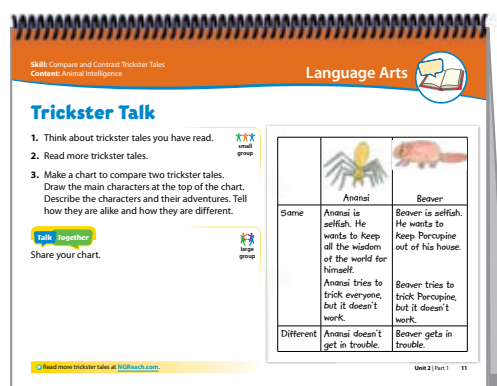
Student Resources Directory

books about animals • index cards • scissors • glue

Conduct Research CC.4.W.7
Draw Evidence from Texts CC.4.W.9

Reading

Option 1: Trickster Talk 



Trickster Talk

- Think about trickster tales you have read. Read more trickster tales.
- Make a chart to compare two trickster tales. Draw the main characters at the top of the chart. Describe the characters and their adventures. Tell how they are alike and how they are different.

Talk Together
Share your chart.

	Anansi	Beaver
Same	Anansi is selfish. He wants to keep all the wisdom of the world for himself.	Beaver is selfish. He wants to keep Porcupine out of his house.
Different	Anansi tries to trick everyone but it doesn't work.	Beaver tries to trick Porcupine, but it doesn't work.
	Anansi doesn't get in trouble.	Beaver gets in trouble.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 11

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

Student Resources Directory

colored markers

Compare Treatments of Similar Themes, Topics, and Patterns of Events CC.4.Rlit.9

Option 2: Additional Reading 

PROGRAM RESOURCES & MATERIALS

Week 2 Small Group Reading Titles


Independent Reading Recommended Books, page SG28

- Have students choose a book they haven't read before from the Week 2 Small Group Reading, Recommended Books (see page SG28), or the Leveled Book Finder.
- Then have students write a sentence about something new they learned.
- Students can also self-select other recommended books. See **Independent Reading** on page SG28.

Read and Comprehend Literature CC.4.Rlit.10
Read and Comprehend Informational Texts CC.4.Rinf.10

Intervention

Option 1: Phonics Games 



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

For Reteaching Masters, see pages RT2.4–RT2.7.

Additional Resources

Reach into Phonics 



Lessons 20 and 21

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.4.Rfou.4.c

ESL Kit 



ESL Teacher's Edition pages T98a–T106h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Clever Animals

- ✔ Spell Words with Digraphs *ck, sh*
- ✔ Use Commonly Misspelled Words Correctly

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 Digraphs *ck, sh*

1. ashamed	We read a tale about a happy giraffe that was not ashamed of his long neck.
2. flourish	Birds often flourish in an environment with plenty of food and clean air.
3. flock	The large flock of geese numbered more than 20.
4. hush	The animals all got quiet, and a hush fell over the forest.
5. knuckle	My knuckles were sore from rapping on the door.
6. lack	Penguins lack normal wings, so they cannot fly.
7. marsh	The deer waded carefully through a grassy marsh .
8. package	The parrot unwrapped the package by untying the string and peeling back the paper.
9. pluck	We saw the dog grab the boy by his shirt and pluck him from the raging river.
10. punish	Don't punish the cat for bringing home a mouse.
11. reckon	By my way of thinking, I reckon that cats are as smart as dogs.
12. shaggy	The dog's shaggy hair drooped unevenly over its eyes.
13. shelter	The goats used the barn as shelter during the storm.
14. shriek	The audience would loudly shriek with laughter when the monkey danced.
15. stuck	The skunk was stuck in a hole but soon wiggled free.
16. trickery	In the story, the guinea pig used trickery to get the fox to hold up the rock.

Watch-Out Words

17. course	The penguins changed course and swam in a different direction.
18. coarse	They were used to the coarse feel of the rocky beach.
19. affect	The cold doesn't affect the penguins; their fat keeps them warm.
20. effect	The sun had an effect on the ice, and it melted.

Digraphs *ck, sh*

Day 2



Option 1

MATERIALS

scissors

Teach

Display the words *flock* and *flourish*. Circle the letters *ck* and *sh* and read each word aloud.

Explain: A *consonant digraph* is a group of two or more consonants that together make a single sound. The digraph *ck* is found in the middle or at the end of a word. The digraph *sh* can appear anywhere in a word.

Prepare

Arrange students in groups of three or four. Read aloud the spelling words, and have each student write each word on a separate strip of paper and place the strips face up.

Play a Game

- Have students in each group race individually to categorize words into two piles, those with words that have the digraph *ck* and those having the digraph *sh*.
- The group member who is the first to categorize all the words raises his or her hand. Others check to see whether the words are categorized correctly.
- If the words are correctly categorized, the student who finished first is the winner. If not, play continues until one student in the group has categorized all words correctly.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Mad Lib Watch Out!

Day 2



Option 2

Prepare

Have each partner write two sentences about a clever animal, using the Watch-Out Words. Have them draw a line in place of each word.

Practice

- Have students consult a dictionary to be sure they are using and correctly spelling the correct Watch-Out Word for the context. Then have partners exchange sentences and fill in each blank.
- Partners then say each Watch-Out Word and spell it.

The puppy changed course when he saw the coarse sand.

Use Frequently Confused Words
Consult References

CC.4.L.1.g
CC.4.L.2.d



Use a Dictionary

Day 3



Option 1

MATERIALS

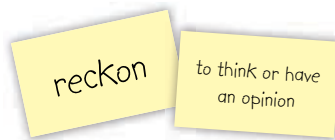
index cards, 10 per team • 2 dictionaries per team or access to an online dictionary

Prepare

- Form two teams and give each team ten of the spelling words. Have each team collaborate to write each of its spelling words on a separate card.
- Have team members look up each word in a dictionary and write the definition on the back of the card.

Play a Game

- Place all 20 cards on a table with the definitions visible.
- Have the teams take turns picking up a card, reading the definition, and stating and spelling aloud the spelling word that goes with it.
- Tell team members to check one another's spelling. If a student names and spells a word correctly, his or her team keeps the card.
- If a student states the wrong word or misspells the correct word, the card goes back on the table.
- Play continues until all words have been spelled correctly. The team with the most cards at the end wins.



Demonstrate Command of Spelling
Consult References

CC.4.L.2
CC.4.L.2.d

Word Webs

Day 3



Option 2

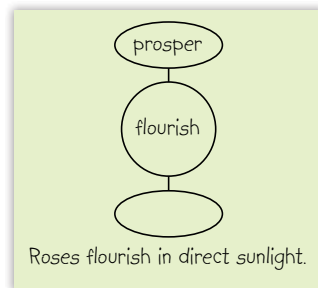
MATERIALS

1 thesaurus per pair or an online thesaurus

Use Graphic Organizers

Have partners make a word web for each of the following words: *flourish, hush, lack, pluck, reckon, shelter.*

- Have students write the spelling word in a circle in the center.
- Have students use a thesaurus to find synonyms to add to the web.
- At the bottom of the web, have students write an original sentence using the spelling word.



Consult References

CC.4.L.4.d

Three in a Row

Day 4



Option 1

MATERIALS

2 different colors of paper per pair of students • scissors

Prepare

- Each pair of students collaborates to make a tic-tac-toe board by folding a sheet of paper in thirds lengthwise and widthwise.
- Then each partner chooses a different color paper and cuts the sheet into 20 squares about as large as the tic-tac-toe squares. Tell each partner to write one spelling word on each colored square.

Play Tic-Tac-Toe

- Have students play tic-tac-toe. Instead of completing a row with Xs and Os in rows, the object is for students to place three of their spelling words in a row.
- Students take turns placing one spelling word in a square and spelling it aloud.
- The student who places three correctly spelled words in a row is the winner of that round.
- Students continue to play until each student has had a chance to place and spell each spelling word.

Demonstrate Command of Spelling
Spell Grade-Appropriate Words

CC.4.L.2
CC.4.L.2.d

Word Search

Day 4



Option 2

MATERIALS

graph paper with large squares

Prepare

- Have each student create a word-search puzzle using the spelling words.
- Have students draw a line around a 12 x 12 square area on their graph paper. Then have them write each spelling word vertically, horizontally, or diagonally within that square. Then students fill in extra letters as necessary so all squares are filled.

Solve the Puzzle

- Have each student trade puzzles with another student and circle each spelling word in the other student's puzzle.
- Have students write a list of the words as they find them, writing each one and checking the spelling of each word if necessary.

Spell Grade-Appropriate Words

CC.4.L.2.d

OBJECTIVES

Thematic Connection: Clever Animals

- ✔ Grammar: Use Negative Sentences
- ✔ Grammar: Identify Kinds of Sentences
- ✔ Grammar: Use Quotations

COMMON CORE STANDARDS

- Edit Writing CC.4.W.5
- Demonstrate Command of Grammar and Usage CC.4.L.1
- Demonstrate Command of Punctuation CC.4.L.2

Day 1

PROGRAM RESOURCES

Negative Sentences: eVisual 2.9
Game: Practice Master PM2.9

MATERIALS

scissors

Teach the Rules

Use the suggestion on page T98b to introduce negative sentences. Then display eVisual 2.9 and teach the rules: *A negative sentence uses a negative word such as no, not, never, none, and nowhere. Use only one negative word in a sentence.*

Negative Sentences

Too Many Negatives	Correct
I do not have no dogs.	I have no dogs.
His dogs do not never listen.	His dogs do not listen.
He never teaches no dogs.	He never teaches dogs.
I never saw none of the cats.	I saw none of the cats.
No one will not teach him.	No one will teach him.
Nobody can not teach him.	Nobody can teach him.
There is not nothing he can do.	There is nothing he can do.
He can not take him nowhere .	He can take him nowhere .

NGReach.com Negative Sentences: eVisual 2.9

Play a Game

Distribute Practice Master PM2.9 and play "That's a Negative."

Differentiate

EL English Learners

ISSUE Spanish and Haitian Creole routinely use double negatives.

STRATEGY Have a proficient speaker read aloud the correct negative sentences. Then have the English Learner repeat the sentences.

Name _____ Date _____

Grammar Game
That's a Negative

- Cut apart the negative word cards and the subject/verb cards.
- Place the subject/verb cards face up. Each player takes a negative word card and holds it so the others cannot see what it says.
- Player 1 chooses a subject/verb card and then tries to make a negative sentence using the words on the cards. If a logical sentence cannot be made, the subject/verb card should go back on the table.
- Play continues around the group.

no	no one
not	nobody
none	nothing
never	nowhere
we / see	I / travel
they / see	you / find
monkeys / swing	dog / sniffs
parakeet / chirps	elephant / sprays

For use with TE p. T97m **PM2.9** Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.9

Day 2

PROGRAM RESOURCES

Commas and Quotation Marks: eVisual 2.14
Game: Practice Master PM2.10

Teach the Rules

Use the suggestion on page T103 to introduce quotation marks. Then display and read eVisual 2.14.

Commas and Quotation Marks

- If the **speaker's name** precedes the quotation, put a **comma** before the **first quotation mark**.
Eli said, "Raccoons use their front paws like hands."
- If the **speaker's name** follows the quotation, put a **comma** inside the **last quotation mark**.
"Raccoons use their front paws like hands," said Eli.
- If the **speaker's name** interrupts the quotation, use **commas** to set it off.
"That pigeon," Mom said, "knows when I have food."

NGReach.com Commas and Quotation Marks: eVisual 2.14

Play a Game

Distribute Practice Master PM2.10. Have groups of three play "You Said It!"

Differentiate

EL English Learners

ISSUE Students' first languages use different punctuation marks to identify quotations.

STRATEGY Allow students to write quotations in a familiar format and then work with partners to rewrite them using English punctuation.

Name _____ Date _____

Grammar Game
You Said It!

- Player 1 says a sentence about an animal and then asks, "What did I say?"
- Players 2 and 3 write the sentence as a quotation, including the speaker's name and correct punctuation. Then, they proofread their sentences to make sure they used quotation marks, commas, and periods in the right places.
- Players 2 and 3 display their written sentences. If a quotation is written correctly, Player 1 says, "You said it!"
- If a quotation has a punctuation mistake, the team works together to correct it.
- Play continues with players taking turns as Player 1, 2, and 3 until each player has said two sentences.

Try to put the speaker's name in a different place in each sentence you write!

For use with TE p. T97m **PM2.10** Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.10



Use Commas and Quotation Marks
Use Knowledge of Conventions
Choose Punctuation for Effect

CC.4.L.2.b
CC.4.L.3
CC.4.L.3.b

Day 3

PROGRAM RESOURCES

Within Quotations: eVisual 2.16

Teach the Rules

Use **Anthology** page 105 to review kinds of sentences. Display **eVisual 2.16** and teach the rules.

Within Quotations

- **Question marks** and **exclamation points** are always kept inside the quotation marks.

Kari asked, "What tricks can your dog do?"

Juan laughed, "He's very good at sleeping!"

"He's very good," **Juan** added, "at eating, too!"
- When the **speaker's name** follows the quotation, do not replace a **question mark** or **exclamation point** with a comma.

"What else can he do?" **Kari** asked.

"He's also very good at chasing your cat!" **Juan** exclaimed.

NGReach.com Within Quotations: eVisual 2.16

Generate Sentences

Have each student think of a smart animal they know or that they have read about. Then provide prompts for writing:

Write one sentence that includes a statement within a quotation. Put the speaker's name in the middle of the quotation.

Write one sentence that includes a question within a quotation. Put the speaker's name after the question.

Then write two more sentences that include quotations.

For **Writing Routine 4**, see page BP50.

Differentiate

AL Above Level

ISSUE Students are able to expand their work.

STRATEGY Have students use their sentences about their animals, plus new sentences, to create a dialogue between two speakers.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM2.15

Grammar and Writing

Distribute **Practice Master PM2.15**. Have students use editing and proofreading marks to correct errors with negative sentences, quotations, and end punctuation in different kinds of sentences.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- correct negative sentences
- correct punctuation of quotations
- correct end punctuation

Editing and Proofreading Marks	
^	Add.
↖	Take out.
?	Add question mark.
!	Add exclamation mark.
,	Add comma.
.	Add period.
"	Add quotation mark.

When we brought our kitten home, he did not want ~~no~~ food. He just wanted us to pet him. Then my sister said "Come and see. He is he eating some kitten food?" We all felt better.

Now he knows how to play catch. I have so much fun playing with him. I throw a little crumpled paper ball. He catches it with his front paws. Nobody plays ~~no~~ other games with him. He and I just play catch. He makes me laugh.

"When you are older, I tell him, I will try to teach you to sit." I do not know if it will work, though. Can cats learn to sit? Even if my kitten just learns to snuggle on my lap, I'll be happy.

For use with TE, p. 79b **PM2.15** Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.15

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.13–A2.14

Review and Assess

Have students play in pairs to review what they learned about negative sentences and quotations.

- Partner 1 says an original sentence that has two negative words in it, such as this: Have you never seen no clever parrots?
- Partner 2 quotes what Partner 1 said, adding Partner 1's name. Then Partner 2 corrects the double negative. Example: Amber asked, "Have you never seen no clever parrots?" But I ask, "Have you never seen clever parrots?"

Challenge students to try to include statements, commands, exclamations, and questions. After two rounds, have them write down a favorite grammatically correct quotation from the game.

✓ Administer the **Writing, Revising, and Editing Test**.

Week 2 Daily Writing Skills

OBJECTIVES

Thematic Connection: Clever Animals

Introduce Main Character

COMMON CORE STANDARDS

Introduce Narrator and/or Characters

CC.4.W.3.a

Introduce Main Character

Day 1



PROGRAM RESOURCES

Introducing Main Characters Passage: eVisual 2.10

Character Introduction Chart: eVisual 2.11

Teach the Skill

Display **eVisual 2.10** and read it aloud.



Introducing Main Characters Passage

Tara was walking in the woods near her house after school. As she strolled along examining the colorful changing leaves, she lost track of time. When it started to get dark, she turned to head home. She reached into her pocket. "Where is my flashlight?" Did she say that out loud or in her head? She wasn't sure. Suddenly, it was too dark for her to find her way. She could see her warm breath in the brisk air as she shivered in her thin jacket. She needed to make a plan.

NGReach.com Main Characters
Passage: eVisual 2.10



INTERACTIVE WHITEBOARD TIP: After reading, circle descriptive details about Tara.

Explain: *This passage introduces Tara, the main character, and begins to discuss the story's central conflict: Tara is lost in the woods without her flashlight. This introduction pulls the reader into the story by giving descriptive details about Tara and her problem. Later, the story will really get going.*

Continue: *A good character introduction includes clues to gender, approximate age, traits, and appearance. Good writers often include at least some of these elements at the beginning of a story.* Display and discuss **eVisual 2.11**.



Character Introduction Chart

Element	Detail in the Text
Gender	"Tara," "she," "her," so the character must be female
General age	She is walking alone "after school," so she is probably about 8 to 17 years old.
Appearance	She is wearing a thin jacket.
Traits	She is examining leaves, so she is probably curious and enjoys nature.

NGReach.com Character
Introduction Chart: eVisual 2.11



INTERACTIVE WHITEBOARD TIP: Have students add rows to describe more of Tara's traits.

Interview a Character

Day 2



Option 1

MATERIALS

timer

Introduce

Explain that writers usually know their characters well before they start writing a story. It's almost as if they interviewed the character first.

Practice

- Have students use role-play to invent story characters. Give pairs of students five minutes each to interview a partner. Have students ask questions similar to those below.
- Explain that the partner being interviewed role-plays a character for a story, such as a clever animal, a forgetful farmer, or a nervous pet sitter, and invents answers to the questions.

1. What is your name?
2. What gender are you?
3. What are three good qualities about you?
4. What are your biggest faults?
5. What do you like to do in your free time?
6. What do you look like?

- After one partner has conducted an interview, partners exchange roles and perform a second interview.

Create a Baseball Card

Day 2



Option 2

MATERIALS

construction paper, 1 sheet per student • colored pencils

Practice

Have students create a "baseball card" that tells important details about a character they have read about. Have students include the following:

- Front:
- Character's name and gender
 - Drawing of the character
 - Character's traits
- Back:
- Five character traits
 - Quotation that shows what the character is like



SUGGESTED PACING

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

Character Introduction

Day 3



Option 1

Introduce

Have partners recall the interview they conducted on Day 2. Remind them that they were each answering the questions as an imaginary character. Have them decide together which of the two characters to include in a story beginning.

Practice

- Have partners collaborate to write a story beginning that introduces the main character and pulls the reader into the story.
- Tell students to pick something the “character” said he or she likes to do during free time and use that to help them develop the central conflict of the story. For example: *The character likes to play soccer every day, but when the story opens, it is raining cats and dogs!*
- Remind them to try to include the following:
 - clues to at least two of these: character’s age, gender, appearance, and traits
 - a clue to the character’s situation or problem (the central conflict)

Reveal Character Traits

Day 3



Option 2

MATERIALS

timer

Introduce

Arrange students in pairs and explain that each student will have five minutes to write a story opening that introduces a main character.

Practice

- Explain that each story opening should include descriptive details and effective words to describe the character’s age, gender, traits, and appearance.
- When students are finished writing, have them exchange their paragraphs with a partner.
- Have each student read his or her partner’s story and
 - underline details that describe the character’s age
 - circle details that describe the character’s gender
 - draw boxes around descriptions of character traits
 - and draw stars next to descriptions of the character’s appearance.

Revising Introductions

Day 4



Introduce

Tell students that they will rework a story that they have already written to include or revise the story opening.

Practice

- Have students select from their Weekly Writing folders a piece with at least one character.
- Have students rewrite or revise the story to include an introduction that tells the reader about the main character and pulls the reader into the story even before the action begins.
- Remind students to replace any direct statements about a character’s traits with more subtle, descriptive details that will allow a reader to make inferences about that character.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A2.13–A2.14

Review the Skill

Provide sentence frames. Have partners decide what clue or clues the author is presenting in each of the following sentences.

1. Rachelle knocked on her neighbor’s door, hoping to get her first job as a babysitter. (age, problem)
2. Rachelle had helped take care of two little brothers for three years. (gender, character trait)
3. When the door opened, Rachelle stood as straight and tall as she could, even though she barely came up to Mrs. Larsson’s shoulders. (character trait, appearance)
4. “I know I’m only 12,” she said, “but I have taken care of twin boys after school for three years, and I would like to see if you need a babysitter.” (age, character traits)

Then have students co-write one or two more sentences they could add to this story beginning and tell what kinds of clues their sentences present.

Administer the **Writing, Revising, and Editing Test**.

OBJECTIVES

Thematic Connection: Clever Animals

- Relate Words: Homophones**
- Compare Characters**


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 2.8

MATERIALS

timer



WARM-UP

Arrange students into small groups, and have students make a list of things they like and don't like about Cuy. Have groups share their lists with the class.

Power Writing

Have students write as much as they can as well as they can in one minute about a *strategy* that they have used while playing a game.

For **Writing Routine 1**, see page BP47.

Academic Talk

1 Discuss the Big Question

Explain that to participate in discussions, students should listen to what others say, think about the ideas, and then build on them by responding with their own ideas. Review how to introduce and state original ideas. Demonstrate with a volunteer. Ask: *How smart do you think cats are?* Model thinking about the volunteer's statement and responding with an idea that builds on the original idea. *I think that you are right. I also feel that ... I know that ...* Prompt the volunteer to connect and build on the ideas. Ask: *What do you think?* Or state: *Tell me more.*

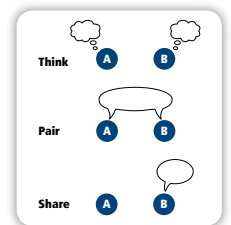
Have students practice connecting ideas.

Ask: *How smart do you think dogs are?*

Use a **Think, Pair, Share**:

- Have individuals think about how smart some animals are.
- Have pairs discuss the topic. Remind students to state their ideas clearly, listen to what their partners say, connect to each other's ideas, and respond with their own ideas.
- Have individuals share ideas with the class.

For **Think, Pair, Share**, see page BP46.



Think, Pair, Share

Vocabulary Strategy

2 Homophones Anthology page 98

Explain: *Some words sound alike but have different spellings and meanings.*

Project **Student eEdition** page 98, read aloud the introduction, and explain the examples. Elaborate: *If I'm unsure which homophone is correct, I look at the context of the sentence and the meanings of the homophones to determine correct spelling.*

Model using context to determine the correct use of homophone pairs *dear* and *deer*. Write: *Grandma wrote a letter to a (dear/deer) friend. Grandma saw a (dear/deer) leap across the road.* Then write *dear* and *deer* with their respective meanings ("highly valued" and "a species of cloven-hoofed mammals").

Explain: *In the first sentence, the word describes Grandma's friend. Grandma would not write to an animal friend, so the meaning is "highly valued" and the spelling of the homophone is d-e-a-r.* Continue with *deer* and pairs *right/write* and *here/hear*.

See **Differentiate**

COMMON CORE STANDARDS

Reading

Describe a Character	CC.4.Rlit.3
Compare Treatments of Similar Themes, Topics, and Patterns of Events	CC.4.Rlit.9
Determine the Meanings of Academic and Domain-Specific Words	CC.4.Rinf.4
Read with Fluency to Support Comprehension	CC.4.Rfou.4.a

Writing

Draw Evidence from Texts CC.4.W.9

Speaking and Listening

Explain Ideas and Understanding CC.4.SL.1.d

Language and Vocabulary

Determine the Meanings of Words and Phrases CC.4.L.4

Use Context Clues CC.4.L.4.a



Homophones

Homophones are words that sound the same but have different spellings and meanings. When reading, you can use context clues to decide which meaning fits the word. When writing, choose the correct spelling to match the word meaning.

Tale and **tail** are homophones. Read these examples.



She read us a **tale** from long ago that is set in China.

Meaning: a story



The feather is from a peacock's **tail**.

Meaning: the part that sticks out at the back of an animal's body

Try It Together

Read each sentence. Choose the pair of words that makes the sentence correct.

- | | |
|---|---|
| 1. Please _____ a tale about how _____ got spots. | 2. Did you _____ the _____ in the trees last night? |
| A write, dear | A here, bare |
| B right, deer | B hear, bear |
| C right, dear | C here, bear |
| D write, deer | D hear, bare |

98

Anthology page 98

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Best Practices

Encourage Respect As students discuss animal intelligence, provide sentence frames that embed respect for their classmates' opinions:

- I've heard that too, but I think something different now. I think _____.
- I hadn't thought of that before. It's a good point.

3 Try It Together Anthology page 98

Read the directions and examples aloud. Then have students answer the questions. (question 1: D; question 2: B)

Check & Reteach

OBJECTIVE: Relate Words: Homophones ✓

As students complete **Try It Together**, determine whether they are able to use context clues to determine which homophone to use in each sentence.

If students cannot determine the correct homophone pair, prompt them to explain what is happening in the sentences. Point to the word *tale* and ask: *What is a tale?* (a story) Explain: *Look at the words in the possible answers. Which of these words describes what you could do to a tale?* (write)

Then point to the words *got spots* and ask: *What could get spots in a tale?* (Possible response: an animal) Explain: *Look at the words in the possible answers. Which of these words describes something that could get spots?* (deer) Then ask students which answer includes *write* and *deer*. (D)

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T97o–T97p)
- ✓ Power Writing (T97q, T98c, T103a, T105a, T105e)
- ✓ Writing (T98b, T103, T105, T105d, T105g)
- ✓ Writing Project (T105i–T105l)

Differentiate

EL English Learners

ISSUE Students are not familiar with a pair of homophones.

STRATEGY Have students make a simple drawing of each homophone and label it with the correct word. They can use their illustrations to help them choose the correct homophone.

AL Above Level

ISSUE Students are ready to use homophones in word play.

STRATEGY Prompt students to write riddles or puns using homophones. They can share the riddles or puns with the class.

Fluency

Model Expression As you read the Read Aloud, model matching the sound and volume of your voice to the text. Explain: *Fluent readers read with expression. When they read the words that different characters say, they try to sound like the character.*

Comprehension

4 Connect Characters

Review: *Just as you can make connections between characters and yourself or characters in other stories, you can also make connections between characters within a story.* Explain that stories often have major, or important, characters and minor, or less important, characters. Ask: *Who is the most important character in a trickster tale?* (the **trickster**)

Explain that an important trait of the trickster is being more clever than other characters. Ask: *Who are major characters in "Love and Roast Chicken"?* (Cuy, the fox, and the farmer) *The farmer's daughter is a minor character. Minor characters help show the major characters' traits or move events forward.*

Display **eVisual 2.8** and read aloud the title and the first two paragraphs. Model: *I think Anansi may be a major character. The action focuses on him. I will read on to find out how he is connected to the other characters.*



Read Aloud

Trickster Tale

Anansi and the Dinner Guests

Anansi the spider had baked some juicy yams from his garden for dinner. Just then, he heard a knock at his door. It was Turtle and Lizard, who had been traveling all day and were exhausted and hungry.

"Your yams smelled delicious," said Turtle. "We're hungry. May we join you?"

Anansi couldn't refuse as it was the custom to share your meal with visitors. But he had an idea. He invited them to join him, but requested they wash their hands.

Turtle and Lizard saw how filthy their hands were, so they went to the river to wash. When they returned, Anansi was already eating. As they reached for the yams, Anansi yelled again to wash their hands. They realized their hands were now dirty from crawling back, so they went to the river again. This time, they stayed on the grass to keep clean. But when they returned, the yams were all gone.

"I just couldn't let them get cold," said Anansi.

Turtle thanked Anansi for his hospitality. "If you are ever near my house, please be my guest for dinner." Lizard was too hungry to speak.

One day, near dinnertime, Anansi met Turtle sunning himself on the riverbank. He invited Anansi to join him for dinner and dove underwater to prepare. But when Anansi tried to follow him, he popped back up. Turtle had begun to eat, and Anansi was getting hungrier and hungrier as he watched him.

Then Anansi had an idea. He grabbed his jacket and filled the pockets with rocks. Weighted down, he sank to the bottom and joined Turtle at the table. But just as he reached for the food, Turtle said. "In my country, we do not wear jackets at the table."

As soon as Anansi removed his jacket, he rose to the surface again. As he looked down, he saw Turtle eat the rest of the wonderful banquet.

Differentiate

BL English Learners

ISSUE Students are not sure how to determine which characters are more important than others.

STRATEGY Have students list the characters in each scene or event in the story. Then tell them to see which character appears most. That is the main character.

AL Above Level

ISSUE Students can easily determine how the characters in the tale are connected.

STRATEGY Have students use a graphic organizer to compare the roles of the characters in this tale to the roles of the characters in another trickster tale they have read.



Have partners identify the major and minor characters in the remaining paragraphs. Have them explain how each character is related to the main character.

See **Differentiate**

Check & Reteach

OBJECTIVE: Connect Characters ✓

As students discuss “Anansi and the Dinner Guests,” check that they are able to identify the major and minor characters and explain how they are connected in the story.

If students cannot distinguish between major and minor characters, ask leading questions to help students explain how each character is related to the main character.

Prompt: *What happens to Turtle at the beginning of the story?* (Anansi makes him wash his hands.) *Do we learn anything about Anansi?* (Yes, he doesn’t like to share.) *Is Lizard present for all the action?* (No.) *How can you describe Lizard’s role?* (This character illustrates another character’s **traits** but is not part in the action.) *What type of character does that?* (minor)



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T97k

Daily Grammar ✓

Read aloud this sentence from the **Read Aloud**: *I will not hunt today.* Explain that this is a negative sentence because it uses a word that means “no.” The *not* is a negative, or “no” word. Then use page T97m to teach negative sentences.

Daily Writing Skills ✓

Read aloud the first paragraph from the **Read Aloud** and point out that it tells us that the story will be about Anansi, who is a spider. Then use page T97o to practice introducing a main character.

Writing

5 Write About Connections

Explain to students that they will make connections between the characters in “Love and Roast Chicken” and “Anansi and the Dinner Guests.” Think about how the characters within each story were related. Then make connections between the characters in both stories. Ask: *Who are the tricksters in each story?* (Cuy and Anansi) *How are the roles of these two characters similar?* (They both trick others, they are smart, they are major characters in the story.) *How are Tio Antonio and the farmer like Turtle and Lizard?* (All of them were tricked.) *What makes Turtle and the farmer major characters?* (Turtle tricked Anansi; the farmer tricked Cuy.)

Have students write about the connections between the characters in “Anansi and the Dinner Guests” and “Love and Roast Chicken.” Have students add the paragraphs to their Weekly Writing folders.



WRAP-UP

Assign each pair a letter: *t, r, i, c, k, s, or e*. Each pair thinks of a word that begins with its assigned letter and describes a trickster. Have each pair say its word. Vote as a class on the best words. (Choose two for *t* and two for *r*.) Then vertically write the word **TRICKSTER**, so that you can display the descriptive words as T is for _____, R is for _____, and so on.

OBJECTIVES

Thematic Connection: Clever Animals

- ✓ Relate Words: Homophones
- ✓ Make Connections to Comprehend Literature
- ✓ Compare Characters


MATERIALS

timer • dictionary

Power Writing

Have students write as much as they can as well as they can in one minute about the word *characteristic*.

For **Writing Routine 1**, see page BP47.



WARM-UP

Based on what they know about trickster tales, have the class brainstorm kinds of animals that could easily be turned into the trickster character in a story. Ask students why they suggest a particular animal.

Vocabulary Strategy

1 More Homophones ✓

Explain that today students will learn more homophone pairs. Remind

rap/wrap	role/roll	hair/hare	one/won
real/reel	road/rode	break/brake	pail/pale

students that they can use context and the meanings of both words to determine which homophone is correct. Write the pairs in the word bank and then write “The frightened hare stood perfectly still when he glimpsed the hungry fox’s golden hair.” Have volunteers explain the meaning of *hair* and *hare*. Ask: *Which words in the sentence help you know which word to use first? (frightened and stood) Why?* (Both words refer to an animal, not part of an animal.)

Have students choose two remaining homophone pairs and write sentences with the words, inserting blank write-on lines where the homophones belong. Then have pairs exchange papers and fill in the blanks in each other’s sentences. Have the pairs work together and share ideas for providing more context as needed.

Check & Reteach

OBJECTIVE: Relate Words: Homophones ✓

Listen as students discuss the homophones to be sure they can use each homophone correctly.

If students have difficulty choosing the correct homophone, provide them with sample sentences that have strong context clues. Have students define each homophone.

Then have them identify and circle context clues in the sentence. Have students substitute the definition for each homophone to see which word makes sense. Then discuss why the opposite homophone does not work with each context clue.

COMMON CORE STANDARDS

Reading

Describe a Character CC.4.Rlit.3

Compare Treatments of Similar Themes, Topics, and Patterns of Events CC.4.Rlit.9

Determine the Meanings of Academic and Domain-Specific Words CC.4.Rinf.4

Read with Fluency to Support Comprehension CC.4.Rfou.4

Read with Purpose and Understanding CC.4.Rfou.4.a

Writing

Draw Evidence from Texts CC.4.W.9

Write Over Shorter Time for Specific Tasks and Purposes CC.4.W.10

Language and Vocabulary

Determine the Meanings of Words and Phrases CC.4.L.4

Use Context Clues CC.4.L.4.a

Academic Talk

2 Preview and Predict

Review: *Use information from the title and illustrations to predict what the story might be about.* Project **Student eEdition** pages 99–103. Have students read the title and preview the illustrations. Then have partners discuss their predictions.

Connect Across Texts You read about a guinea pig who outwits a fox. Now read another trickster tale and compare **survival** skills.

Genre **Trickster tales** often reflect the culture or place they come from.

1 **Mouse Deer and Farmer**
A Trickster Tale from Southeast Asia

adapted from a story told by Aaron Shepard • illustrations by Meilo So

Mouse Deer loved to eat the fruits, **2** roots, and **shoots** of the forest, but he loved the vegetables in Farmer's garden even more. One day, he stepped into the garden and sniffed a **juicy cucumber**.

In Other Words
shoots young, soft plants
juicy cucumber tasty green vegetable ▶

▶ Before You Move On

- Character's Motive** Why does Mouse Deer step into the vegetable garden?
- Setting** Describe Farmer's garden.

99

STUDENT TECHNOLOGY

e Student eEdition

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Anthology page 99

Reading

3 Read a Trickster Tale

CONNECT ACROSS TEXTS Have students describe the traits of Cuy the Guinea Pig in “Love and Roast Chicken.” Then have them generalize to review common trickster traits that they can be on the watch for as they read “Mouse Deer and Farmer” and identify the trickster.

GENRE Read aloud the explanation of the genre. Clarify: *The location can influence the kinds of characters in the tale, their dress, and their language*

SOCIAL STUDIES BACKGROUND Share information to build background: *While “Love and Roast Chicken” is set in South America, “Mouse Deer and Farmer” is set in Southeast Asia. The kinds of characters and their clothing and houses are different. For example, the mouse deer is a small animal native to Indonesia.*

Read and Build Comprehension

- 1 Set a Purpose** *What would you like to find out as you read this **trickster** tale?* (Possible response: I want to find out if Mouse Deer is as smart as Cuy.)
- 2 Make Inferences** *Where does Mouse Deer live? How do you know?* (Mouse Deer lives in the forest. I read that Mouse Deer loved to eat fruits, roots, and shoots in the forest. I know that animals find foods to eat where they live, so I know that Mouse Deer lives in a forest.)

Fluency

Practice Expression, Accuracy, Rate As students read, monitor their expression, accuracy, and rate.

Answers Before You Move On

- 1. Character's Motive** Mouse Deer loves to eat vegetables because they are different from the foods in the forest.
- 2. Setting** Farmer's garden has lots of different kinds of vegetables. The illustration shows juicy cucumbers, tomatoes, peppers, and eggplants in Farmer's garden.

Read and Build Comprehension

- 1 Analyze Character's Motive** ✓ Ask: *What does Mouse Deer do when he sees Farmer coming?* (Mouse Deer makes his body stiff. He plays dead.) *What does this show you about Mouse Deer?* (He doesn't want to be eaten. He is smart and thinks fast.)
- 2 Draw Conclusions** *Why do you think Farmer opens the snare?* (Farmer thinks Mouse Deer is dead and can't run away.)
- 3 Make Connections** ✓ *How do you think Farmer felt when he realized Mouse Deer tricked him? Have you ever felt like that?* (Possible response: I think he felt angry and foolish. I felt foolish when my sister tricked me into watching a silly movie.)

See **Differentiate**

Mini Lesson**Compare Characters** ✓

Explain that when you read two stories that are in the same genre, it is good to compare characters who have similar roles. Model comparing Cuy and Mouse Deer. Explain: *I see that Cuy and Mouse Deer are both trying to trick a farmer so they can get food. They are each the main character in the story.*

Display **Student eEdition** page 100. Remind students that Cuy wears a disguise in part of the story. Mouse Deer does not wear clothes, but he disguises himself by pretending to be dead.

Have students look for ways Cuy and Mouse Deer are different. (Possible response: They use different strategies to escape after the farmer catches them.)

To check understanding, have students continue to identify other similarities and differences between the two characters. Create a class list and have students add to it as they continue to read.



Snap! Mouse Deer's leg was caught in a **snare**! When he saw Farmer coming, Mouse Deer lay down and made his body **stiff**. **1**

"Look what I caught," said Farmer. "But this mouse deer looks dead. Maybe he's been dead a long time. I guess we can't eat him." **2**

Farmer freed Mouse Deer from the snare and tossed him back into the forest. Mouse Deer landed with a soft *plop*, then jumped up and ran away.

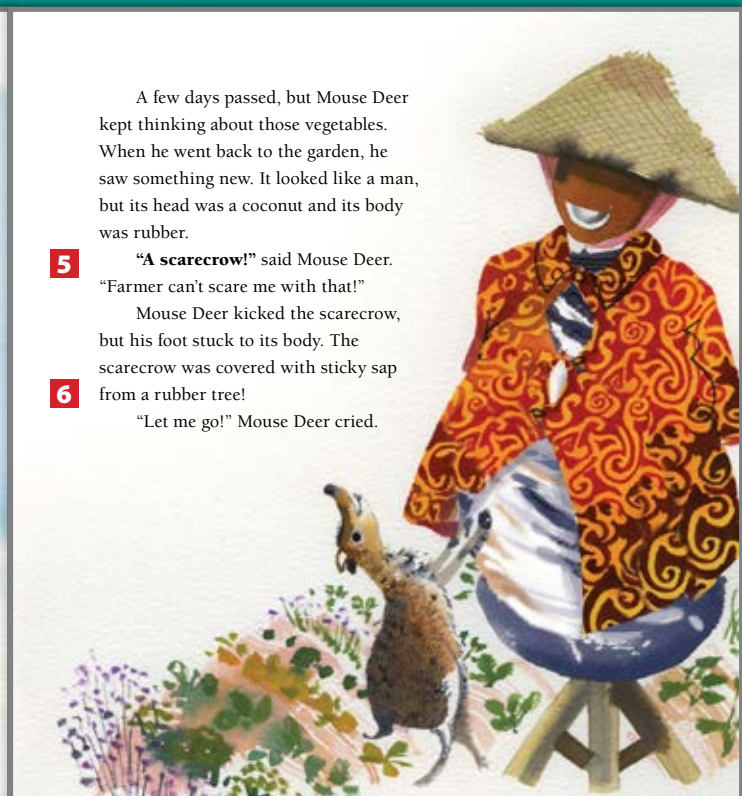
"Hey! You tricked me!" Farmer yelled, but Mouse Deer just laughed. **3**

4

snare

In Other Words
snare trap
stiff not move

100



A few days passed, but Mouse Deer kept thinking about those vegetables. When he went back to the garden, he saw something new. It looked like a man, but its head was a coconut and its body was rubber.

5 "A **scarecrow**!" said Mouse Deer. "Farmer can't scare me with that!"

Mouse Deer kicked the scarecrow, but his foot stuck to its body. The scarecrow was covered with sticky sap from a rubber tree!

6 "Let me go!" Mouse Deer cried.

In Other Words
"A scarecrow!" That isn't a real person!

► **Before You Move On**

- Character's Motive** Why does Farmer make a scarecrow?
- Make Connections** Compare how the farmer in this story and the farmer in "Love and Roast Chicken" outsmart the main character.

101

Anthology
pages 100–101

- Analyze Illustrations** *What do the illustrations tell you about where the story takes place?* (Possible response: It looks hot. The farmer doesn't wear shoes, and he always wears a hat to keep the sun off his face.)
- Analyze Character Traits** ✓ *What do you learn about Farmer from the scarecrow?* (Farmer is smart, too. He covers the scarecrow with sticky sap to catch Mouse Deer.)
- Draw Conclusions** *How do you think Mouse Deer feels when he realizes he is stuck?* (He feels scared and angry, because he cries, "Let me go!")

Differentiate

SN Special Needs

ISSUE Students do not understand how to analyze a character's motives.

STRATEGY Have students summarize Mouse Deer's, then Farmer's, actions. Then have them ask themselves, "Why would anyone do this?"

AL Above Level

ISSUE Students are ready to make broader connections to the text.

STRATEGY Have students think more deeply about the trickster tales they have read. Ask them to consider these questions:

- How does this story reflect the culture of the storyteller?
- How are all these stories alike? Different?

Best Practices

Encourage Participation Promote active listening. Have students repeat each comprehension question before answering it. Provide an example: *You asked what I have learned about Farmer from the scarecrow. I have learned that Farmer is smart because he covers the scarecrow with sticky sap.*

Answers Before You Move On

- Character's Motive** ✓ Farmer wants to catch Mouse Deer.
- Make Connections** ✓ Each farmer made a figure and added sticky sap.

Read and Build Comprehension

- 1 Summarize** *What has happened since Mouse Deer got stuck on the scarecrow?* (Farmer pulled Mouse Deer off the scarecrow. He locked Mouse Deer in a chicken coop. Mouse Deer told Dog that Farmer didn't catch him.)
- 2 Make Comparisons** *How are Dog's actions like Tío Antonio's actions in "Love and Roast Chicken"?* (Possible response: They are both tricked by another animal.)
- 3 Draw Conclusions** *What do you think Farmer does when he finds out that Mouse Deer has tricked him again?* (Possible response: He thinks of another way to catch Mouse Deer.)

Check & Reteach

OBJECTIVE: Make Connections to Comprehend Literature ✓

Check that students can make connections to the text on page T100 when answering question 3.

If students have a difficult time thinking of examples, have them act out the scene so they can better understand what Farmer was feeling.

Then ask: *Why is Farmer angry? How would you feel in his situation?*

OBJECTIVE: Compare Characters ✓

Listen for appropriate responses to questions that involve comparing characters, such as question 2 above.

If students have difficulty, have them point out specific words or actions in the text that show each character's traits and motives. Make lists of the traits they identify for each character and circle the ones that are the same for both. Then ask students to write two or three sentences about similar traits they identified in each character.

Differentiate

BL Below Level

ISSUE Students are not sure how they feel about Mouse Deer.

STRATEGY Have students use the first column of a T-chart to write a list of the things Mouse Deer does. Next to each entry, have students write whether they think Mouse Deer's actions are good or bad. Then have students look at whether they mostly rated the actions good or bad and use that information to form an opinion of Mouse Deer.

EL English Learners

ISSUE Students lack the vocabulary to express their opinions about Mouse Deer.

STRATEGY Prompt with forced-choice questions, such as these: *What does Mouse Deer do to trick Dog? Does that make you respect him? How do you feel about his tricks?*

Answers Before You Move On

- 1. Make Connections** ✓ Possible responses: Both Mouse Deer and Cuy tricked other animals. Mouse Deer and Cuy tried to steal food from the farmers. Mouse Deer and Cuy are clever.
- 2. Character** ✓ Dog thinks he should be the guest of honor because he has been Farmer's loyal friend for years.



Then Farmer appeared. "Welcome back," he said. Then he pulled Mouse Deer off the scarecrow and locked him in a chicken coop. "You'll stay here tonight," said Farmer, "and tomorrow you'll be our dinner."

That night Mouse Deer couldn't sleep. When the sun **rose**, he just lay there sadly. Then he heard a voice.

"So Farmer finally caught you," said Farmer's dog.

Mouse Deer thought fast. "What do you mean, Dog? Farmer didn't catch me."

1

In Other Words
rose came up in the morning



"Then why are you in the coop?" asked Dog.

"Because there aren't enough beds in the house. You see, tomorrow Farmer is holding a **feast**, and I'm the **guest of honor**."

"That's not fair!" said Dog. "I've been his loyal friend for years, so I should be the guest of honor!"

"You're right. Why don't you take my place?"

So Dog lifted the latch and opened the door. Mouse Deer ran toward the forest, laughing.

"Farmer will have to find a different dinner now, because he can't catch me!" ❖

2

3



In Other Words
feast big, special meal
guest of honor most important guest there

► **Before You Move On**

- 1. Make Connections** How is Mouse Deer like Cuy?
- 2. Character** Why does Dog think he should be the guest of honor?

Anthology
pages 102–103

Writing

4 Write a Response

Remind students that when they write responses to what they read, students are giving their opinions. For this trickster tale, have students express their opinions about the character of Mouse Deer.

Model a response: *Mouse Deer is smart, but I don't always like his **behavior**.*

Ask students to think about Mouse Deer and his actions. Remind them to include examples to support their opinions. Have students write their opinions and add them to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T97k

Daily Grammar ✓

Chorally read the first two paragraphs on **Anthology** page 102. Point out the punctuation marks. Then use page T97m to teach punctuation of both unbroken and broken quotations.

Daily Writing Skills ✓

Point out the first sentence on **Anthology** page 99 as an example of a way to introduce the main character to the reader. Then use page T97o to practice introducing a main character.

WRAP-UP Have groups of three students take the roles of Farmer, Mouse Deer, and Dog. Have them make up a new story where Dog and Farmer trick Mouse Deer.

OBJECTIVES

Thematic Connection: Clever Animals

- Compare Characters
- Grammar: Use Different Types of Sentences

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Venn Diagram: Practice Master PM2.11
- Grammar Practice: Practice Master PM2.12

TECHNOLOGY ONLY

- Grammar Passage: eVisual 2.15

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *behavior*.

For *Writing Routine 1*, see page BP47.

COMMON CORE STANDARDS

Reading

Describe a Character	CC.4.Rlit.3
Describe an Event	CC.4.Rlit.3
Compare Treatments of Similar Themes, Topics, and Patterns of Events	CC.4.Rlit.9
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Speaking and Listening

Report on a Text	CC.4.SL.4
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Language and Vocabulary

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Language and Conventions	CC.4.L.3
Acquire and Use Domain-Specific Words	CC.4.L.6

WARM-UP

Have volunteers define the Key Words *predator* and *prey* in their own words. Then challenge students to recall story characters from “Love and Roast Chicken” and “Mouse Deer and Farmer” that fit each label. (**predator**: Tío Antonio, farmer/Florinda, Farmer; **prey**: Cuy, Mouse Deer)

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 104 and point out the Key Words. Also display **analyze** and **trickster**. Chorally read the words as a class. Pause after each word and have a volunteer give the definition.

Draw students’ attention to the word **trickster**. Ask: *What word that you know do you see in trickster? (trick)* Then recall that the stories the class has been reading are called “**trickster** tales.” Ask: *Combining what you know about trickster tales with what you know about the word trick, what do you think a trickster is?* (Someone who plays tricks on, or fools, someone else.) Then have partners use as many of the Key Words as they can to write a list of reasons why it might be important to be a trickster.

Review and Integrate Ideas

2 Compare Characters’ Adventures Anthology page 104

Read aloud the introduction on **Student eEdition** page 104. Ask students to compare how the actions of Cuy and Mouse Deer are alike and different.

Have partners reread “Mouse Deer and Farmer” and review the first trickster tale. As they read, have them look for similarities and differences in how these two main characters create the action and what happens as a result. Have them record these events on **Practice Master PM2.11** and discuss how each trickster responded to the farmers’ attempts to catch them. To help guide students’ discussions, ask questions such as: *How does Cuy’s escape from the farmer compare to what Deer Mouse does to escape?*

Check & Reteach

OBJECTIVE: Compare Characters

As students complete **Practice Master 2.11**, monitor their ability to make comparisons. If students have difficulty, ask questions to guide them: *What does Cuy do first? What does Mouse Deer do first?* Help them turn their answers to this pair of questions into information for the Venn diagram. *Is this something they both do? If so, where does it go on the diagram?*

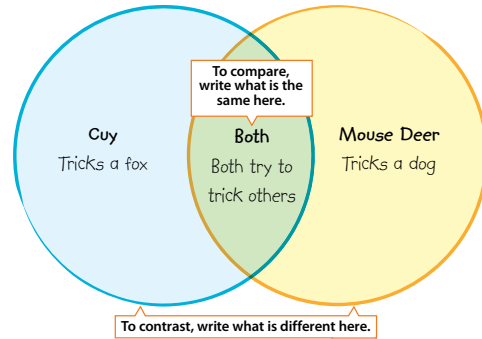


Key Words	
adaptation	prey
behavior	response
characteristic	strategy
defend	survival
predator	trait

Compare Characters' Adventures

A trickster tale tells the adventures of the main character. How are the adventures of Cuy and Mouse Deer similar? How are they different? Work with a partner to complete the Venn diagram.

Venn Diagram



Talk Together

Just how smart are Cuy and Mouse Deer? Think about the two trickster tales. Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

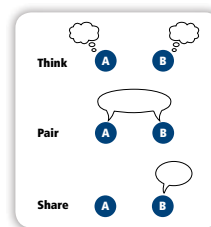
Academic Talk

3 Talk Together Anthology page 104

Briefly review with students the tales about Cuy and Mouse Deer. Then have partners use a **Think, Pair, Share** to discuss how smart Cuy and Mouse Deer really are.

- Have each partner think about how smart either Cuy or Mouse Deer is. Encourage students to think of specific examples from the two tales.
- Have partners discuss their ideas.
- Have partners share information from their discussion with the class.

For **Think, Pair, Share**, see page BP46.



Think, Pair, Share

Fluency

Practice Expression As partners reread “Mouse Deer and Farmer” aloud, monitor and listen for correct expression.

Name _____ Date _____

Compare Characters' Adventures

Use your Venn diagram to describe one character or both characters. Have your partner name the character or characters you describe. Then switch roles.

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For use with TE p. T103a

PM2.11 Unit 2 | Animal Intelligence

Differentiate

EL English Learners

ISSUE Students' first language uses specific words rather than punctuation to indicate questions or commands.

STRATEGY Have students write their sentences initially in a format more familiar to them. Then have students work with partners to revise their sentences using English patterns and punctuation.

BL Below Level

ISSUE Students have difficulty writing commands.

STRATEGY To give students practice writing commands, have students complete the following sentence frames.

I want you to _____!

He must _____.

You need to _____.

Then tell students to copy just the words they added to the sentence frames, keep the end punctuation, and capitalize the first word. Have students read aloud each complete command.

Name _____ Date _____

Grammar: Practice
It's Not So Tricky!

Grammar Rules Kinds of Sentences

There are four kinds of sentences.

Name	Definition	Example
Statement	tells something	Mouse Deer is smart.
Question	asks something	Where is Mouse Deer?
Exclamation	shows strong feeling	What a trick!
Command	tells you to do something	Bring me some food. Be careful!

Name each sentence. Then write each sentence correctly.

- where does Mouse Deer go
Question: Where does Mouse Deer go?
- he is in the garden
Statement: He is in the garden.
- what a big mistake
Exclamation: What a big mistake!
- tell Mouse Deer to run
Command: Tell Mouse Deer to run.

Tell a partner what you know about trickster tales. Use different kinds of sentences.

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Grammar Focus

4 Different Kinds of Sentences Anthology page 105

Display **Student eEdition** page 105. Read aloud the introduction and then have two volunteers alternate, one reading the rules and the other reading the example sentences on the chart.

Display **eVisual 2.15** and read aloud the grammar passage below, pausing to identify the first two sentences by type. Have students identify the remaining sentences as statements, exclamations, commands, or questions.



Grammar Passage

Flip and Flap are my lively new puppies. Yesterday when a visitor rang our doorbell, they instantly jumped out of my lap to investigate!

"Close the door!" I hollered.

"Don't shout," my mother called back calmly.

"Stop those dogs!" my dad cried. The visitor and my dad scooped up Flip and Flap. Soon, the puppies were running around the living room and barking.

"Sit down! Be quiet!" I said.

Our visitor sat down at once.

"Oh," I said, feeling embarrassed, "I meant the puppies, not you. I'm so sorry!"

"Relax," said the visitor, laughing. "It's the best fun I've had all day!"

 **Grammar Passage: eVisual 2.15**



INTERACTIVE WHITEBOARD TIP: Use four different colors to indicate the different kinds of sentences.

5 Read Different Kinds of Sentences Anthology page 105


Read aloud the directions and passage on page 105. After students find the question and discuss it, have them look for examples of different kinds of sentences in "Mouse Deer and Farmer."

6 Write Different Kinds of Sentences Anthology page 105

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM2.12**.

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Different Types of Sentences 

As students write, check to see that they use different types of sentences correctly.

If students have difficulty, encourage them to say their sentences aloud and then write them down. Have them use the Grammar Rules chart to choose the correct punctuation.



Kinds of Sentences

There are four different kinds of sentences.



Grammar Rules Kinds of Sentences

• A statement tells something.	I am hungry.
• An exclamation shows strong feeling.	He can't wait to eat!
• A command tells you to do something.	Stop eating that.
• A question asks something. You can answer some questions with <i>yes</i> or <i>no</i> . Other questions ask for more information. They begin with question words.	Aren't you hungry? Doesn't soup smell good? When? What? Why? Who? Where? How?

Read Different Kinds of Sentences

Read these sentences from "Love and Roast Chicken." Find a question. What information does it ask for?

By the third day, the farmer noticed something was wrong. "Who is stealing all my alfalfa?" he wondered. "I'd better make it look like someone is guarding the field."

Write Different Kinds of Sentences

What would you say to Cuy if you could meet him? Write a short paragraph. Include at least one question. Read your paragraph to a partner.

105

Anthology page 105

Daily Language Arts

Daily Spelling and Word Work

Practice pages T97l

Daily Grammar

Point out the questions and exclamations in quotations in the **Grammar Passage**. Then use page T97n to teach students how to punctuate different kinds of sentences as quotations.

Daily Writing Skills

Read aloud the first paragraph of the **Grammar Passage** and explain how it introduces the main character. Then use page T97p to practice introducing a main character.

Writing

7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 104. Explain that they will write sentences using as many of these words as they can. They must also be sentences that one of the tricksters—Cuy or Mouse Deer—might say. Have students make sure to include at least one example of each kind of sentence (statement, exclamation, command, and question). Remind students to include quotation marks with dialogue. Then have students add their stories to their Weekly Writing folders.

WRAP-UP

Have students choose a scene in each story where Cuy and Mouse Deer best show how smart they are. Ask volunteers to give their ideas along with details that provide evidence for their choices. At the end, have students raise their hands to show which character they think is smartest.

OBJECTIVES

Thematic Connection: Clever Animals

- Compare Treatments of Themes and Topics
- Relate Words: Homophones

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM2.13–PM2.14


TECHNOLOGY ONLY

Mark-Up Model 2.1 or Model 2.1 PDF

Vocabulary Strategy Practice: eVisual 2.17

MATERIALS

highlighters in three different colors • timer



WARM-UP

Ask: *When is a trick funny, and when is it mean?* (Funny tricks make everyone, including the person being fooled, laugh. Mean tricks hurt others.)

Comprehension

1 Compare Treatments of Themes and Topics

SCREEN 1

- 1 Display and read aloud **Mark-Up Model 2.1**. Have students follow along using **Practice Master PM2.13**. Read aloud the definition of *topic*. Have a volunteer circle *Pan* as you explain: *The topic of this trickster tale is the Greek god, Pan.* Have students mark up **Practice Master PM2.13** accordingly.
- 2 Read aloud the definition of *theme* and the theme statement below the tale and explain: *Sometimes authors state the messages they hope their readers will learn from the story.* Click on the arrow to go to the next screen.

SCREEN 2

- 3 Explain that most trickster tales have a predictable pattern of events. Write:
 1. The trickster wants or needs something.
 2. The trickster decides to trick someone to get what he wants.
 3. The trickster tricks his victim.
 4. The trickster gets what he wants or needs.

Have volunteers write the numbers 1–4 at the ends of the lines that tell about the events as students answer these questions: 1. *What did Pan want or need?* (He wanted to be entertained.) 2. *What did Pan decide to do?* (trick Nicos) 3. *How did Pan trick his victim?* (He howled to scare Nicos.) 4. *How did Pan get what he wanted?* (Nicos ran screaming through the forest, and Pan laughed.)

Click the Answer button to confirm the numbering. Have students use three different colors to highlight and number the events on **Practice Master PM2.13**.

Explain: *You have marked up a trickster tale from ancient Greek traditions. Now you will mark up two more trickster tales, one from Native American traditions and one from West African traditions. Then you will compare the topics, themes, and patterns of events of all three trickster tales.*

Have students mark up the remaining trickster tales on **Practice Masters PM2.13–PM2.14** by circling the topic and numbering the events of each. After students have marked all the trickster tales, have partners write statements that compare the theme, topic, and pattern of events in each tale on **Practice Master PM2.14**.

Name _____ Date _____


Mark-Up Reading

How Pan Caused Panic

When the wind howled in the trees, ancient Greeks heard the voice of the god Pan, a half-human creature who thought it was funny to scare people.

One night, a man named Nicos walked alone through a windy forest. Pan was bored, but when he saw Nicos coming, he decided it would be fun to trick him. Pan took a deep breath and howled. "Woooooooooooo-eeeeeeee!" Nicos's heart pounded with terror as he ran screaming through the forest. Pan's howls soon turned to laughter. What fun it was to trick people!

Theme: Entertainment can sometimes hurt others.



Fox and Coyote


A favorite Native American trickster tale is about two clever animals, Fox and Coyote. One evening Fox was sitting by a lake. Suddenly, Coyote jumped out of the bushes and snarled, "I'm going to eat you!"

The moon reflected in the lake looked like a piece of cheese and Fox knew he needed to outsmart Coyote. So he said, "If you drink the lake, you can eat that piece of cheese!"

Coyote began guzzling water from the lake. Soon his stomach ached. "I'll never drink it all!" he moaned.

"I'll get help," said Fox as he ran away. But, of course, he never came back!

Theme: Cleverness can get you out of trouble.



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For use with TE pp. T105a–T105h

PM2.13 Unit 2 | Animal Intelligence

[NGReach.com](http://www.NGREach.com) Practice Masters PM2.13–PM2.14

COMMON CORE STANDARDS

Reading

- | | |
|--|-------------|
| Compare Treatments of Similar Themes, Topics, and Patterns of Events | CC.4.Rlit.9 |
| Determine Meanings of Academic and Domain-Specific Words | CC.4.Rinf.4 |
| Read with Fluency to Support Comprehension | CC.4.Rfou.4 |

Writing

- | | |
|--------------------------|------------|
| Write Opinions on Topics | CC.4.W.1 |
| Provide Reasons | CC.4.W.1.b |

Speaking and Listening

- | | |
|-------------------|-----------|
| Report on a Topic | CC.4.SL.4 |
|-------------------|-----------|

Language and Vocabulary

- | | |
|---|------------|
| Demonstrate Command of Usage | CC.4.L.1 |
| Determine Meanings of Words and Phrases | CC.4.L.4 |
| Use Context Clues | CC.4.L.4.a |



SCREEN 1

How Pan Caused Panic

When the wind howled in the trees, ancient Greeks heard the voice of the god Pan, a half-human creature who thought it was funny to scare people. **1**

One night, a man named Nicos walked alone through a windy forest. Pan was bored, but when he saw Nicos coming, he decided it would be fun to trick him. Pan took a deep breath and howled "Woooooooooooo-eeeeeeee!" Nicos's heart pounded with terror as he ran screaming through the forest. Pan's howls soon turned to laughter. What fun it was to trick people!

2 Theme: Entertainment can sometimes hurt others.

Circle the topic of this tale. **2**

1 Definition
2 A topic is the subject a story is about. A theme is the main message of a story.

SCREEN 2

How Pan Caused Panic

When the wind howled in the trees, ancient Greeks heard the voice of the god Pan, a half-human creature who thought it was funny to scare people.

One night, a man named Nicos walked alone through a windy forest. **1** Pan was bored, but when he saw Nicos coming, **2** he decided it would be fun to trick him. **3** Pan took a deep breath and howled "Woooooooooooo-eeeeeeee!" Nicos's heart **4** pounded with terror as he ran screaming through the forest. Pan's howls soon turned to laughter. What fun it was to trick people!

3 Events

Check & Reteach

OBJECTIVE: Compare Treatments of Themes and Topics ✓

Listen to the discussion to see if students compare treatments of themes and topics correctly.

If students have difficulty making comparisons, remind them that all the trickster tales on **Practice Masters PM2.13–PM2.14** address the same theme and topic with minor variations. Ask: *What are the unique details in each trickster tale?*

Fluency ✓

Model and Practice Expression Point out the dialogue in "Fox and Coyote." Have students write the speaker (Coyote or Fox) next to each line of dialogue. Model expression by reading the dialogue aloud like a script, playing both parts. Then pair students and have them read with each other, with one student playing Fox and one playing Coyote. Before they read, encourage them to think about how their characters feel and ways they can express that with their voices. Invite pairs to perform.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T97l

Daily Grammar ✓

Have students find the five exclamatory sentences on **Practice Master PM2.13**. Then use page T97n to review kinds of sentences.

Daily Writing Skills ✓

Have students identify what information they learn about Pan in the first paragraph on **Practice Master PM2.13**. Then use page T97p to review how to introduce the main character.

Power Writing

Have students write as much as they can as well as they can in one minute about a trick they played.

For **Writing Routine 1**, see page BP47.

Vocabulary Practice

2 More Homophones ✓

Remind students that they have learned about homophones. Ask volunteers to define the term and give examples. Then display **eVisual 2.17**.



Vocabulary Strategy Practice

One night, a man named Nicos walked alone through the dark forest.

The knight used his gleaming sword to fight off the enemy warrior.

Night means time from sunset to sunrise.

Knight means warrior.

knight a warrior

night time from sunset to sunrise

Fox said, "If you drink the lake, you can eat that piece of cheese."

When the war was over, peace returned to the land.

Piece means chunk.

Peace means end of fighting.

peace time with no fighting

piece a chunk

He walked among the trees of the wood singing, "They can fill it, or they can't!"

Would you please take us to the baseball game tomorrow?

Wood means forest.

Would means a form of will.

wood a warrior forest

would a form of will

[NGReach.com](https://www.ncreach.com) Vocabulary Strategy: eVisual 2.17



INTERACTIVE WHITEBOARD TIP: Students circle the context clue for each underlined word.

Circle the contexts that distinguish the homophones in the first two sentences and say: *In the first sentence, the context clue dark forest tells me that night must mean "time from sunset to sunrise." In the second sentence, the knight fights an enemy warrior with a sword, so the meaning must be "warrior."*

Have students copy the frames for *piece/peace* and *wood/would* and use the contexts to help them complete the sentences.

Check & Reteach

OBJECTIVE: Relate Words: Homophones ✓

Check if students correctly identify the meaning of each homophone in each sentence.

If students have difficulty using context clues as guides to homophone meanings, model the process again with *piece* and *peace*.

Writing

3 Write About Tricksters

Introduce the activity: *Now you will write paragraphs that compare tricksters you have just read about.* Offer ideas for comparisons:

- *If two tricksters were in a race, who would win and how?*
- *Which trickster is smarter and how do you know?*

Think Aloud	Write
<i>Anansi is my favorite trickster.</i>	I think Anansi is the best trickster because I think he is smarter than the other tricksters, like Pan.
<i>Anansi is smarter because he tricks more characters.</i>	Anansi tricks lots of characters and outsmarts even the sky god. Pan only tricks one character.
<i>I think Anansi is a better trickster.</i>	Pan is mean because he likes to scare people just so he can laugh at them. Anansi tricks characters so he can become famous, but he doesn't laugh at his victims.

For **Writing Routine 2**, see page BP48.


See **Differentiate**

Academic Talk

4 Make Connections

Remind students that they have learned how to make connections between stories and what they know. Invite a volunteer to give an example. Expand the concept: *You can also make connections between two stories.*

Model making a connection between two trickster tales: *The tale about Anansi reminds me of the one about Fox. I can picture Coyote filled up with all the water he's drunk, while Fox runs off. I can also picture angry bees buzzing around inside Anansi's gourd.* Have students form small groups to make other connections between two of the trickster tales on **Practice Masters PM2.13–PM2.14**.



WRAP-UP Have groups brainstorm trickster tales from comics and other forms of popular culture. When each group has identified five tales, have students vote for their favorites and explain why they voted as they did. Have groups tally the votes to see which trickster “wins” for each group.

Differentiate

BL Below Level

ISSUE Students have difficulty distinguishing characters.

STRATEGY Create a chart to record strategies and outcomes for each of the tricksters. Display the chart for students to use as they write their comparisons.

Trickster	Trait/Strategy	Outcome
Pan	uses fear to trick	tricks Nicos
Fox	outsmarts Coyote to survive	tricks Coyote
Anansi	uses clever ideas to win a prize from sun god	tricks bees, python, and Leopard

AL Above Level

ISSUE Students have no trouble understanding and analyzing a character, but they do not support their conclusions.

STRATEGY Encourage students to support their conclusions by including the following kinds of information:

- what strategy the character uses to trick someone
- why the character's actions make him the best trickster

OBJECTIVES

Thematic Connection: Clever Animals

- ✓ Relate Words: Homophones
- ✓ Compare Treatments of Themes and Topics

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM2.1
- Mark-Up Reading: Practice Masters PM2.13–PM2.14

TECHNOLOGY ONLY

- Vocabulary Strategy Practice: eVisual 2.18
- Comparison Chart: eVisual 2.19

MATERIALS

timer • poster board • markers in a variety of colors

Power Writing

Have students write as much as they can as well as they can in one minute about wild animals.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Compare Treatments of Similar Themes, Topics, and Patterns of Events CC.4.Rlit.9
- Determine Meanings of Academic and Domain-Specific Words CC.4.Rinf.4

Writing

- Apply Grade 4 Reading Standards CC.4.W.9.a

Speaking and Listening

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

- Determine Meanings of Words and Phrases CC.4.L.4
- Use Context Clues CC.4.L.4.a

WARM-UP

Challenge students: *How many pairs of homophones can you come up with in one minute? Make a list.* Then ask them to try to use a pair of homophones in the same sentence. Model by writing an example: *I ate all eight cookies!*

Vocabulary Practice

1 Homophones ✓

Display **eVisual 2.18**. Explain: *Find pairs of homophones and choose the correct one.*



Vocabulary Strategy Practice

1. The village children sat on the ground around the old storyteller's (feat/feet) to listen to his account of Anansi the Spider's amazing (feat/feet) of trickery.
2. Seated on his (throne/thrown), Nyame, the sky god, had (throne/thrown) down a challenge to Anansi.
3. The children (heard/herd) the storyteller tell another tale about how Anansi got a whole (heard/herd) of cattle in exchange for a single sheep.
4. When the storyteller stopped speaking (allowed/aloud), the children sat in silence until the storyteller (allowed/aloud) them to ask questions.

aloud using a full voice

allowed permitted

feat an impressive action

feet plural of *foot*

heard to listen and understand;
past tense of *hear*

herd a group of animals

throne a chair for a king or queen

thrown tossed; past tense of *throw*

NGReach.com Vocabulary Strategy: eVisual 2.18



INTERACTIVE WHITEBOARD TIP: Have students circle the correct homophone for each blank.

Explain: *Use context clues and dictionary entries for each set of homophones to determine which meaning fits in each sentence.* Model with the first sentence: *The context clue on the ground shows that the plural of foot should be used, so feet is the correct choice.* Have partners identify the homophone that fits in each blank.

Check & Reteach

OBJECTIVE: Relate Words: Homophones ✓

Check if students are using context clues as guides to identifying the correct homophone.

If students have difficulty, model with *throne* and *thrown*: *Seated shows that a chair for a king or queen should be used, so throne is the correct choice.* Repeat for the second sentence.

Name _____ Date _____


Mark-Up Reading

How Pan Caused Panic

When the wind howled in the trees, ancient Greeks heard the voice of the god Pan, a half-human creature who thought it was funny to scare people.

One night, a man named Nicos walked alone through a windy forest. Pan was bored, but when he saw Nicos coming, he decided it would be fun to trick him. Pan took a deep breath and howled. "Woooooooooooo-eeeeeeee!" Nicos's heart pounded with terror as he ran screaming through the forest. Pan's howls soon turned to laughter. What fun it was to trick people!

Theme: Entertainment can sometimes hurt others.



Fox and Coyote


A favorite Native American trickster tale is about two clever animals, Fox and Coyote. One evening Fox was sitting by a lake. Suddenly, Coyote jumped out of the bushes and snarled, "I'm going to eat you!"

The moon reflected in the lake looked like a piece of cheese and Fox knew he needed to outsmart Coyote. So he said, "If you drink the lake, you can eat that piece of cheese."

Coyote began guzzling water from the lake. Soon his stomach ached. "I'll never drink it all!" he moaned.

"I'll get help," said Fox as he ran away. But, of course, he never came back!

Theme: Cleverness can get you out of trouble.



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PM2.13 Unit 2 | Animal Intelligence

Name _____ Date _____

Mark-Up Reading

Anansi, the Spider

In this West African tale, Anansi, the clever spider, was jealous because people loved to tell stories about Nyame, the sky god. Anansi went to Nyame and said, "I want stories about me instead!"

Nyame replied, "To prove yourself, bring me a swarm of bees, a live python, and the King of the Forest."

First, Anansi walked among the trees carrying a huge gourd with a lid. The bees asked Anansi about the gourd. Anansi replied, "My silly friend says a swarm of bees can't fit in this gourd!"

The bees laughed. "We can easily fit! We'll show you." Then the bees flew into the gourd.

Next, Anansi dragged a long stick behind him. The python slithered by and asked about the stick. Anansi explained, "My foolish friend says this stick is longer than a python."

"No way!" exclaimed the python. "I am the longest snake in the world!"

"I must tie you to the stick to measure correctly!" said Anansi.

Finally Anansi dug a huge pit and covered it with sticks and leaves. Leopard, the King of the Forest, walked by and fell right in!

Anansi brought Leopard, the python, and the bees to Nyame. "You have done the impossible!" cried Nyame. "From now on, all stories belong to clever Anansi the Spider!"

Theme: Cleverness can get you what you want.

Comparison:

Topics: The three myths have different topics: Pan, Fox, Anansi

Themes: The three myths have different themes at the ends of the myths.

Events: Each myth is from a different tradition: Greek, Native American, West African

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PM2.14 Unit 2 | Animal Intelligence

NGReach.com Practice Masters PM2.13–PM2.14

Review and Integrate Ideas

2 Identify Theme and Topic

Explain that students will identify the themes and topics of the trickster tales they have read on **Practice Masters PM2.13–PM2.14**. Display the beginning of a theme and topic chart and model the thinking: *Pan screamed to frighten Nicos. So, the theme is that Pan tricked people for entertainment but sometimes that scared people. Pan is the trickster, so he's the topic of the trickster tale.*

Selection	Theme	Topic
"How Pan Caused Panic"	Playing tricks on people can scare them.	Pan



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T97k

Daily Grammar ✓

Point out punctuation in the sentence “‘I’ll never drink it all!’ he moaned,” in **Practice Master PM2.13**. Then use page T97n to review negative sentences, quotations, and kinds of sentences.

Daily Writing Skills ✓

Have students list the name, gender, and traits of the main characters in both tales. Then use page T97p to review how to introduce the main character.

3 Compare Themes and Topics

Explain that students will now compare the themes and topics in “Love and Roast Chicken,” “Mouse Deer and Farmer,” and the trickster tales on **Practice Masters PM2.13–PM2.14**. Then display **eVisual 2.19**.



Comparison Chart

Selection	Theme	Topic
“How Pan Caused Panic”	Playing tricks on people can scare them.	Pan
“Fox and Coyote”	Cleverness can get you out of trouble.	Fox
“Anansi, the Spider”	Cleverness can get you what you want.	Anansi
“Love and Roast Chicken”	Tricksters can get tricked.	Cuy
“Mouse Deer and Farmer”	Tricksters can get tricked.	Mouse Deer

NGReach.com Comparison Chart: eVisual 2.19



INTERACTIVE WHITEBOARD TIP: Have students circle parts of entries that are the same.

Have partners review “Love and Roast Chicken” and “Mouse Deer and Farmer.” Explain that the authors of these tales did not state the themes. To help students identify the themes, ask these questions for each tale: *Who tricks whom? What is the result of the character’s cleverness? What message about tricksters does the author want you to remember from this story?* Have students add to the theme and topic chart for “How Pan Caused Panic” to create a comparison chart. Then have them complete the chart and discuss similarities and differences among the selections.

Differentiate

EL English Learners

ISSUE Students lack the language skills to explain why a character acts in a certain way.

STRATEGY Provide sentence frames:

- Cuy tricks the farmer so he can _____.
- Cuy tricks the dog so he can _____.

SN Special Needs

ISSUE Students struggle to describe how characters’ actions show their personalities.

STRATEGY Help students by asking forced-choice questions such as these:

- *Did Pan scare the man to keep the man out of the woods or because he thought it would be fun just to scare him?*
- *Did Fox tell Coyote that the moon’s reflection was a piece of cheese to get Coyote to drink too much water or was he trying to distract Coyote so Fox could escape?*

Check & Reteach

OBJECTIVE: Compare Treatments of Themes and Topics

Review students’ charts to check if they are able to identify the themes and topics. If students have difficulty identifying themes, model with “Love and Roast Chicken.”

Writing

4 Write About Trickster Characters

Introduce: *You will write a paragraph that compares how two tricksters act and what these actions show about their personalities.* Allow time for students to select and write about the tricksters whose actions and personalities they want to compare. Have volunteers share their comparisons. Then have students add their comparisons to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

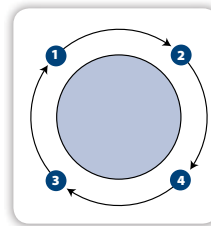
Have students recall the unit’s Big Question: Just how smart are animals? Then say: *Think about “Love and Roast Chicken,” “Mouse Deer and Farmer,” “How Pan Caused Panic,” “Fox and Coyote,” “Anansi, the Spider,” and a Small Group Reading book you have read. How did those selections relate to the Big Question?*

Model a response to the question for “Fox and Coyote”: *The Native Americans who told the folk tale about Coyote and Fox told stories in which animals are as smart as humans.*



Use a **Roundtable** to have students continue discussion about how the readings relate to the Big Question.

- Seat students in groups of four around tables.
- Ask a question with many possible answers. Possibilities:
 - *Which type of animal is the smartest?*
 - *Why might people tell stories about clever animals?*
 - *How do animals show that they are smart?*
- Have each student in each group answer each question in a different way.



Roundtable

Ask students to add their ideas to their unit concept maps.

Best Practices

Invite Critical Thinking Give your students some time to think and write before beginning the discussion. This will allow students to formulate their thoughts and think more critically about what they are being asked. Instruct them to

- jot down their impressions
- form their opinions
- note any details that stand out.

WRAP-UP Form small groups. Distribute poster board and markers. Have each group select its favorite trickster and create a “Wanted” poster for its choice. On each poster, each group should include a picture of the trickster and give details such as where the trickster was last seen (that is, in the tale students read), the trickster’s character traits, and the kinds of tricks the trickster plays.

OBJECTIVES

Thematic Connection: Clever Animals

✔ Write a Trickster Tale: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A2.42

TECHNOLOGY ONLY

Trickster Tale eVisual 2.12

Organization: eVisual 2.13

Magazine Maker

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

COMMON CORE STANDARDS

Writing

Establish a Situation	CC.4.W.3.a
Introduce Narrator and/or Characters and Organize Events in a Sequence	CC.4.W.3.a
Use Description	CC.4.W.3.b
Use Transitional Words and Phrases	CC.4.W.3.c

Write a Trickster Tale

Display and read aloud the prompt.

You are writing a trickster tale for a contest. Well-known children's book authors will choose the winner. Will your tricky animal steal their hearts?

Study a Model

Read a Trickster Tale

Explain: *Let's read one student's trickster tale.* Display and read aloud **eVisual 2.12**.



Sample Trickster Tale

A Tail of Trickery

Jinx the squirrel was always hungry. He could never get enough food to fill his belly. He lived in a tree outside a family's kitchen window. They ate the most delicious treats!

Then one morning, while the family was out, a large hat box was delivered to the front door. "Aha!" Jinx thought. He tossed the hat out, burrowed into the tissue paper, curled himself into the shape of a round hat, and waited.

When the family returned, the mother carried the package inside and tried on her new furry hat. "It's so warm!" she crowed. Then she laid the hat on a shelf, and the couple soon went to bed.

Later, in the hush of night, Jinx uncurled himself and sneaked into the kitchen. He filled the hat box with as much food as it could hold and then ran away.



Trickster Tale: eVisual 2.12



INTERACTIVE WHITEBOARD TIP: Check the start of each new paragraph.

Teach the Trait: Organization

Introduce the concept: *When a story is organized, readers easily follow the sequence of events. Let's see what helps with that.* Display and read aloud **eVisual 2.13**.



Writing Trait: Organization

Writing that shows good organization:

- tells events in the order they happen
- uses transitions to help readers follow the order, such as *then*, *later*, and *that night*



Organization: eVisual 2.13



INTERACTIVE WHITEBOARD TIP: Circle each transition word as you read it.

Have students retell the main events of the trickster story model in order. List them on the board. Explain: *This story is well-organized. Transitions help you follow the order.*



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (writer entering a contest) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

Role: Writer entering a contest

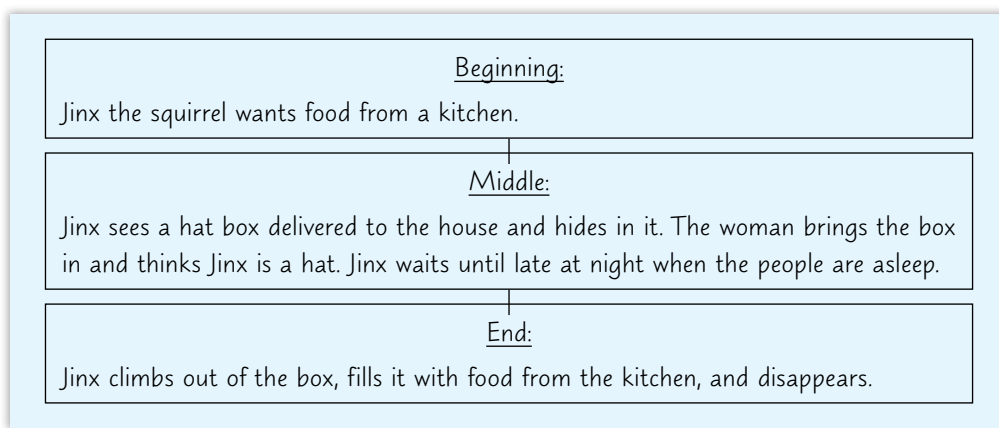
Audience: Contest judges who are also authors

Form: Trickster tale

Students may wish to look at **Magazine Maker** photos of different animals to help them get ideas for their characters. Have students individually complete the RAFT.

Get Organized

Review the model: *In "A Tail of Trickery," the events are in sequence. Presenting events in sequence is a good way to organize any story.* Display a story map and review: *A story map shows events in the order they happen.* Model using the events from "A Tail of Trickery" to complete the story map.



Story Map

Point out how the main character is introduced and his situation is established right at the beginning. Have students use story maps to plan their trickster tales.

Draft

Write Ideas

Show sample layouts in **Magazine Maker** and have students select one. Suggest they choose one with space to allow them to illustrate their stories. Then have students draft their trickster tales using their story maps. Remind them to focus on organizing the events in their story in sequence. Encourage them to add descriptive details to make their story come to life.



See **Differentiate**

Differentiate

EL English Learner

ISSUE Students do not know many transitions in English.

STRATEGY Provide students with a chart that gives examples of different transitions.

Times	in the morning / afternoon / evening at noon / 3:00 / night
Order	first, next, then, after that, finally



Daily Language Arts

Spelling and Word Work ✓

Practice pages T97k–T97l

Daily Grammar ✓

Point out that there are no sentences in the model “A Tail of Trickery” with more than one negative word. Use pages T97m–T97n to practice avoiding double-negative sentences.

Daily Writing Skills ✓

Have a volunteer reread the first paragraph of “A Tail of Trickery,” and discuss how the character of Jinx is introduced. Then use pages T97o–T97p to practice introducing the main character in a story.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the trickster tales and offer ideas to improve organization. Display a sequence chart to help students as they organize their writing.

Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> • First, _____. • Then, _____. • Later, _____. • In the end, _____. 	<ul style="list-style-type: none"> • Can you add a transition before the sentence about _____? • Adding some descriptive details about _____ would make your story even more interesting.

Differentiate

EL English Learner

ISSUE Students think that introducing a character means telling his or her name.

STRATEGY Explain that in this context, introducing means helping the reader understand what the character is like. Have students locate details in the first paragraph of the student model that do this.

AL Above Level

ISSUE Students use mostly basic, mundane transitions such as *first* and *next*.

STRATEGY Encourage students to use longer phrases and clauses as transitions.

Make Changes

Have students revise their trickster tales. Remind them to use transitional words and phrases to help show the sequence of events in the story. Ask them to be sure they have introduced their main character and established the situation at the beginning. Demonstrate how to insert text in **Magazine Maker**: click on the text, place your cursor where you want to add something, and type in the words.

See **Differentiate**

Student Sample: Revise

Jinx lived outside a kitchen window. He could not never find enough food to fill his belly. “If only I could get into that kitchen,” thought Jinx.

Then one morning, while the family was out, a hat box was delivered to the front door. “Aha!” Jinx thought. He tossed the hat out, burrowed into the tissue paper, curled himself into the shape of a round hat, and waited.

The family came home. The mother carried the package inside and tried on her new furry hat. “It’s so warm!” she crowed. She laid the hat on a shelf and the couple went to bed.

Later, in the hush of night, Jinx uncurled himself and sneaked into the kitchen. He filled the hat box with as much food as it could hold and then ran away.

Sample Analysis

I didn’t introduce my main character well enough. I didn’t even tell what kind of animal he was. And I can add more details at the beginning to set up his situation.

Adding transitions in this paragraph will help my reader understand the order of events.



Edit and Proofread

Check the Trickster Tale

Have students check their grammar and spelling, focusing on the Week 2 spelling words and on proper use of negatives in sentences.

Student Sample: Revise

Jinx the squirrel was always hungry. He could not never find enough food to fill his belly. He lived in an old oak tree outside a family's kitchen window. They ate the most delicious treats!

Then one day, while the family was out, a hat box was delivered to the front door. "Aha!" Jinx thought. He tossed the hat out, burrowed into the tissue paper, curled himself into the shape of a round hat, and waited.

When the family returned, the mother carried the pacage inside and tried on her new furry hat. "It's so warm!" she crowed. Then she laid the hat on a shelf, and the couple soon went to bed.

Sample Analysis

This sentence has two negative words. I need to delete not.

I misspelled package. It has a ck. I'll fix that mistake.

Publish and Present

Make a Final Copy

Have students add titles to their stories and print their work. Encourage them to illustrate their story with a drawing of their trickster animal.

Share with Others

Invite students to read their trickster tales to the class. Review: *When you read aloud, speak clearly and with expression. Vary your tone of voice to reflect your character's voice.*

Have students bind their stories into a book of trickster tales and add an additional copy to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's trickster tale.

Student Sample: Publish

A Tail of Trickery

Jinx the squirrel was always hungry. He could never find enough food to fill his belly. He lived in a tree outside the a family's kitchen window. They ate the most delicious treats! Then one morning, while the family was out, a large hat box was delivered to the front door. "Aha!" Jinx thought. He tossed the hat out, burrowed into the tissue paper, curled himself into the shape of a round hat, and waited.

When the family returned, the mother carried the box inside and tried on her new furry hat. "It's so warm!" she crowed. Then she laid the hat on a shelf, and the family soon went to bed.

Later, in the hush of night, Jinx uncurled himself and sneaked into the kitchen. He filled the hat box with as much food as it could hold and then ran away.

Writing Rubric

Score Range	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation	
4	• The writing has a clear focus and readers are interested. • Ideas are accurate and show an in-depth understanding of the topic. • Most of the writing has a clear focus and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	
3	• The writing has a clear focus and readers are interested. • Ideas are accurate and show an in-depth understanding of the topic. • Most of the writing has a clear focus and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.
2	• The writing has a clear focus and readers are interested. • Ideas are accurate and show an in-depth understanding of the topic. • Most of the writing has a clear focus and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.
1	• The writing does not have a clear focus and readers are not interested. • Ideas are inaccurate and show an in-depth understanding of the topic. • Most of the writing has a clear focus and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose. • Most of the writing has a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.	• The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose. • The writing does not have a clear structure and purpose.

Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Compare Characters
- Make Connections to Comprehend Literature
- Compare Treatments of Themes and Topics

ASSESSMENTS

Reading Comprehension Test (Unit 2, Week 2)

The Wolf and His Shadow

One day a small wolf was walking quietly through a field. He stopped suddenly when he saw his shadow. The sun was low in the sky, and his shadow stretched out a long way in front of him. The wolf was very happy to see how big his shadow was.

The size of his shadow made the wolf feel brave, so he puffed out his chest and strutted along proudly. He was proudly marching when an even bigger shadow fell across him. This shadow belonged to a huge bear that walked and looked near! Suddenly the wolf felt very small again. As he ran quickly away, he promised himself not to be tricked again by his shadow.

The Dog and His Reflection

One day a dog was crossing a bridge with a bone in its mouth. He thought how lucky he was to have such a tasty bone. As he got to the top of the bridge, he looked down to the river below. There he saw an even bigger dog with an even bigger bone in its mouth. The dog thought how much tastier that other bone looked.

Quick as a flash, he jumped off the bridge. His mouth opened wide as he tried to bite the bigger bone. Instead, his mouth filled with cold water. He realized that the other dog was only his reflection. As he swam to shore, his stomach growled as he thought about his lost bone, now sunk to the bottom of the river.

Reading Comprehension Test (Unit 2, Week 2)

The wolf and the dog are alike because they are both —

proud
 fearful
 greedy
 nervous

Both stories tell about a character who —

learns a lesson.
 goes on a quest.
 solves a problem.
 acts like a trickster.

Which of these is a theme in both stories?

Seek to the skills you know best.
 Do not be afraid of your own shadow.
 Be happy with the possession you have.
 Do not confuse what you imagine with what is real.

Both the dog and the wolf —

lack courage.
 had misadventure.
 love something that they think has value.
 believe something is bigger than it really is.

Reading Strategy Assessment (Unit 2)

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you come across a word you don't know? How do you know if you understand better? What do you do to understand better?*

Plan and Monitor 4 3 2 1	Reading Strategy Rubric	
	Make Connections 4 3 2 1	Visualize 4 3 2 1
1. I plan to read this story by... 2. I know what I will do when I read... 3. I know what I will do when I read... 4. I know what I will do when I read...	1. I make connections to what I know... 2. I make connections to what I know... 3. I make connections to what I know... 4. I make connections to what I know...	1. I visualize what I am reading... 2. I visualize what I am reading... 3. I visualize what I am reading... 4. I visualize what I am reading...

Reading Comprehension Test
A2.10–A2.11
Reading Strategy Assessment
SG2.30–SG2.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment (Unit 2)

Check a dog team leader that a person or animal is smart it seems to be true for elephants. They have the largest brain of all land animals. They also show signs of higher brainpower, or intelligence. Elephants can use tools and show emotion. They communicate with one another. They remember things and can change their behavior.

A well-known sign of intelligence, for any animal, is the ability to use tools. Elephants have one of the greatest tools ever—a trunk. It's a nose, a hand, an extra foot, a shovel, a vacuum cleaner, and a spear—all rolled into one. Elephants use their trunk in a variety of ways. They often pick up a tree branch to scratch themselves or to show away flies. They use their trunk to drink, of course, but they also use it sometimes to spray themselves with water or dust. That way they protect themselves from sun and insects.

Elephants seem to feel a range of emotions. They can show joy, sadness, and love. Young elephants, especially, like to play, and seem to have a good sense of humor. One zoo elephant stole a tourist's hat and hid it as a game.

Elephants communicate with one another in a number of ways. For example, when two elephants haven't seen each other in a long time, they often greet each other by tugging their trunks, a kind of elephant hug.

Most important, elephants seem to have the ability to adjust to new situations. They change actions as a result of experience. This is a true sign of intelligence. And, of course, they can remember things. They have a memory like, well, an elephant.

Oral Reading Assessment (Unit 2)

Code	Retelling Rubric				
	4	3	2	1	0
1	1. I retell the main events of the passage... 2. I retell the main events of the passage... 3. I retell the main events of the passage... 4. I retell the main events of the passage...	1. I retell the main events of the passage... 2. I retell the main events of the passage... 3. I retell the main events of the passage... 4. I retell the main events of the passage...	1. I retell the main events of the passage... 2. I retell the main events of the passage... 3. I retell the main events of the passage... 4. I retell the main events of the passage...	1. I retell the main events of the passage... 2. I retell the main events of the passage... 3. I retell the main events of the passage... 4. I retell the main events of the passage...	1. I retell the main events of the passage... 2. I retell the main events of the passage... 3. I retell the main events of the passage... 4. I retell the main events of the passage...

Oral Reading Assessment (Unit 2)

Ask the student about his or her reading. You can prompt the student with questions such as:

• Do you have any problems reading the passage?
• How did you understand the passage?
• How did you know what you were reading?
• How did you know what you were reading?
• How did you know what you were reading?

Oral Reading Assessment Wrap-up

Ask the student about his or her reading. You can prompt the student with questions such as:

• Do you have any problems reading the passage?
• How did you understand the passage?
• How did you know what you were reading?
• How did you know what you were reading?
• How did you know what you were reading?

Oral Reading Assessment
A2.1–A2.3

Use these passages throughout Unit 2. Work with On Level students this week.

Vocabulary and Spelling

- Relate Words: Homophones
- Spell Words with Digraphs *ck, sh*
- Use Commonly Misspelled Words Correctly

Vocabulary Test (Unit 2, Week 2)

Directions: Choose the pair of words that makes the sentence correct.

1. At the birthday party, Holly _____ of the _____.

night, peace
 night, peace
 night, peace
 night, peace

2. He, Myra's class planned a _____ garden. Mr. Scott's garden is a _____ garden.

flower, two
 flower, two
 flower, two
 flower, two

3. I sat outside and checked the _____.

whether, sun
 whether, sun
 whether, sun
 whether, sun

4. There is a _____ flying near the flowers. It looks like a _____.

bee, tree
 bee, tree
 bee, tree
 bee, tree

Spelling Words

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

Words with Digraphs *ck, sh*

- ashamed We read a tale about a happy gruffalo that was not ashamed of his long neck.
- fourth Birds often flourish in an environment with plenty of food and clean air.
- flock The large flock of geese numbered more than 20.
- hush The animals all got quiet, and a hush fell over the forest.
- smuggle My smuggles were sore from ragging on the floor.
- luck Penguins lack normal wings, so they cannot fly.
- march The deer waded carefully through a grassy marsh.
- package The parent unwrapped the package by untying the string and peeling back the paper.
- pluck We saw the dog grab the boy by his shirt and pluck him from the ragging boy.
- punish Don't punish the cat for bringing home a mouse.
- reckon By my way of thinking, I reckon that cats are as smart as dogs.
- shaggy The dog's shaggy hair drooped unevenly over its eyes.
- shelter The goats used the barn as shelter during the storm.
- shriek The audience would loudly shriek with laughter when the monkey danced.
- stuck The stork was stuck in a hole but soon wiggled free.
- trickery In the story, the guinea pig used trickery to get the fox to hold up the rock.

Watch-Out Words

- course The penguins changed course and swam in a different direction.
- coarse They went out to the coarse feet of the rocky beach.
- affect The cold doesn't affect the penguins; their fat keeps them warm.
- effect The sun had an effect on the ice, and it melted.

Vocabulary Test
A2.12
Spelling Pretest/
Spelling Test
T97k

Grammar and Writing

- Use Negative Sentences
- Use Quotations
- Identify Kinds of Sentences
- Introduce Main Characters

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

When I introduced my friends to Loopy, my pet, no one _____ believe it! "Parents can claim to say words," I told _____, "do simple tricks." Then I give Loopy the signal, and he hops on one foot across the bar in his cage. My friends haven't _____ seen a bear like that before. No one can think of _____ to him!

Mark finally asks, "How did you train _____?" I show them the treat hidden in my hand.

"Give Loopy a _____ my head suddenly demands. They have never heard _____ talk like that."

"Next you can teach Loopy some _____."

1. Choose the answer that goes in Blank 1.

can
 aren't
 aren't
 aren't

2. Choose the answer that goes in Blank 2.

them, 'and
 them, 'and
 them, 'and

3. Choose the answer that goes in Blank 3.

ever
 never
 not ever

4. Choose the answer that goes in Blank 4.

nothing
 anything
 not a thing

Writing, Revising, and Editing Test

1. Choose the answer that goes in Blank 5.

her
 her
 her
 her

2. Choose the answer that goes in Blank 6.

rather
 rather
 rather
 rather

3. Choose the answer that goes in Blank 7.

asked
 any best
 none best

4. Choose the answer that goes in Blank 8.

never
 never
 never
 never

Your class is writing picture books. Write the first paragraph of a story about someone who has a problem with a clever animal. Use details to introduce the main character and the problem. Underline the details that give clues about the main character and the problem.

Writing Rubric

Code	4	3	2	1	0
1. Introduction	1. The introduction clearly introduces the main character and the problem.	1. The introduction clearly introduces the main character and the problem.	1. The introduction clearly introduces the main character and the problem.	1. The introduction clearly introduces the main character and the problem.	1. The introduction clearly introduces the main character and the problem.
2. Main Character	2. The main character is clearly introduced.	2. The main character is clearly introduced.	2. The main character is clearly introduced.	2. The main character is clearly introduced.	2. The main character is clearly introduced.
3. Problem	3. The problem is clearly introduced.	3. The problem is clearly introduced.	3. The problem is clearly introduced.	3. The problem is clearly introduced.	3. The problem is clearly introduced.
4. Solution	4. The solution is clearly introduced.	4. The solution is clearly introduced.	4. The solution is clearly introduced.	4. The solution is clearly introduced.	4. The solution is clearly introduced.
5. Conclusion	5. The conclusion clearly wraps up the story.	5. The conclusion clearly wraps up the story.	5. The conclusion clearly wraps up the story.	5. The conclusion clearly wraps up the story.	5. The conclusion clearly wraps up the story.

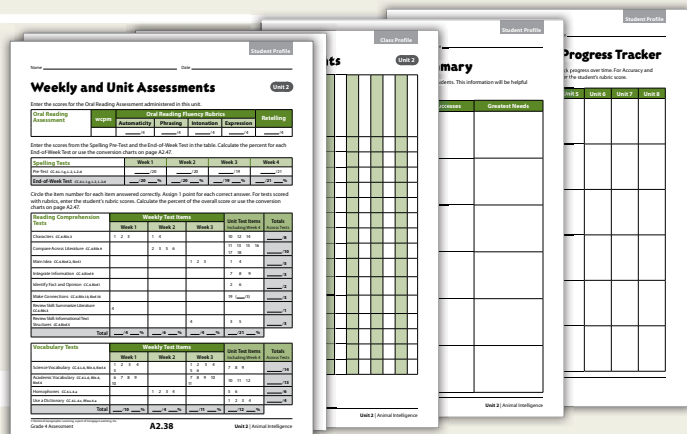
Writing, Revising, and Editing Test
A2.13–A2.14
Writing Rubric
A2.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A2.38–A2.39
- Class Profile: Weekly and Unit Assessments** A2.40
- Student Profile: Strengths and Needs** A2.41
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Connect Characters: Reteaching Master RT2.4**
- Compare Topic and Theme: Reteaching Master RT2.5**
- Make Connections: Reteaching Master RT2.6**

ADDITIONAL PRACTICE

Comprehension Coach

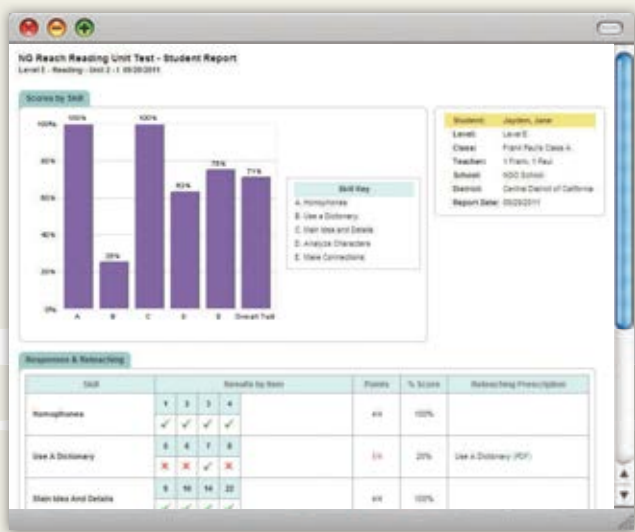
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games Daily Spelling Practice, pages T97k–T97l

Grammar and Writing

RETEACH

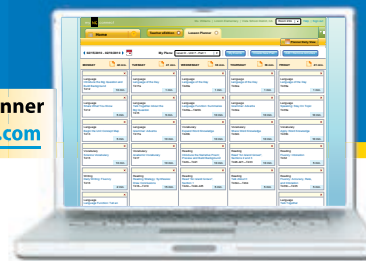
- Sentences: Anthology Handbook, pages 592–593**
- Quotations: Anthology Handbook, page 615**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Organization: Reteaching Master RT2.7**

ADDITIONAL PRACTICE


More Grammar Practice PM2.16 Daily Writing Skills Practice, pages T97o–T97p

Week 3 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening 🕒 5–10 minutes	Listen and Comprehend Academic Talk CC.4.SL.1.b; CC.4.L.1; CC.4.SL.1.c ☑ Engage in Conversation T106	Read and Comprehend Academic Talk CC.4.4.SL.1.b; CC.4.SL.6 ☑ Engage in Discussion: Topic: Character T108a
	Language and Vocabulary 🕒 20 minutes	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Words with the digraphs CC.4.L.1.g; .CC.4.L.2; th, ng, T105s CC.4.L.2.d Daily Grammar CC.4.L.1; CC.4.L.3 ☑ Independent Clauses T105u Science Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn Key Words T106 command imitate memory pattern skill tool	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Practice T105s CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d Daily Grammar CC.4.L.2; CC.4.L.2.c ☑ Coordinating Conjunctions T105u Academic Vocabulary CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn More Key Words T108a ability communication inherit language learn
	Reading 🕒 20–40 minutes	Reading ☑ Read Aloud: Informational Text T107a Comprehension CC.4.Rinf.1; CC.4.Rinf.2; CC.4.SL.2 ☑ Main Idea and Details T107a Fluency CC.4.Rfou.4 ☑ Model Intonation T107a	Reading CC.4.Rinf.10 ☑ Read a Report; Read and Build Comprehension T110 Comprehension CC.4.Rinf.10; ☑ Make Connections T110  Fluency CC.4.Rfou.4 ☑ Practice Intonation T110
	Writing 🕒 15–45 minutes	Power Writing T106 CC.4.W.10 Daily Writing Skills CC.4.W.7 ☑ Locating Sources of Information T105w Writing CC.4.W.10 ☑ Write About Main Ideas and Details T108 Research Project: Locating Sources CC.4.W.7; CC.4.W.8; ☑ Plan T129a CC.4.SL.1.c	Power Writing T108a CC.4.W.10 Daily Writing Skills CC.4.W.7 ☑ Locating Sources of Information T105w Writing CC.4.W.10 ☑ Write About Connections T110–T111 Research Project: Locating Sources CC.4.W.7; CC.4.W.8; ☑ Research T129a CC.4.SL.1.c

SMALL GROUP READING TIME		Read Nonfiction Articles	Read Nonfiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.4.L.6 ☑ Learn Science Vocabulary SG17 Reading CC.4.Rinf.1; CC.4.Rinf.2; ☑ Explain How the Main Idea is Supported by Details SG16 ☑ Build Comprehension SG17 	Vocabulary CC.4.L.6 ☑ Learn Story Words SG18–SG19 Reading CC.4.Rinf.1; CC.4.Rinf.2; Introduce SG18–SG19 CC.4.Rinf.10 Read and Integrate Ideas SG20–SG21 ☑ Make Connections to Comprehend Text SG18–SG19 ☑ Determine the Main Idea and Supporting Details SG18–SG19

LEARNING STATION TIME			
🕒 20 minutes		Speaking and Listening T105q CC.4.SL.1; CC.4.SL.1.c; CC.4.sl.2	Language and Vocabulary T105q CC.4.L.6
		Writing T105q CC.4.W.3.b; CC.4.W.2	Cross-Curricular T105r CC.4.SL.4; CC.4.W.7; CC.4.Rinf.3
		Reading and Intervention T105r; SG68 CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b; CC.4.W.7	

BIG Question Just how smart are animals?

Day 3

Read and Comprehend

Academic Talk CC.4.4.SL.1.b; CC.4.SL.6
 Preview and Predict T112

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
 Practice T105t CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a;
 Run-On Sentences T105v CC.4.L.2.c

Vocabulary Practice CC.4.L.6
 Expand Word Knowledge T112

Reading CC.4.Rinf.1; CC.4.Rinf.2;
 Read a Science Article T114-T119 CC.4.Rfou.4.a

Comprehension CC.4Rinf.1;
 Main Idea and Details T107a CC.4Rinf.2; CC.4.Rfou.4.a; CC.r.Rinf.7; CC.4.Rinf.10; CC.4.SL.2

Make Connections T110
 Connect Text Feature T114-T115

Fluency CC.4.Rfou.4; CC.Rfou.4.b
 Practice Intonation, Accuracy, and Rate T114-115



Power Writing T112 CC.4.W.10
Daily Writing Skills CC.4.W.7

Locating Sources of Information T105x
Writing CC.4.W.10

Write About Photos and Captions T120-T121

Research Project: Locating Sources CC.4.W.7; CC.4.W.8;
 Research T129a CC.4.SL.1.c

Day 4

Read and Comprehend

Academic Talk CC.4.Rinf.2; CC.4.Rinf.7
 Summarize Reading T122

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
 Practice T105t CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.W.5; CC.4.L.1.f; CC.4.L.2;
 Grammar and Writing T105v CC.4.L.2.a; CC.4.L.2.c

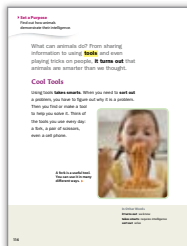
Vocabulary Practice CC.4.L.6
 Share Word Knowledge T122

Reading CC.4.Rinf.1; CC.4.Rinf.2;
 Read a Science Article T123-T125 CC.4.Rfou.4.a

Comprehension CC.4Rinf.1;
 Main Idea and Details T107a CC.4Rinf.2; CC.4.Rfou.4.a; CC.4.Rinf.10; CC.4.SL.2

Make Connections T110

Fluency
 Model and Practice Intonation T123



Power Writing T122 CC.4.W.10
Daily Writing Skills CC.4.W.7

Locating Sources of Information T105x
Writing CC.4.W.9

Write About a Smart Animal T126-T127

Research Project: Locating Sources CC.4.W.7; CC.4.W.8;
 Organize T129b CC.4.SL.1.c

Day 5

Review and Apply

Academic Talk CC.4.4.SL.1.b; CC.4.SL.6
 Talk About It T128

Daily Grammar CC.4.L.1.f; CC.4.L.2; CC.4.L.2.a; CC.4.L.2.c
 Review T105v

Vocabulary Practice CC.4.L.6
 Apply Word Knowledge T127a

Reading CC.4.Rinf.1; CC.4.Rinf.2;
 Reread a Science Article T114-T125 CC.4.Rfou.4.a

Comprehension CC.4.Rinf.1;
 Reread and Explain: Main Idea and Details T128 CC.4.Rinf.2

Fluency CC.4.Rfou.4.b
 Check Intonation, Accuracy, and Rate T128a



Power Writing T127a CC.4.W.10
Daily Writing Skills CC.4.W.7

Locating Sources of Information T105x
Writing CC.4.W.10

Write About It T128

Research Project: Locating Sources CC.4.W.7; CC.4.W.8;
 Present T129b CC.4.SL.1.c

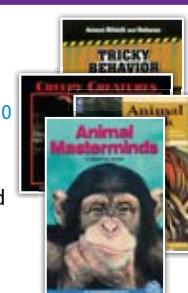
Read Nonfiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG18-SG21

Reading CC.4.Rinf.1; CC.Rinf.2; CC.4.Rinf.10
 Read and Integrate Ideas SG20-SG21

Make Connections to Comprehend Text SG18-SG19

Determine the Main Idea and Supporting Details SG18-SG19



Read Nonfiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG18-SG21

Reading CC.4.Rinf.1; CC.Rinf.2;
 Read and Integrate Ideas SG20-SG21 CC.4.Rinf.10

Make Connections to Comprehend Text SG18-SG19

Determine the Main Idea and Supporting Details SG18-SG19



Read Nonfiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG18-SG21

Reading CC.4.Rlit.3; CC.4.Rlit.10;
 Read and Integrate Ideas SG20-SG21 CC.4.SL.1.a

Connect Across Texts SG21

Writing CC.4.W.2
 Choose a Writing Option SG20-SG21



ASSESSMENT & RETEACHING

Assessment and Reteaching T129c-T129d

- Reading Comprehension Test A2.15-A2.16 CC.4.Rinf.1; CC.4.Rinf.2
- Reading Strategy Assessment SG57-SG58 CC.4.Rlit.10
- Oral Reading Assessment A2.1-A2.3 CC.4.Rfou.4.a
- Vocabulary Test A2.17-A2.18 CC.4.L.b; CC.4.L.6

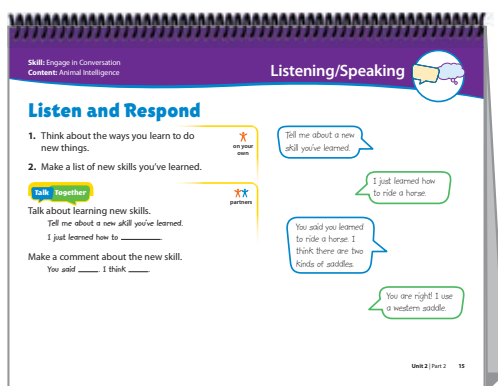
- Spelling Test: Words with the digraphs *th, ng*, and Commonly Misspelled Words T105s CC.4.Rfou.3; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
- Writing, Revising, and Editing Test A2.19-A2.21 CC.4.W.10; CC.4.L.1; CC.4.L.3
- Reteaching Masters RT2.8-RT2.9



Week 3 Learning Stations

Speaking and Listening

Option 1: Listen and Respond



Listen and Respond

- Think about the ways you learn to do new things.
- Make a list of new skills you've learned.

Talk Together
Talk about learning new skills. Tell me about a new skill you've learned. I just learned how to _____.

You added you learned to ride a horse. I think there are two kinds of saddles.

You are right! I use a western saddle.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 15

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

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly
Link to Others' Remarks

CC.4.SL.1
CC.4.SL.1.c

Option 2: Dumpster Divers



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

Have students watch and discuss a video of dumpster-diving polar bears.

- To view the video, have students go to Resources > Unit 2 > Learning Stations > Week 3 > Dumpster Divers.
- Direct students to give a brief oral report about why they think polar bear dumpster diving is a problem.

Paraphrase Visual and Oral Information CC.4.SL.2

Language and Vocabulary

Key Words

ability · command · communication · imitate
inherit · language · learn · memory
pattern · skill · tool

Option 1: Vocabulary Games



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

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook



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

Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students write sentences about animals they have known or have read about. Explain that each sentence should include a detail about the animal.

Acquire and Use Conversational, Academic, and Domain-Specific Words CC.4.L.6

Writing

Option 1: Animal Thoughts



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

Have students fill in what two male Emperor penguins are thinking as they play cards.

- To view the cartoon, have students go to Resources > Unit 2 > Learning Stations > Week 3 > Penguin Pastimes Cartoon.
- Direct them to type text in the thought balloons. Encourage creativity.

Use Dialogue CC.4.W.3.b

Option 2: Write About Your Favorite Animal



Display the following prompt:

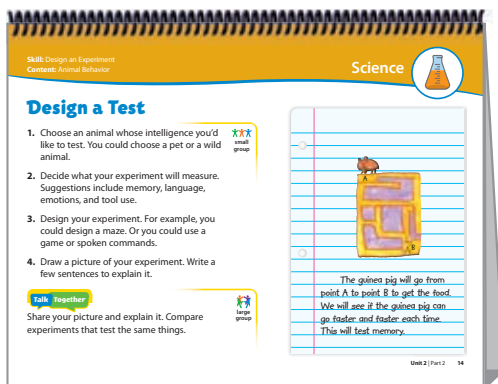
Think about animals you have seen in the zoo or read about in books. Choose one animal and create an information sign to display at that animal's zoo habitat.

Encourage students to include information that will interest zoo visitors, such as the animal's natural habitat, its behaviors, and what makes the animal special.

Write Informative/Explanatory Text to Convey Information CC.4.W.2

Cross-Curricular

Option 1: Design a Test 



Design a Test

- Choose an animal whose intelligence you'd like to test. You could choose a pet or a wild animal.
- Decide what your experiment will measure. Suggestions include memory, language, emotions, and tool use.
- Design your experiment. For example, you could design a maze. Or you could use a game or spoken commands.
- Draw a picture of your experiment. Write a few sentences to explain it.

Talk Together
Share your picture and explain it. Compare experiments that test the same things.

The guinea pig will go from point A to point B to get the food. We will see if the guinea pig can go faster and faster each time. This will test memory.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 14

Teacher's Guide on 

Report on a Topic CC.4.SL.4

Option 2: Facts About Service Animals 



Facts About Service Animals

- Look at the **Language Builder Picture Cards**. Choose a service animal. Find out more about the work the animal does.
- Go online and read the Web article about service animals.
- Make a Fact File card about the animal you choose.
 - Write the name of the animal.
 - Draw the animal at work.
 - Explain how the animal helps people.

Talk Together
Share your Fact File card. What surprised you the most about service animals?

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 15

Digital Library: Language Builder Picture Cards E23–E26

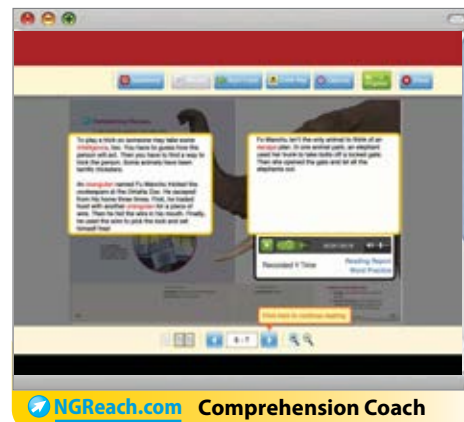
Teacher's Guide on 

Student Resources Directory

Explain Ideas CC.4.Rinf.3
Conduct Research CC.4.W.7
Gather Information CC.4.W.8

Reading

Option 1: Comprehension Coach 



NGReach.com Comprehension Coach

Read and Comprehend Informational Texts CC.4.Rinf.10
Read with Accuracy and Fluency to Support Comprehension CC.4.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.4.Rfou.4.b

Option 2: Find an Animal Career! 



MATERIALS

online resources

- Have students go online to research careers with animals.
- Have students share with the class one career that they might like to have. They should tell what they found most exciting about it.

Conduct Research CC.4.W.7
Report on a Topic CC.4.SL.4

Intervention

Option 1: Phonics Games 



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

For Reteaching Masters, see pages RT2.8–RT2.9

Additional Resources

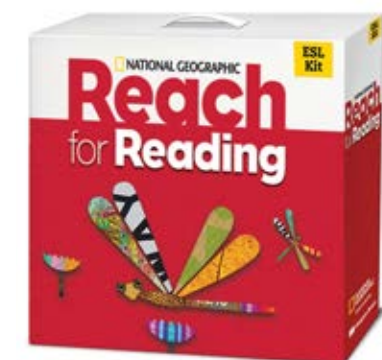
Reach into Phonics 



Lesson 26

Use Context to Confirm or Self-Correct Word Recognition and Understanding CC.4.Rfou.4.c

ESL Kit 



ESL Teacher's Edition pages T106–T129.

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Spell Words with Digraphs *th, ng*
- ✔ Use Commonly Misspelled Words Correctly

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 Digraphs *th, ng*

1. among	We saw the fawn sleeping among the older deer.
2. anything	My kitten would not eat anything but crunchy food.
3. earthworm	The wiggling earthworm lives in soil.
4. enthusiasm	The hungry rabbit ate the treat with enthusiasm , eagerly munching away.
5. evening	By evening , the puppies were exhausted from playing all day.
6. fang	That snake has a hollow fang in its mouth and uses it to inject poison.
7. health	Our vet examined the dog and said it was in good health .
8. kingdom	The king protected the wild animals that lived in the kingdom .
9. lengthen	We saw the cub lengthen its already long stride to catch up with its mother.
10. method	Barking is a dog's method of communicating.
11. mustang	A mustang is a wild horse.
12. sympathy	In the story, the kind cat had sympathy for the sick dog.
13. theory	We had a theory to explain why a parrot talked so much.
14. thicket	Even large animals may not be seen when they are in the dense, leafy thicket .
15. underneath	Several gophers live in tunnels underneath the ground.

Watch-Out Words

16. mail	I am expecting a letter in the mail .
17. male	It is from John, my only male cousin.
18. bred	John and his family once bred puppies to sell.
19. bread	Now he is a baker and makes delicious bread .

Digraphs *th, ng*

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • colored pencils • scissors

Teach

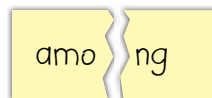
Display the words *anything* and *among*. Circle the letters *th* and *ng* and read each word aloud. Explain: *The digraph ng is found in the middle or at the end of a word. The digraph th can be found anywhere in a word.* Point out that when they break a word into syllables, the letters in a digraph stay together.

Prepare

- Have partners collaborate to write each of the first 15 spelling words on a separate index card. Tell students to circle the digraph *th* with one color pencil and the digraph *ng* with another color pencil.
- Tell partners to cut each card before or after the digraph and scatter the parts face up on the table.

Play a Game

- Have partners take turns matching word parts to recreate each original spelling word.
- Have the partners spell the word and identify the digraph.



Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

Find the Digraph

Day 2



Option 2

MATERIALS

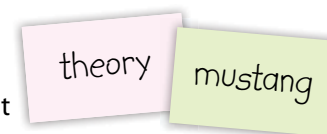
index cards, 15 per student

Prepare

Arrange students in small groups. Have each group collaborate to write each of the first 15 spelling words on a separate index card and place them in a pile face down.

Play a Game

- Have one group member pick a card and read the spelling word aloud without showing it to the group.
- The other members quickly tell if the digraph is in the beginning, middle, or end of the word. The first team member that is correct spells the word. If the word is spelled correctly, he or she keeps the card. That player then holds up the next card.
- Play continues until all words have been read and correctly spelled.



Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a



Watch Out!

Day 3



Option 1

MATERIALS

dictionary, one per pair of students, or access to an online dictionary

Ask Questions

- Have partners take turns asking each other questions to help them understand and remember each Watch-Out Word.
- After the “questioner” asks a question, the “responder” spells each Watch-Out Word in the question. Then, the “responder” answers the question and provides a definition for each Watch-Out Word in it. Have students consult a dictionary for help constructing definitions.



Use Frequently Confused Words
Consult References

CC.4.L.1.g
CC.4.L.2.d

Silly Poem

Day 3



Option 2

Write a Silly Poem

- Have each student write a silly poem about a real or make-believe pet, using as many spelling words as possible and including at least one Watch-Out Word.
- Tell students to underline the spelling words.
- Have students read their poems aloud for the class.

Earthworm, earthworm, where are you?
 I've searched the kingdom.
 What should I do?
 I've checked the mail and under the bed.
 Oh, there you are underneath the old bread!

Use Frequently Confused Words
Demonstrate Command of Spelling

CC.4.L.1.g
CC.4.L.2

Pick It Up!

Day 4



Option 1

MATERIALS

index cards, 2 per group

Prepare

- Arrange students in teams of three. Have teams print the digraph *ng* on one index card and the digraph *th* on another index card.
- As students spell words, record their spelling on the board.

Play the Game

- Choose one team to call out a spelling word and choose another team to spell the word.
- A member of the team that is spelling must first show the appropriate digraph card or cards and then spell the word. Write the word on the board as it is spelled.
- Have students decide if the spelling of the word is correct. If so, the group gets one point. If not, the team that offered the word corrects the spelling to earn one point.
- Continue around the groups with one group calling out a spelling word and choosing the group that will spell until all groups have had a chance to spell and all spelling words have been used.
- The group with the most points wins.

Spell Grade-Appropriate Words

CC.4.L.2.d

Animal Stories

Day 4



Option 2

Write a Story

- Have each pair of students work together to write a story about an adventure with an animal. The story may be real or make-believe. Tell partners to include and underline three or more spelling words in their story.
- When partners are finished, have them share their stories with the class.

As evening approached, the clever mustang ran underneath the dense trees.
 "I'm bred for this," she thought with enthusiasm. "Those horse thieves will
 never find me in this thicket..."

Demonstrate Command of Spelling

CC.4.L.2

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Grammar: Understand Independent Clauses
- ✔ Grammar: Use Coordinating Conjunctions
- ✔ Grammar: Correct Run-On Sentences

COMMON CORE STANDARDS

- Edit Writing CC.4.W.5
- Demonstrate Command of Grammar CC.4.L.1
- Produce Complete Sentences CC.4.L.1.f

Day 1

PROGRAM RESOURCES

Independent Clauses: eVisual 2.21
Digital Library: Language Builder
Picture Cards E14–E26

MATERIALS

action photographs of animals

Teach the Rules

Use the suggestion on page T108 to introduce independent clauses. Display **eVisual 2.21** and explain that an independent clause expresses a complete thought.

Independent Clauses

An independent clause has a subject and a predicate and can stand alone as a sentence.

Sea turtles bury their eggs.
 The eggs have soft, leathery shells.

An independent clause can stand alone because it completes a thought.

Many female turtles return to the same beach every year.
They swim.

NGReach.com Independent Clauses: eVisual 2.21

Play a Game

Arrange students in pairs and display the action photos. Have each student fold a piece of paper into eight squares. Tell students to each write an independent clause about one of the action photos and to hide their papers so that their partner cannot see.

- Choose any of the boxes, and write an independent clause in it. Then, choose three other boxes and write a different independent clause in each of them.
- Challenge students to write a dependent clause, such as *bury their eggs* or *Many female turtles*, in each remaining box.
- Exchange papers with your partner. Circle your partner's independent clauses and turn the other clauses into sentences.

Differentiate

BL Below Level

ISSUE Students have difficulty forming independent clauses.

STRATEGY Remind students that an independent clause is a sentence. Suggest subjects and predicates that they might add.

Day 2

PROGRAM RESOURCES

Coordinating Conjunctions:
eVisual 2.23
Game: Practice Master PM2.18

MATERIALS

large paper clips

Teach the Rules

Use the suggestion on page T111 to introduce coordinating conjunctions. Explain: *Independent clauses can be joined by a comma and the word and, but, or, or so.* Display **eVisual 2.23**.

Coordinating Conjunctions

Use **and** to join two ideas that are alike or similar.

Many sea birds have pointy beaks, **and** they have webbed feet.

Use **but** to join two ideas that are different.

Most dogs like beef, **but** most cats like fish.

Use **or** to show a choice between ideas.

Ducks can fly, **or** they can swim.

Use **so** to tell more about an idea.

The cat needs medicine, **so** we mix it in her food.

NGReach.com Coordinating Conjunctions: eVisual 2.23

Play a Game

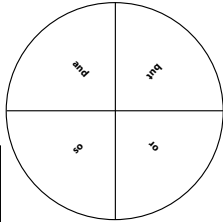
Distribute **Practice Master PM2.18** and a paper clip and have partners play "Coordination."

Name _____ Date _____

Grammar Game

Coordination

1. Partner 1 says an independent clause about an animal.
2. Partner 2 spins the spinner, uses the conjunction to add another independent clause to the first clause, and says the new sentence aloud.
3. If Partner 1 agrees that the new sentence makes sense, Partner 2 begins his or her turn. If not, Partner 2 tries again.
4. After partners have played the game for five turns, each student chooses and writes his or her favorite two sentences, using correct punctuation.



Make a Spinner

1. Put a paper clip over the center of the circle.
2. Push the point of a pencil into the paper, through the loop of the paper clip.
3. Spin the paper clip to play.

For use with TE p. T108. **PM2.18** Unit 2 | Animal Intelligence

Differentiate

BL Below Level

ISSUE Students have difficulty providing an independent clause appropriate for the coordinating conjunction.

STRATEGY After they spin, have them tell what the coordinating conjunction indicates. Then help them create the independent clause.

NGReach.com Practice Master PM2.18



Demonstrate Command of Capitalization and Punctuation
Use Correct Capitalization
Use Commas Before Coordinating Conjunctions

CC.4.L.2
CC.4.L.2.a
CC.4.L.2.c

Use Knowledge of Conventions

CC.4.L.3

Day 3

PROGRAM RESOURCES

Run-On Sentences: eVisual 2.24

MATERIALS

slips of paper • small paper bag

Teach the Rules

Use the suggestion on page T120–121 to introduce run-on sentences. Explain: *A run-on sentence is made up of two or more independent clauses that are not joined correctly.*

Display eVisual 2.24 and explain the rules.

Run-On Sentences

Run-On Sentence

Collies are smart dogs they can herd sheep.

Some collies still work on farms many are now pets.

Poodles can be quite big they can fit in your hand!

Choose the right size the dog feels at home.

Conjunction & Comma Added

Collies are smart dogs, **and** they can herd sheep.

Some collies still work on farms, **but** many are now pets.

Poodles can be quite big, **or** they can fit in your hand!

Choose the right size, **so** the dog feels at home.

NGReach.com Run-On Sentences: eVisual 2.24

Play a Game

Write *and*, *or*, *but*, and *so* on slips of paper and place them in a paper bag. Then display examples of run-on sentences. Have students choose a slip of paper from the bag and use the word to correct one of the run-on sentences.

Differentiate

BL Below Level

ISSUE Students may not be able to identify a run-on sentence.

STRATEGY Suggest that students check to see if a sentence has two sets of subjects and predicates.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM2.19

Grammar and Writing

Distribute Practice

Master PM2.19. Have

students use editing and proofreading marks to correct errors with independent clauses, coordinating conjunctions, and run-on sentences.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the editing and proofreading marks you need to correct the passage. Look for the following:

- run-on sentences
- correct coordinating conjunctions

Editing and Proofreading Marks	
^	Add.
↗	Take out.
↶	Move to here.
^	Add comma.
⊙	Add period.

Fish Behaviors I Have Observed

You probably think that aquarium fish are all the same. I will tell you about my fish you can learn how different they are.

I have two large fish tanks, they both have African cichlids. In one I have cichlids from Lake Malawi, but the other tank has different cichlids. They are from Lake Tanganyika.

The larger cichlids sometimes chase the smaller fish. I have many rocks in the tanks, the smaller fish can hide there. Other times, lots of the fish crowd together, and then the larger fish won't pick on them.

Cichlids are very good parents. Are you surprised, do you not believe it is true? Well, mother cichlids often carry eggs in their mouths, they sometimes keep the babies there to protect them from other fish.

For use with TE, p. T105v. PM2.19 Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.19

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A2.19–A2.21

Review and Assess

Display the sentences and have students identify the independent clauses. Have students correct the run-on sentences and exchange papers with their partners to check their work.

- The sparrows build a nest every spring it is under our air conditioner.
- We put snails in our aquarium they keep it clean.
- The dog likes the red ball it is her favorite toy.
- The new fish hides under rocks the other fish can't hurt it.
- Fireworks frighten many dogs thunder frightens them also.

✓ Administer the **Writing, Revising, and Editing Test**.

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Animal Behavior

Locating Sources of Information

COMMON CORE STANDARDS

Conduct Research

CC.4.W.7

Introduce Sources

Day 1



PROGRAM RESOURCES

Different Sources of Information Chart: eVisual 2.22

Teach the Skill

Introduce: *When you do research, you should use a variety of different sources.* Display **Student eEdition** page 579. Explain: *A nonfiction book can include diagrams and facts. A book can be a good source for finding detailed information about your topic.* Then display **Student eEdition** page 580 and have a volunteer read steps 1–3 aloud. Explain: *An encyclopedia article gives an overview of a topic.*

Display **Student eEdition** page 581 and have a volunteer read the callouts aloud. Ask: *What kind of information would you find in this magazine?* Explain that a magazine is a source for current information.

Have a volunteer read aloud the text about experts. Ask: *Why is an expert a good source?* (Possible response: An expert is someone who specializes in developing detailed knowledge about a topic.)

Display **Student eEdition** page 582. Have volunteers read aloud the steps. Explain: *Information on the Internet is easy to access and may include photos, diagrams, videos, and even sounds. Because Internet sites can be updated, the information is usually very up-to-date.*

Display **eVisual 2.22** and work with students to complete the chart.



Different Sources of Information Chart

Sources of Information	Advantages
books	have diagrams, photos, details
encyclopedias	have diagrams, photos, overview of the topic
magazines	have current information
experts	offer in-depth information
Internet	is easy to access, has up-to-date information

Sources of Information Chart: eVisual 2.22



INTERACTIVE WHITEBOARD TIP: Have students fill in information they would find in each source.

Information on the Internet

Day 2



Option 1



Student Resources

Practice

Have partners go to Resources > Unit 2 > Daily Writing Skills > Week 3 > Octopus Facts to access the Web site. Have them make a list of the facts they find on the pages and to include information from the video and sound tab. Then have partners discuss the advantages of finding information online.

Encyclopedias

Day 2



Option 2

MATERIALS

print or online encyclopedia

Practice

Have students use guide words to look up “dolphins” in encyclopedias. Tell students to list facts that show dolphins are intelligent. Then have students write a sentence about one advantage of finding information in an encyclopedia.



SUGGESTED PACING

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

Information in Books

Day 3



Option 1

PROGRAM RESOURCES

Small Group Reading Nonfiction Books for Unit 2

Practice

Have partners choose a Unit 2 nonfiction book they have not read. Encourage them to skim and scan the book to find facts about animal intelligence.

Have students list the facts they find, then write a few sentences about the advantages of finding information in books.

Information from an Expert

Day 4



Introduce

Explain that every student is an expert on something. Have students think about something they know about, such as caring for a pet. Explain that they will be interviewed by a partner on their chosen area of expertise.

Practice

Have students work with partners. Tell partners to each write questions about the other person's interests and expertise. If necessary, suggest question starters such as these: *What do you know about ____? What advice or information can you give about ____?*

Then have students conduct their interviews and record the answers. Have students share the advantages of finding information by asking an expert.

Information in Magazines

Day 3



Option 2



NGReach.com Student Resources

Practice

Explain that students will find information in an online magazine. Have students go to Resources > Unit 2 > Daily Writing Skills > Week 3 > Explorer Magazine to access the online magazine Web site.

Have students search for an article about animals. Have them list and share the facts that they find with a partner. Ask partners to discuss the advantages of finding information in an online magazine.

Assess Locating Sources

Day 5



PROGRAM RESOURCES

Different Sources of Information Chart: eVisual 2.22

Writing, Revising, and Editing Test: Assessment Masters A2.19–A2.21

Review and Assess

Display **eVisual 2.22**. Have groups copy the chart and review the advantages of finding facts in different types of sources in order to complete column 2.

Have students form new groups to compare and discuss their ideas.

Administer the **Writing, Revising, and Editing Test**.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Use Domain-Specific Words
- ✔ Determine the Main Idea and Supporting Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Family Newsletter 2
- Main Idea Diagram: Practice Master PM2.17

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 2.20

MATERIALS

timer



WARM-UP

Ask: *What kinds of things can you tell a dog to do?* (Possible responses: sit, beg, fetch, “speak”) Ask: *How does a dog know to do these things?* (Possible responses: The dog learns them; you teach the dog.)

Power Writing

Have students write as much as they can as well as they can in one minute about the word *command*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Determine the Meanings of Words and Phrases	CC.4.Rlit.4
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text and Summarize	CC.4.Rinf.2
Determine the Meanings of Domain-Specific Words	CC.4.Rinf.4
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Writing

Write Over Shorter Time for Specific Purposes	CC.4.W.10
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Speaking and Listening

Follow Agreed-upon Rules for Discussions	CC.4.SL.1.b
Contribute to Discussions and Link to Others' Remarks	CC.4.SL.1.c
Paraphrase Text	CC.4.SL.2

Language and Vocabulary

Demonstrate Command of Usage	CC.4.L.1
Acquire and Use Academic Words	CC.4.L.6

Academic Talk

1 Engage in Conversation ✔ Anthology page 106

Read aloud the instructions and play the **Sing with Me Language Song** “Let’s Talk About Pets.”

- Explain that when you engage in conversation, you wait until it is your turn to talk, acknowledge what others have said, and state your own ideas about the topic. Elaborate: *In “Let’s Talk About Pets,” Abu gives his opinion, Kirsten expresses a different opinion and James waits his turn to state his own ideas.*
- Model how to engage in a conversation. Ask: *Who thinks dogs are smarter than cats? Why?* After a student answers, point out that you have waited your turn. Then acknowledge the student’s ideas and express your own. Encourage other students to join the conversation.
- Have groups of three or four engage in a conversation to discuss these questions: Which animal makes the best pet? How can you tell whether an animal is smart?

Science Vocabulary

2 Key Words ✔ Anthology page 107

Explain and model using **Vocabulary Routine 1** and the photos on **Student eEdition** page 107 to learn the Key Words.

- **Pronounce the word** and point to the image: **command**.
- **Rate the word.** Hold up fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** A **command** is an order to do something.
- **Elaborate.** Relate the word to knowledge or experience: When the principal gives teachers a **command**, I do as she says.

For **Vocabulary Routine 1**, see page BP34.

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

Have partners take turns repeating the routine for each word using page 107. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

command · imitate · memory
pattern · skill · tool



- I think _____.
- You said _____.

Engage in Conversation

Listen to the dialogue between Abu, Kirsten, and James. Then use **Language Frames** to have a conversation about pets.

Dialogue ((MP3))

1.

2.

3.

4.

106

- command
- imitate
- memory
- pattern
- skill
- tool

Key Words

Look at the photos. Use **Key Words** and other words to talk about dog training. Use the pronunciations in the **Picture Dictionary** to say new words correctly.



A dog uses its **memory** to learn new **skills**.



A whistle is a special **tool** that a trainer uses to call a dog.



A dog jumps over bars of different heights. The dog learns how to follow the **pattern**.



Dogs learn to follow **commands**. Some commands are spoken, and others are signals. Some dogs learn tricks. In some tricks, the dog seems to **imitate**, or copy, its trainer's actions.

Talk Together

Just how smart are dogs? Try to use **Language Frames** from page 106 and **Key Words** to engage in conversation with a partner.

107

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 106–107

3 Talk Together Anthology page 107

Have partners engage in a conversation about the intelligence of dogs. Provide an example, such as: *Dogs that are trained to help people need to understand lots of **commands***. Ask a member of each pair to share an idea with the class.

Check & Reteach

OBJECTIVE: Use Domain-Specific Words

As partners engage in conversation, listen for correct usage of the Key Words.

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

Provide examples:

- *When I tell a dog, "Sit!" I am giving a _____ . (**command**)*
- *To remember what a word means, a dog uses its _____ . (**memory**)*
- *Fetching a ball is one _____ that a dog can learn. (**skill**)*

Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills Practice (T105w–T105x)
- ✓ Power Writing (T106, T108a, T112, T122, T127a)
- ✓ Writing (T108, T110–T111, T120–T121, T126–T127, T128)
- ✓ Writing Project (T129a–T129b)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

imitate/imitar *memory/memoria*

BL Below Level

ISSUE Students cannot relate the words to their own experience.

STRATEGY Prompt students with sentence frames, such as: When you do the same things every morning, you follow a _____. (**pattern**) When you remember something, you use your _____. (**memory**)

Fluency

Model Intonation Explain the concept: *Fluent readers read with intonation. That means their voices rise and fall as they read different kinds of sentences.* Model intonation with the first paragraph of “How I Taught My Dog to Shake.” Have students practice intonation by reading aloud the dialogue on **Anthology** page 106.

Comprehension

4 Main Idea and Details **Anthology** page 108

Read aloud the introduction. Then display **eVisual 2.20** and read aloud “How I Taught My Dog to Shake.”



Read Aloud

Informational Text

How I Taught My Dog to Shake

I taught my two-year-old dog how to shake hands—or rather, I taught her how to shake hand and paw. It was easy for me, because my dog and I practiced this **skill** every day for three weeks. This daily **pattern** helped my dog learn and remember exactly what to do.

I gave my dog the **command**, “Shake.” Then I picked up her paw and held it. I repeated this lesson several times each day. After a while, she began to **imitate** my actions by giving me her paw. By repeating the command, I made sure that the action of lifting her paw was paired with the word *shake* in her **memory**.

At first, I gave my dog a treat as a reward every time she got it right and offered her paw, but then only sometimes. Eventually, I didn’t need this teaching **tool**. Now my clever dog happily gives me her paw whenever I give the **command**, “Shake!”

 **Read Aloud: eVisual 2.20**



INTERACTIVE WHITEBOARD TIP: Underline the first sentence and identify it as the main idea.

5 Map and Talk **Anthology** page 108

After students read about making a main idea diagram, explain that they can use main ideas and supporting details when they paraphrase a text. Review: *When you paraphrase, you tell the most important ideas in your own words.* To help students distinguish important from unimportant details, ask questions such as: *Should we tell the dog’s age?* (No, it’s not important.)

6 Talk Together **Anthology** page 108

Have listeners use **Practice Master PM2.17** to make their diagrams. Have partners discuss which details they included in their diagrams and why.

Name _____ Date _____

Main Idea Diagram

Identify Main Idea and Details

Complete a main idea diagram about the kinds of commands that dogs follow.

Main Idea: Dogs can follow many different commands.
Detail: 1. Possible response: They can sit.
Detail: 2. Possible response: They can roll over.
Detail: 3. Possible response: They can fetch.

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For use with TE p. T107a

PM2.17 Unit 2 | Animal Intelligence

Check & Reteach

OBJECTIVE: Determine the Main Idea and Supporting Details 

As students complete the **Talk Together** activity, ask: *How does each detail help support, or tell more about, the main idea?*

If students have difficulty determining supporting details, say: *Name some examples of **commands** that dogs can follow. Then ask yourself: Does this example support the main idea?*



Main Idea and Details

When you want to tell about something, you may start with the **main idea**, or the most important idea. Then you give **details** to share more information.

Look at the pictures of James teaching his dog a new trick.



I taught my dog how to shake hands. She is two years old.



We practiced every day for three weeks. At first, I took her paw.

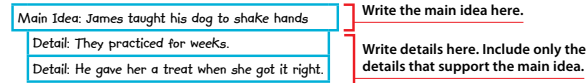


Later, she learned to give me her paw. I gave her a treat when she got it right.

Map and Talk

You can use a main idea diagram to show important ideas and details. Here's how you make one.

Main Idea Diagram



Talk Together

Think of details that support this main idea: Dogs can follow many different **commands**. Make a main idea diagram. Tell your partner about it.

108

Anthology page 108

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T105s

Daily Grammar ✓

Read aloud this sentence from the **Read Aloud** on page T107a: *Then I picked up her paw and held it.* Explain: *This is an independent clause. It has a subject (I) and a verb (picked up and held), and it expresses a complete thought.* Use page T105u to teach about independent clauses.

Daily Writing Skills ✓

Mention that in the **Read Aloud** on page T107a, James uses his personal experience as a source. Ask what other sources of information he might use. Then use page T105w to teach how to locate sources of information.

Writing

7 Write About Main Idea and Details

Introduce: *We are going to write a paragraph that tells about a main idea and some details that support it.* Model the process with “How I Taught My Dog to Shake.”

Think Aloud

First, I tell the most important idea.

Then, I give supporting details that tell more about the main idea.

Write

James taught his dog to shake hands.

Several times a day, James said, “Shake,” and took his dog’s paw.

For **Writing Routine 2**, see page BP48.

Have students write a paragraph about the kinds of commands dogs can follow, based on their main idea diagrams from **Talk Together**. Then have partners share their paragraphs. Have students add their writing to their Weekly Writing folders.

WRAP-UP Have pairs discuss their opinions of whether it is all right to teach pets tricks. Remind students to give reasons for their opinions.

OBJECTIVES

Thematic Connection: Animal Behavior

- Use Academic Words
- Make Connections to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 2

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook


MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about one thing that they would like to learn.

For **Writing Routine 1**, see page BP47.



WARM-UP

Have students brainstorm a few animals that they think are smart. Ask students to provide examples that illustrate why they think each animal is smart.

Academic Talk

1 Engage in a Discussion

Introduce the difference between formal and informal language: *Think about the way you talk with your friends and with adults.* Explain: *We can use informal language when talking to friends. We use more formal language when talking with adults.*

Model informal and formal language in a discussion about dog training.

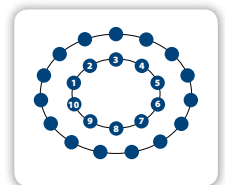
- *When I tried to teach my dog a trick, he was, like, totally clueless.*
- *Teaching my dog a new trick was a big challenge.*

Have students identify the formal and informal example.

Then have them practice using formal and informal language in a discussion using a **Fishbowl**.

- Students on the inside use formal language to discuss the best way to train a pet to do a trick. If they don't have a pet, they can talk about the **Read Aloud on Anthology** page T107a.
- Students on the outside listen for and write down examples of formal language. The groups reverse positions and the new inside group continues the activity by discussing the same topic, using informal language.

For **Fishbowl**, see page BP45.



Fishbowl

Academic Vocabulary

2 More Key Words Anthology page 109

Transition: *Let's learn some more words about animal behavior.* Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition** to learn the Key Words.

- **Pronounce the word and point to the picture:** **ability**.
- **Rate the word.** Hold up your fingers to show how well you know the word (1 = very well; 2 = a little; 3 = not at all). Tell what you know about this word.
- **Define the word:** **Ability** is a skill. The girl has the **ability** to play the flute. When you have an **ability**, you are able to do something.
- **Elaborate.** Relate the words to your experience: I took piano lessons for five years. Now I have the **ability** to play many songs.

For **Vocabulary Routine 1**, see page BP34.

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

Key Words

ability · communication · inherit
language · learn

COMMON CORE STANDARDS

Reading

Determine the Meanings of Words and Phrases	CC.4.Rlit.4
Determine the Meanings of Academic Words	CC.4.Rinf.4
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Writing

Write Over Shorter Time for Specific Tasks	CC.4.W.10
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Speaking and Listening

Follow Rules for Discussions	CC.4.SL.1.b
Differentiate Contexts for Formal and Informal English and Use Formal English	CC.4.SL.6

Language and Vocabulary

Acquire and Use Academic Words	CC.4.L.6
--------------------------------	----------

More Key Words

Use these words to talk about "Animal Smarts" and "The Clever Chimps of Fongoli."

ability

(u-bi-lu-tē) *noun*



An **ability** is a skill. This girl has the **ability** to play the flute.

communication

(ku-myū-nu-kā-shun) *noun*



Communication is the sharing of information.

inherit

(in-hair-ut) *verb*



To **inherit** means to get things, usually from parents. A skunk **inherits** its stripes.

language

(lang-gwij) *noun*



Language is a way of sharing ideas. Writing is a form of **language**.

learn

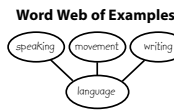
(lirn) *verb*



To **learn** is to gain new skills and information. This calf must **learn** to walk.

Talk Together

Work with a partner. Make a Word Web for each **Key Word**. Write the **Key Word** in the center. Then write examples for that word.



Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

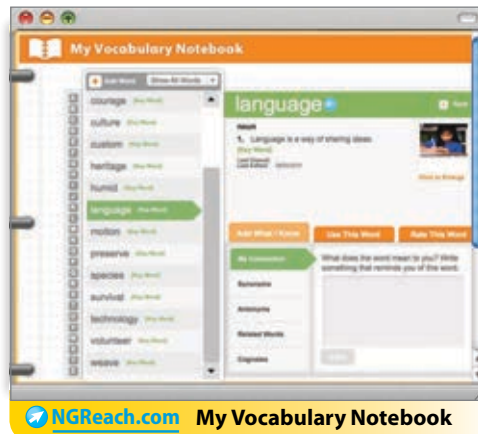
Anthology page 109

Have partners take turns repeating the routine for each word using page 109. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 109

Have partners suggest examples for each Key Word to use in the outer circles of their word webs. Ask volunteers to share one of their word webs with the class.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners share their word webs, listen for correct usage of the Key Words. If students use words incorrectly, ask questions about the words. For example:

- *When two people share information, what is it called?* (**communication**)
- *What is another word for skill?* (**ability**)
- *What is a way of sharing information by speaking or writing?* (**language**)

Best Practices

Model Academic Language As students talk, prompt their use of content and academic vocabulary words:

- *Can you say that in a different way?*
- *What Key Words relate to what you are saying?*
- *What Key Words can you use to support your point of view?*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 2** for translations in seven languages. Use cognates for Spanish speakers:

ability/habilidad *inherit/heredar*
communication/comunicación *language/lenguaje*

SN Special Needs

ISSUE Students do not find personal meaning in learning new vocabulary.

STRATEGY Pose questions that relate the Key Words to students' everyday lives: *What is an **ability** that you have? Do you use telephones or email for **communication**?*

Fluency

Practice Intonation As partners read aloud James’s report on how to train a dog, circulate and listen for correct intonation.

Comprehension

4 Learn to Make Connections Anthology page 110

Project **Student eEdition** page 110 and read aloud the introduction. Point to details in the picture as you model making a connection.

- *I see a picture. It is of James chasing his dog.*
- *This reminds me of a news report about the large number of lost dogs in our city.*
- *Now I understand why it is so important for James to catch his dog.*

Explain that when students read, they can make connections to other stories, their own lives, or larger issues in the world.

5 Talk Together Anthology page 111

Read aloud the instructions. Read aloud the first paragraph of “Train Your Dog to Be Terrific” and the sample connection. Remind students that making a connection is more than just remembering something outside the text. A good connection is something that helps us understand something in the text.

Have partners read the remainder of the report, pausing to share connections and how they help the student comprehend the text. Circulate and monitor.

Check & Reteach

OBJECTIVE: Make Connections to Comprehend Text 

Ask: *What connections help you better understand the text?* (Students should make a connection to text, to self, or to the world, and explain what it helps them understand.)

If students have difficulty, have them reread parts of the text. Ask: *What does this remind you of? What does that help you understand about James’s statement(s)?*

Daily Language Arts

Daily Spelling and Word Work

Practice page T105s

Daily Grammar

On **Anthology** page 111, point out the sentence, “Training a dog . . . some rules.” Explain how the two clauses are linked by *but*. Then use page T105u to teach coordinating conjunctions.

Daily Writing Skills

Point out that James’s report has facts about dog training that James probably found in another source. Ask students what sources they might use to find information on dog training. Then use page T105w to practice locating sources of information.

Writing

6 Write About Connections

Introduce: *We are going to write a paragraph about how connections help us understand a text.* Model the process. Point out coordinating conjunctions as you write.

Think Aloud	Write
<i>First, I will write about what the text says.</i>	The first paragraph talks about having an uncontrollable dog.
<i>Then, I can explain what this reminds me of.</i>	My neighbor has a dog that always jumps on visitors, and my neighbor gets really frustrated.
<i>Finally, I’ll tell how this helps me understand the text.</i>	Observing my neighbor helps me understand how an uncontrollable dog can be a frustrating problem.

For **Writing Routine 2**, see page BP48.



Learn to Make Connections

Look at the picture. Does it remind you of something you have seen or read about? As you think of this, you **make a connection**.



You **make connections** when you read, too.

How to Make Connections

1. Think about what the text is about. It's about _____.
2. As you read, think about what you know that connects to the topic. _____ reminds me of _____.
3. Decide how the connection helps you understand the text. Now I understand _____.

110

Language Frames

- It's about _____.
- _____ reminds me of _____.
- Now I understand _____.

Talk Together

Read James's report. Read the sample connection. Then use **Language Frames** as you make connections of your own. Tell a partner about them.

Report

Train Your Dog to Be Terrific

by James Harvin

Do you have an uncontrollable dog? Don't give up! Your dog isn't really bad. It just needs to be trained. Every dog has the **ability to learn**. Training a dog isn't hard, but you need to follow some rules.

Here's the first rule: Use clear **communication**. Dogs can't speak your **language**. But they can understand **commands**. Use the same words every time you train your dog. Dogs will learn the sounds of the words. To teach your dog to fetch, say "Fetch" every time. If you sometimes say "Get it" and sometimes say "Bring me the ball," your dog will get confused.

Here's the second rule: Be patient. Dog training takes time. Your dog might take a long time to learn a new **skill**. Remember, your dog did not **inherit** any tricks from its parents. You will need to repeat things over and over.

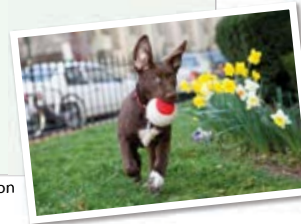
Training your dog can be fun. Your dog will enjoy it, too. But the best part is the result. Your terrible dog will be terrific!

Sample Connection

"It's about training dogs to have better behavior."

The report reminds me of an article I read about pets.

Now I understand you can help a dog with training."



← A good place to make a connection

111

Anthology
pages 110–111

Remind students that when making a connection, the connection should both relate to the text and help them understand the text. Have partners review the connections they made with James's report, and then choose one connection to write about in detail, including what the connection helps them understand about the report. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have trouble making connections.

STRATEGY Encourage students to identify the focus of each section and share only the connections that they can relate to that main idea.

WRAP-UP

Ask students to imagine they are opening a dog obedience school. Have students use what they read today to identify what an advertisement might tell about how the school trains dogs.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✓ Determine the Main Idea and Supporting Details
- ✓ Make Connections to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 1
Tracks 11–12

Comprehension Coach


MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *ability*.

For **Writing Routine 1**, see page BP47.



WARM-UP

Have students recall what they have read so far about ways that people train dogs. Ask students to describe how intelligent, or smart, they think dogs are and to provide some examples of why they think as they do.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating Fold-Up Tab Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **tool**.

- Find the word in a dictionary or in the **Anthology** and read aloud the information about the word.
- Write the word on the tab.
- Add a definition.
- Add a context sentence.
- Add a picture on the inside.

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

Key Words

ability · command · communication
imitate · inherit · language
learn · memory · pattern
skill · tool

Assign a Key Word to each set of partners. After they complete their organizers, have them add the definitions to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

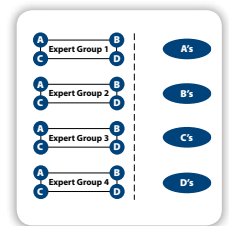
2 Preview and Predict

REVIEW Remind students: *One way to preview a nonfiction text is to read the section headings, look at the photographs, and read the captions. These can help you predict what the text may be about.*

Display these Key Words: *communication, imitate, inherit, language, learn, skill, and tool*. Have students work in groups and use **Jigsaw** to make predictions about “Animal Smarts.”

- Assign each group one section from the selection.
- Have groups preview the text for their section by studying the heading, photographs, and captions.
- Regroup students so that each new group has at least one member from each original group.
- Have the expert on each section predict what his or her section of text will be about. Encourage students to use Key Words in their predictions.

For **Jigsaw**, see page BP45.



Jigsaw

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1 |
| Determine the Main Idea of Text and Explain How the Main Idea Is Supported by Details | CC.4.Rinf.2 |
| Interpret Information Presented Visually | CC.4.Rinf.7 |
| Read with Purpose and Understanding | CC.4.Rfou.4.a |
| Read Orally with Expression on Successive Readings | CC.4.Rfou.4.b |

Writing

- | | |
|--|-----------|
| Write Over Shorter Time for Specific Audiences | CC.4.W.10 |
|--|-----------|

Speaking and Listening

- | | |
|--|-------------|
| Follow Agreed Upon Rules for Discussions | CC.4.SL.1.b |
|--|-------------|

Language and Vocabulary

- | | |
|--|----------|
| Acquire and Use Academic and Domain-Specific Words | CC.4.L.6 |
|--|----------|

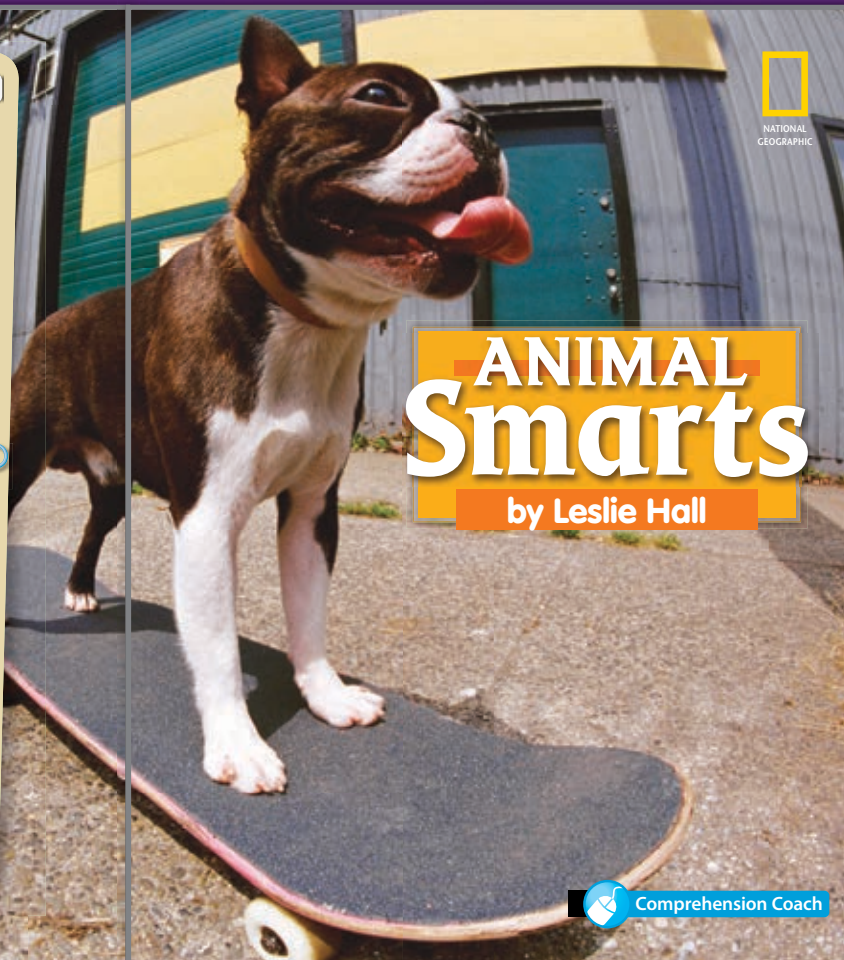
Read a Science Article

Genre

A **science article** is nonfiction. It gives facts about a science topic such as animal behavior.

Text Features

Look at **photographs** and **captions** in science articles. They help you understand the text better.



STUDENT TECHNOLOGY



Student
eEdition



Read
with Me



Comprehension
Coach



My Vocabulary
Notebook

NGReach.com

Comprehension Coach

112

Anthology
pages 112–113

Reading

3 Read a Science Article Anthology pages 112–113

GENRE Have a volunteer read aloud the definition of a science article. Elaborate: *Remember that facts are information that can be proven.*

TEXT FEATURES Ask a volunteer to read aloud the information about the two text features. Elaborate: *A photograph shows how something looks. A caption gives more information about the visual and helps you understand the article.*

SCIENCE BACKGROUND Share information to build background:

- *Many countries use trained animals to carry out tasks.*
- *In Thailand, elephants use their trunks to lift heavy logs.*
- *In Egypt, camels carry people and heavy loads across the desert.*

Have students read pages 114–121. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview and discuss the photographs and captions. Then read the story together and use the questions to build comprehension.

OL On Level

READ TOGETHER Have pairs take turns reading the selection, one paragraph at a time. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY As students read each section silently, have them write down the main idea of each section, and use the questions to build comprehension.

Best Practices

Encourage Elaboration As students talk, use general prompts:

- *What do you mean when you talk about the ways you use **tools**?*
- *Can you give an example of how animals show their intelligence?*

1 **Set a Purpose**
Find out how animals demonstrate their intelligence.

What can animals do? From sharing information to using **tools** and even playing tricks on people, **it turns out** that animals are smarter than we thought.

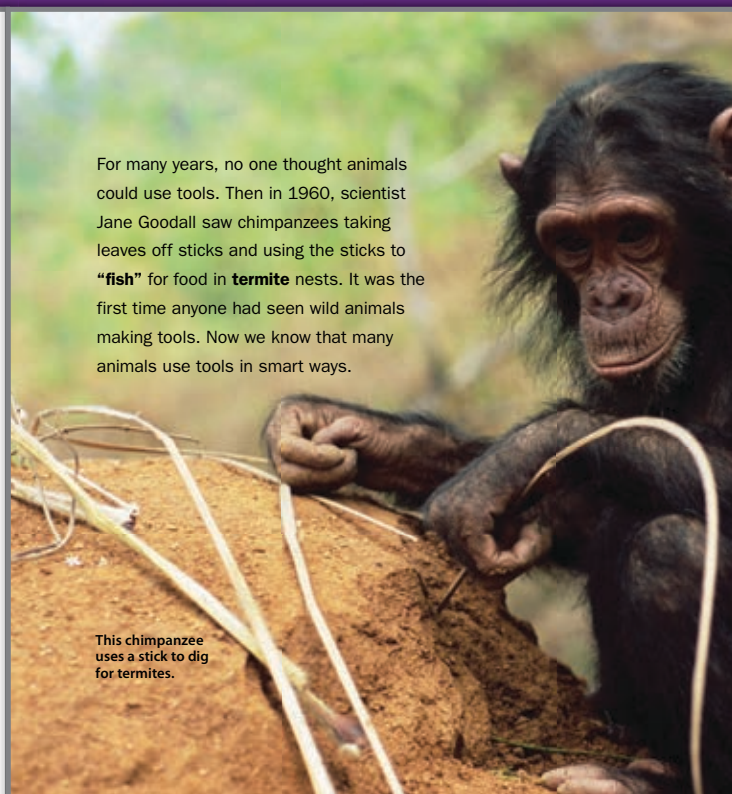
Cool Tools

2 Using tools **takes smarts**. When you need to **sort out** a problem, you have to figure out why it is a problem. Then you find or make a tool to help you solve it. Think of the tools you use every day: a fork, a pair of scissors, even a cell phone.



A fork is a useful tool. You can use it in many different ways. ▶

In Other Words
it turns out we know
takes smarts requires intelligence
sort out solve



For many years, no one thought animals could use tools. Then in 1960, scientist Jane Goodall saw chimpanzees taking leaves off sticks and using the sticks to “fish” for food in **termite** nests. It was the first time anyone had seen wild animals making tools. Now we know that many animals use tools in smart ways.

This chimpanzee uses a stick to dig for termites.

In Other Words
“fish” dig; hunt
termite insect ▶



▶ **Before You Move On**

- 1. Make Connections** Name one way in which animals demonstrate their intelligence. How do you demonstrate your “smarts”?
- 2. Main Idea** What was Jane Goodall’s discovery?

Anthology
pages 114–115

Fluency

Practice Intonation, Accuracy, Rate As students read, monitor their intonation, accuracy, and rate.

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: Chimpanzees use sticks to fish for termites. I’ve seen birds use small sticks and twigs to build nests, so I think they use **tools**, too. I also use **tools**, like a hammer and a nail to hang a picture.
- 2. Main Idea** ✓ Jane Goodall discovered that chimpanzees use **tools** in smart ways.

Mini Lesson

Connect Text Features

Explain: *A photo shows how something looks. Some photos have captions, or words that tell more about the photo. Both photos and captions support the text.*

Read aloud **Anthology** page 115. Model how to better understand the text by connecting the text, photograph, and caption: *The main idea of this section is that some animals use **tools**. The text on page 115 describes one way that chimpanzees use sticks as **tools**. The photo and caption show and tell me what this action is like. Now I can better understand how an animal can use a **tool**.*

Read aloud the text on **Anthology** page 116. Cover the caption of the picture on the left and help students practice making connections. Ask:

- *What is happening in this photograph?* (A big and a little orangutan are howling.)
- *Read the caption. How does it help you understand the photograph better?* (It explains that young orangutans copy their parents. Now I know the photo shows a young orangutan copying its parent.)
- *How do the photograph and caption help you understand the text?* (The text says that an orangutan **learns** from its parents. The photo and caption help me picture and understand one way that an orangutan copies its parents.)

To check understanding, have students explain how the photograph and caption on page 114 connect to the text.

How Animals Learn

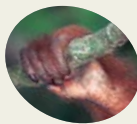
Animals already know how to do some things when they are born. For example, a baby orangutan can **grasp** a leaf with its hands. It doesn't need to **learn** how. It **inherits** the **ability**.

- 3** Orangutans also learn things from their parents. A young orangutan may see its mother use a leaf as a napkin or a rain hat. It may then copy her actions. The ability to learn shows intelligence.

▼ Young orangutans sometimes copy the actions of their parents.

▼ Orangutans may learn from their parents how to use a leaf as a hat.

SN



In Other Words
◀ grasp hold

116

Memory and Smarts

EL

To remember something also takes smarts.

Female poison dart frogs have **incredible memories**. After a frog's eggs hatch, the female carries each tadpole to its own leafy **spot** somewhere in the rainforest.

She returns every few days to bring food to each tadpole. That means the frog has to remember **the location of** as many as 30 tiny tadpoles!

▼ tadpole



A female poison dart frog can remember the location of many tadpoles. ▼



In Other Words
incredible very good
spot place
the location of where she put

► Before You Move On

- 1. Use Text Features** Which orangutan photo shows **learned** behavior? Explain.
- 2. Details** How does the poison dart frog show intelligence?

117

Anthology
pages 116–117

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Talk about how animals might demonstrate their intelligence, or how smart they are.
- 2. Determine Main Idea and Details** ✓ *What is the most important idea of the section called "Cool Tools" on pages 114–115? (People and animals use **tools** to solve problems.) What details from the section support this main idea? (Possible responses: people use forks to eat, chimpanzees use sticks to catch food.)*
- 3. Summarize** *How do young animals **learn**? (Animals already know how to do some things when they are born, but they can also **learn** to do some things by watching their parents.)*

Differentiate

EL English Learners

ISSUE Students struggle to understand the idioms like *takes smarts* on page 114.

STRATEGY Remind students that they can use the In Other Words feature at the bottom of the page when they encounter unfamiliar words. Have students substitute the phrase *requires intelligence* in the original sentence. Repeat for *sort out* on the same page.

SN Special Needs

ISSUE Students are distracted by the many photos and captions on pages 116–117.

STRATEGY Have students use a hand or bookmark to cover the photographs as they read the text. Then reveal one photo and caption at a time. After students read each caption, have them find the related text.

Answers Before You Move On

- 1. Use Text Features** The photo of the orangutan with a leaf on its head shows **learned** behavior. The orangutan **learned** to use the **tool**, a leaf.
- 2. Details** ✓ The poison dart frog can remember where almost 30 tadpoles are located. Having such a great memory shows intelligence.

A Way with Words

1 It takes brains to talk. Scientists have found ways to talk with some of Earth's smartest animals. Koko the gorilla was one of the first animals to learn to communicate with human beings.

Scientists taught Koko sign **language**. That is a way to talk with your hands. When people talk, Koko answers in sign language. She can **sign** more than 1,000 words.

Sometimes Koko makes up a new sign. This tells us that Koko can **think on her own**. It also shows that she wants to communicate.



◀ Koko uses sign language to communicate. Here, she uses the sign for eat.

In Other Words
sign use sign **language** to say
think on her own
 create new signs by herself

118

Sound Signals

Meerkats don't communicate with people. Yet they do communicate with each other. These **chattering** animals make sounds that mean different things. Meerkats live in groups. While the group looks for food, one meerkat **stands guard**. It makes little peeps to tell the others that everything is safe. When danger is near, the guard meerkat changes

2 the sound. It yelps, barks, or whistles.



▶ When meerkats are in danger, they give a warning. They make sounds when predators are near.



In Other Words
chattering noisy
stands guard watches for danger

▶ Before You Move On

- 1. Make Connections** Compare and contrast Koko with another animal you know or have read about. How does each one communicate?
- 2. Details** How do meerkats communicate with each other?

119

Anthology
 pages 118–119

Read and Build Comprehension

- 1 Explain Figurative Language** *What does the expression it takes brains to talk mean?* (It means that one has to be smart to learn language.)
- 2 Make Connections** ✓ *How do meerkats communicate when they warn of danger?* (They make different sounds.) *What connection can you make about warnings that can help you understand this information?* (Students should make connections to self, to text, or to the world.)
- 3 Determine Main Ideas and Details** ✓ *How do the stories of Betsy the border collie and Alex the parrot support the main idea?* (They are both good examples of how intelligent an animal can be.)

Check & Reteach

OBJECTIVE: Determine the Main Idea and Supporting Details ✓

Check for accurate responses to all the main idea and details comprehension questions. If students have difficulty, have them point out details about orangutans in the text, captions, and photos on **Anthology** page 116. Ask: *What are all these details about?* (Animals are born with some skills. They learn others.) Explain: *That is the main idea of the paragraph.*

OBJECTIVE: Make Connections to Comprehend Text ✓

Check that students know that the goal of making connections is to understand a text. To reinforce the skill, read aloud the second paragraph on **Anthology** page 118. Ask: *What else have you seen or read about sign language? How does making a connection to this help you understand why scientists use sign language with gorillas?*

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: Koko uses sign **language** to communicate, while a dog barks to communicate. Both animals communicate with people, but not in the same way.
- 2. Details** ✓ Meerkats communicate with peeps, yelps, barks, and whistles. They use peeps to communicate that everything is safe. A meerkat guard uses yelps, barks, or whistles to warn the others of danger.

Look and Fetch

What can a dog do? It can stay, sit, roll over, and maybe a few other things. A pet dog may seem pretty smart to its owner. Yet some dogs have shown amazing **skill** at understanding language and pictures.



▲ Many dogs can follow commands.

Betsy is a clever border collie. She understands 340 **spoken words**. Many dogs can follow **commands**, but Betsy **takes it a step further**. When someone shows her a picture of an object, she goes and **fetches** that object. Betsy can fetch hundreds of different things.



Betsy can understand hundreds of spoken words. ▶

In Other Words
spoken words words that people say to her
takes it a step further does more
fetches gets

120

A Brainy Bird

3 Do you think a bird can **recognize patterns**? An African gray parrot named Alex could. He amazed scientists by figuring out patterns and then talking about them.

A scientist showed Alex a green cup and a green key. Then she asked the parrot what was the same about the objects. Alex said, "Color." Then the scientist asked what was different. Alex said, "Shape." Now that's a **brainy** bird!



Alex could figure out patterns based on different shapes and colors.

In Other Words
recognize find; notice
brainy smart

▶ Before You Move On

- 1. Make Connections** Compare another animal you know to Betsy. How does each animal show its intelligence?
- 2. Main Idea** How do Alex's actions demonstrate intelligence?

121

Anthology
pages 120–121

Writing

4 Write About Photos and Captions

REVIEW Display **Anthology** page 118 and point to the photo and caption. Model how to write about what you learn from the caption and the photo.

- *First, I look at the photo. It shows a gorilla and a human using sign language.*
- *Next, I read the caption. It tells me who the gorilla is, why she uses sign language, and what sign she is making in the photo.*
- *Finally, I write about what I have learned from looking at how the photo and caption work together.*

Write: The caption and photo help me understand how Koko uses sign language to communicate. Here, Koko is probably hungry because she is signing the word eat.

Have students write a paragraph about another photo and caption set from the text. Have students add their paragraphs to their Weekly Writing folders.

WRAP-UP Have a partner name an animal from today's reading. The other student gives an example of how the animal demonstrates intelligence. Then have students reverse roles.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T105t

Daily Grammar ✓

Show how to correct a run-on sentence: Alex is an African gray parrot she recognizes patterns she talks about them. Use page T105v to teach how to identify and correct run-on sentences.

Daily Writing Skills ✓

Explain that the writer of a science article uses sources such as encyclopedia articles and science magazines. Then use page T105x to practice locating sources of information.

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: Betsy shows her intelligence by recognizing pictures and matching them to objects. My dog shows her intelligence by sitting when I say "sit."
- 2. Main Idea** ✓ Alex can identify a pattern and then match the pattern to its name.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Determine the Main Idea and Supporting Details
- ✔ Make Connections to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3
or CD 1 Track 13

My Vocabulary Notebook
Comprehension Coach

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *skill*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text, Explain How the Main Idea Is Supported by Details, and Summarize	CC.4.Rinf.2
Interpret Information Presented Orally	CC.4.Rinf.7
Read with Purpose and Understanding	CC.4.Rfou.4.a

Writing

Draw Evidence from Texts CC.4.W.9

Language and Vocabulary

Acquire and Use Academic and
Domain-Specific Words CC.4.L.6

WARM-UP

Have pairs identify and have one partner act out for the class one way that an animal from yesterday's selection used intelligence. Then have the second partner describe what the first partner was acting out.

Vocabulary Practice

1 Share Word Knowledge ✔

REVIEW Have students use the Fold-Up Tab Organizers they made on Day 3. Review what the organizers show.

Key Words

ability · command · communication
imitate · inherit · language
learn · memory · pattern
skill · tool

Group each student with a partner who studied a different Key Word. Have partners follow **Vocabulary Routine 3**. Have students:

- Take turns reading their organizers.
- Talk about how the pictures show the meanings of the Key Words.
- Create sentences using both Key Words. Each student adds the sentences to **My Vocabulary Notebook**.
- Repeat these steps until students have an entry for each Key Word.

For **Vocabulary Routine 3**, see page BP36.

Academic Talk

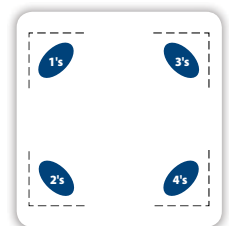
2 Summarize Reading

REVIEW Remind students: *When you summarize something, you briefly tell the most important parts.* Explain that students will use Key Words to make an oral summary of what they have read so far in "Animal Smarts."

Write these Key Words: *ability, communication, imitate, inherit, learn, skill, tool.*

Have students use **Corners** to summarize pages 112–121.

- Assign to each corner a different animal from the selection.
- Students individually think about the intelligence of each animal for a short time.
- Students group into the corner of their choice and discuss that animal's intelligence.
- Back in the large group, at least one student from each corner shares the corner discussion. Remind students to use Key Words as they orally summarize.
- Discuss how working together to make an oral summary has helped students understand what they have read so far, as well as prepared them to read the remainder of "Animal Smarts."



Corners

For **Corners**, see page BP45.

Outsmarting Humans

To play a trick on someone may take some intelligence, too. You have to guess how the person will act. Then you have to find a way to trick the person. Some animals have been terrific tricksters.

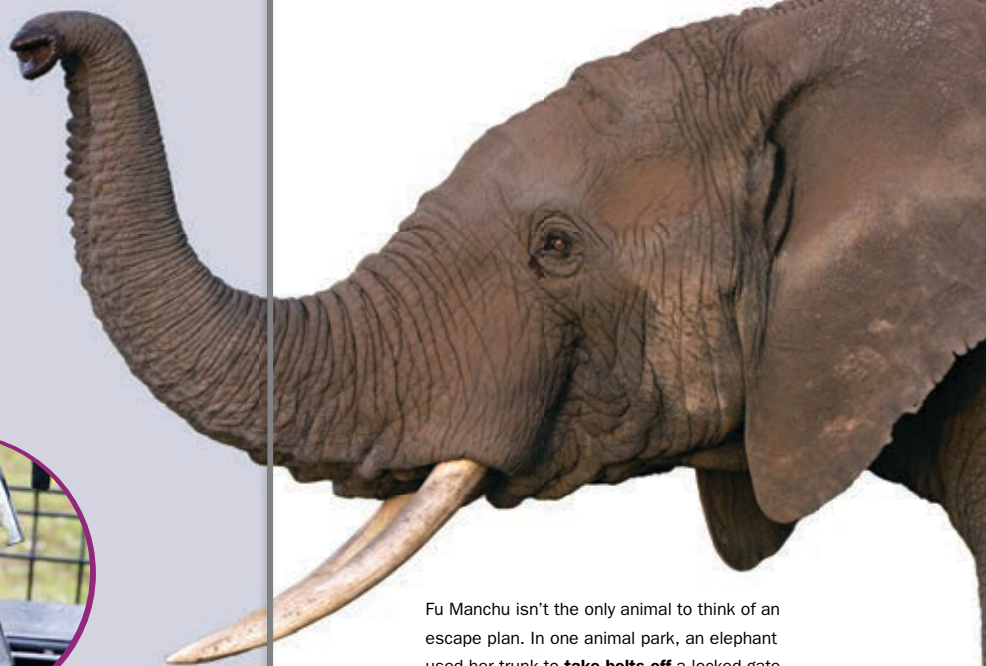
An orangutan named Fu Manchu tricked the **zookeepers** at the Omaha Zoo. He escaped from his home three times. First, he traded food with another orangutan for a piece of wire. Then he hid the wire in his mouth. Finally, he used the wire to **pick the lock** and set himself free!



An orangutan named Fu Manchu used a piece of wire to unlock his cage. ▶

In Other Words
zookeepers people who work with animals
pick the lock unlock the door

122



Fu Manchu isn't the only animal to think of an escape plan. In one animal park, an elephant used her trunk to **take bolts off** a locked gate. Then she opened the gate and let all the elephants out.

1 2 AL

In Other Words
take bolts off unlock

▶ Before You Move On

- 1. Details** How did Fu Manchu outsmart people?
- 2. Use Text Features** Look at the photo. Explain how an elephant might use its trunk to take a bolt off a locked gate.

BL

123

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 122–123

Reading

3 Read and Build Comprehension

- 1 Make Connections** ✓ Have students review the text on pages 122–123. Then ask: *What does this section remind you of?* Encourage them to consider what they know from other texts, their experience, or the world.
- 2 Make Comparisons** *How are the actions of the orangutan and the elephant similar?* (They both use their intelligence to let themselves out of cages.)

Differentiate

BL Below Level

ISSUE Students do not understand how an elephant could remove bolts.

STRATEGY Explain: *Sometimes, clues from a photo can help you figure out something you do not understand in the text.* Point out the elephant trunk shown on page 122 and the two fingerlike growths on its tip. Explain that elephants sometimes use their trunks the way people use their hands. Remind students to look for additional clues in photos and captions as they read on.

AL Above Level

ISSUE Students do not use newly acquired vocabulary.

STRATEGY Prompt students to use Key Words when answering questions by asking:

- *How can you restate your response using some of the Key Words?*
- *What Key Word(s) can you use to describe how the actions of the animals are alike?*

Fluency

Practice Intonation, Accuracy, Rate As students read, monitor their intonation, accuracy, and rate.

Answers Before You Move On

- 1. Details** ✓ Fu Manchu picked a lock on his cage to set himself free. He did this without the humans seeing him. He traded an orangutan food for a wire and hid the wire until he could use it without being seen.
- 2. Use Text Features** An elephant can use its trunk to grasp things. It can use its trunk to hold and turn the bolts until they loosen and come off.



124

Tricking the Trainers

A clever dolphin named Kelly knows how to get what she wants. Her trainers taught her to collect the trash that fell into her pool. When she gave it to a **keeper**, she got a **treat**. In this way, her pool stayed clean. Yet the tricky dolphin figured out how to trick her trainers.

Now when paper drops into her pool, she hides it. When the trainers come, she swims down and tears off a piece of the paper. She gives it to the trainers **in exchange for** a fish treat. Then she goes back and tears off another piece. She gets the same treat for small pieces as she gets for big pieces. So she tears off small pieces to make the paper last longer. That way, **the treats keep coming!**

1

◀ Dolphins are smart and playful animals. They can also learn tricks.



In Other Words

keeper worker

a treat food as a reward

in exchange for and gets

the treats keep coming she gets more treats

▶ Before You Move On

- 1. Details** How does Kelly outsmart her trainers?
- 2. Make Connections** Which of Kelly's actions are **learned** behaviors?

125

Anthology
pages 124–125

Reading

Read and Build Comprehension

- 1 Draw Conclusions** *What does Kelly's trick tell you about a dolphin's **ability to learn**?* (Not only can dolphins **learn** something new, they can also figure out a new way to use that information.)
- 2 Main Idea** ✓ *What is the main idea of this science article?* (Animals are intelligent and can **learn**.)
- 3 Determine Author's Purpose** *What is the author's purpose for writing "Animal Smarts"?* (to inform readers about how intelligent animals can be)

Check & Reteach

OBJECTIVE: Determine the Main Idea and Supporting Details ✓

As students answer question 2 above, make sure they can identify the important supporting details that help them determine the main idea.

If students have difficulty, state the main idea provided above. Then ask students to read a detail and to explain whether it is important to the section. Explain that if a detail can be left out without affecting a clear understanding of the section, then it is probably not important.

OBJECTIVE: Make Connections to Comprehend Text ✓

As students answer comprehension questions, make sure that their connections lead to a greater understanding of the text.

If students' connections are vague, have them locate the specific text that prompted them to make a connection and then ask what their connection helps them understand about it.

Answers Before You Move On

- 1. Details** ✓ Kelly tears up the pieces of paper that fall into the pool so that she can get more treats.
- 2. Make Connections** ✓ The behavior of returning an object to the trainer for a treat is **learned**. Another **learned** behavior is tricking the trainer by giving more pieces of paper for more treats. Kelly **learned** how to collect trash to get a treat. She figured out on her own how to get more treats.

Learning About Animals

When scientists **observe** animals, they learn more about their behavior. They learn more about how the animals think and what they think about.

You may be amazed by the memory of a mother poison dart frog. You may be surprised that a parrot can talk about shapes, or that an elephant can plan a clever escape. Yet in the future, these **feats** may seem simple when we know even more about animals. Whether you **chat** with gorillas or **tidy** up with dolphins, it's clear that we have a lot

2 3 more to learn about animals. ❖

Scientists learn about animals by observing their behavior. ▶



In Other Words
observe study
feats actions
chat talk
tidy clean

▶ Before You Move On

- 1. Main Idea** What do scientists **learn** by studying animal behavior?
- 2. Use Text Features** Describe what is happening in the photo on this page.

126

127

Anthology
pages 126–127

Writing

4 Write About a Smart Animal

Explain that each student will write a paragraph about one of the smart animals from the selection. Remind them that the paragraph should begin with a topic sentence that states the main idea and also include supporting details.

Provide an example: *I will write about the chimpanzee. I will use the selection as a resource and use the information on page 115 as I write my paragraph.* Model writing a topic sentence: *Chimpanzees use tools to do work.* Identify supporting details to include in your paragraph: *Chimpanzees can make a tool from a stick. Chimpanzees can use tools to get food.*

Have each student write about an animal from the selection. Students can add their completed paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T105t

Daily Grammar ✓

Have students explain why the following sentence is a run-on sentence: *A parrot can talk about shapes an elephant can plan a clever escape.* Discuss how to correct the run-on by adding a conjunction and comma. Then use page T105v to review run-on sentences.

Daily Writing Skills ✓

Have students brainstorm a list of resources they could use to research more about the smart animals in the selection. Then use page T105x to have students practice locating sources of information.

WRAP-UP

Have pairs of students work together to complete and illustrate the following sentence frames: One funny thing I read is _____. One thing I learned is _____. I'd like to know more about _____.

Answers Before You Move On

- 1. Main Idea** ✓ Scientists **learn** how animals think and what they can be taught to do.
- 2. Use Text Features** The scientist is observing the gorilla and writing down information about its behavior.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Animal Behavior

- ✓ Determine the Main Idea and Supporting Details
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM2.20
- Main Idea Diagram: Practice Master PM2.21
- Fluency Practice: Practice Master PM2.22

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 4

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *clarify*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Refer to Details and Examples When Explaining Text CC.4.Rinf.1
- Determine the Main Idea of Text and Explain How the Main Idea Is Supported by Details CC.4.Rinf.2
- Read Orally with Expression on Successive Readings CC.4.Rfou.4.b

Writing

- Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

- Follow Agreed-Upon Rules for Discussions CC.4.SL.1.b
- Differentiate Contexts for Formal and Informal English CC.4.SL.1.b

Language and Vocabulary

- Acquire and Use Academic Words CC.4.L.6

WARM-UP

Have partners recall information from the selections to conduct an informal conversation about the Big Question: *Just how smart are animals?*

Vocabulary Review

1 Apply Word Knowledge ✓

Write: *monitor, clarify*. Call students' attention to the other Key Words on **Student eEdition** page 128. Then have students apply their knowledge of the Key Words by creating Key Word skits about animals.

- Have small groups of four or five students meet in different areas of the room. Give each group a list of five Key Words.
- Have students brainstorm how the words relate to each other. Then have them turn those ideas into a skit about animals. The skits may be completely fanciful, as long as they use all five Key Words correctly.
- Provide time for students to practice and perform their skits for the large group.
- After the groups have presented their skits, discuss which skit was the most creative, the most humorous, or used the words the most accurately.

For **More Vocabulary Routines**, see pages BP41–BP43.

For additional practice, have students play the **Online Vocabulary Games** in pairs or individually.

Key Words

ability · clarify · command
communication · imitate · inherit
language · learn · memory
monitor · pattern · skill · tool



NGReach.com Online Vocabulary Games

Key Words

ability	learn
command	memory
communication	pattern
inherit	skill
language	tool

Talk About It

1. What facts did you **learn** from this science article?

I learned that _____. I also learned that _____.

2. Think of an animal you read about in this article. **Engage in conversation** with a partner about what you found out.

3. How is animal **communication** like human communication? How is it different?

Animals and humans both _____.
Some animals _____, but humans _____.

Learn test-taking strategies.
NGReach.com

Write About It

What are some amazing ways animals use **tools**? Make a list. Give examples from the article. Try to use **Key Words**.

Animals use tools to:

- _____
- _____



Anthology page 128

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Academic Talk

2 Talk About It Anthology page 128

Have partners use Key Words as they discuss the **Talk About It** questions. Remind students to use formal language as they engage in the classroom conversation. The words they use to discuss the concepts in the article should be precise and have a serious tone.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM2.20** to ask more questions about the selection.

Writing

3 Write About It Anthology page 128

Review: *What important information do you recall from the science article about animals using tools?* Read aloud the directions on **Anthology** page 128. Remind students that a tool can be almost anything in the environment that the animal uses to do something. It can be something it already knows how to use or something it learns to use.

Encourage students to use Key Words as they write: Provide an example: *An orangutan **learns** the **skill** of using a leaf as a hat. A young orangutan might **imitate** the way its mother or father uses a stick as a **tool**.*

Have students add their writing to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T105s

Daily Grammar ✓

Use page T105v to review and assess coordinating conjunctions, independent clauses, and run-on sentences.

Daily Writing Skills ✓

Ask students where they could find more information on dolphins. Then use page T105x to assess understanding of locating sources.

Answers Talk About It

- Science Article** Possible response: I learned that animals **inherit** some **abilities** and **learn** other skills from their parents. I also learned that they can use **tools**, communicate, remember things, and **learn** to do different tricks and tasks.
- Engage in Conversation** Be sure that students use actual facts and details from the article and that students use formal language.
- Compare and Contrast** Possible responses: Animals and humans both use sounds. Some animals bark, but humans talk.

Name _____ Date _____

Test-Taking Strategy Practice

Read the question about "Animal Smarts." Choose the best answer.

Sample

- What did Jane Goodall observe chimpanzees do in the wild? Circle the correct answer.
 - learn to speak
 - use tools
 - trick humans
 - count objects

- Scientists can tell Koko the gorilla can think on her own because she _____.
 - knows more than 1,000 signs
 - can make up new signs
 - answers in sign language
 - can communicate

- Read the question. Write your answer in the space provided. How do meerkats communicate with each other? *Meerkats make sounds that mean different things, such as alarm.* _____

Tell a partner how you used the strategy to answer the questions.

Differentiate

SN Special Needs

ISSUE Students have difficulty articulating the main idea and details.

STRATEGY Provide students with a main idea: Animals are smart. Then have students point to examples in the photos of smart things animals do.

BL Below Level

ISSUE Students are unable to differentiate between the main idea and supporting details.

STRATEGY Have students list all the ideas they can think of. Then guide them to recognize which idea on their list (or in the text) relates to all the other ideas.

AL Above Level

ISSUE Students do not use newly acquired vocabulary when discussing main idea and details.

STRATEGY Challenge students to restate or elaborate on the idea or detail they have identified using content or academic vocabulary.

Comprehension

4 Main Idea and Details Anthology page 129

REVIEW Display **Student eEdition** page 129. Read aloud the instructions and the labels beside the main idea diagram. Work with students to come up with a main idea statement about the entire selection: *Animals are smart.*

Review **Anthology** pages 114–115 and write the first detail: Some animals make and use tools. Explain: *This detail supports the main idea that animals are smart.* Have students review the selection to find other details that support the main idea.

Have partners work together to complete **Practice Master PM2.21**. As you circulate, challenge students to find one detail for each heading in the selection.

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine the Main Idea and Supporting Details 

As partners use their diagrams to explain the ideas in “Animal Smarts,” monitor how well students can determine the main idea and details.

If students have difficulty identifying supporting details for the main idea, provide sentence frames:

- The _____ is smart because it can _____.
- The _____ has the ability to _____.


Name _____ Date _____

Main Idea Diagram

“Animal Smarts”

Make a Main Idea Diagram for “Animal Smarts.”

Main Idea: Animals are <u>smart</u> .
Detail: Chimpanzees can use tools.
Detail: Frogs can remember.
Detail: Some animals can communicate with people.
Detail: Meerkats can communicate with each other.
Detail: Dogs can learn tricks.
Detail: Parrots can recognize shapes and colors.
Detail: Elephants and dolphins can trick humans.

 Use your main idea diagram to explain the selection to a partner.

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For use with TE p. T128a **PM2.21** Unit 2 | Animal Intelligence

Main Idea and Details

Make a main idea diagram for "Animal Smarts."

Main Idea Diagram

Main Idea: Animals are _____.	Write the main idea as a complete sentence.
Detail:	
Detail:	

Add details that support the main idea.

Now use your diagram as you explain the ideas in "Animal Smarts" to a partner. Use as many **Key Words** as you can.

_____ is a smart animal.
It can _____.

Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with intonation. Rate your reading.



Talk Together

Just how smart are chimpanzees, gorillas, meerkats, parrots, elephants, and dolphins? Choose one animal. Use **Key Words** to explain why you think that animal is so smart.



5 Fluency Anthology page 129

Have students read aloud the passage on **Practice Master PM2.22** or use **Comprehension Coach** to practice fluency.

Check & Reteach


OBJECTIVE: Read with Fluency 

Monitor students' oral reading.

If students need additional fluency practice, have them read along with the **Fluency Models**.

6 Talk Together Anthology page 129

Suggest that students focus on the animal's ability to use tools, communicate, and learn new things. Post the Key Words to remind students to use them in their explanations.



WRAP-UP

Have students use what they have read to compare animal and human behaviors, such as ways of using words and playing tricks. Ask students to use formal language in their conversations.

Name _____ Date _____

Fluency Practice

"Animal Smarts"

Use this passage to practice reading with proper intonation.

To play a trick on someone may take some intelligence, too. 11
 You have to guess how the person will act. Then you have 23
 to find a way to trick the person. Some animals have been 35
 terrific tricksters. 37
 An orangutan named Fu Manchu tricked the zookeepers 45
 at the Omaha Zoo. He escaped from his home three times. 56
 First, he traded food with another orangutan for a piece of wire. 68
 Then he hid the wire in his mouth. Finally, he used the wire to 82
 pick the lock and set himself free! 89

From "Animal Smarts," page 122

Expression

Does not change pitch. Changes pitch to match some of the content.
 Changes pitch, but does not match content. Changes pitch to match all of the content.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

words attempted in one minute	number of errors	=	words correct per minute (wcpm)
----------------------------------	------------------	---	------------------------------------

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PM2.22 Unit 2 | Animal Intelligence

OBJECTIVES

Thematic Connection: Animal Behavior

- ✓ Research Animal Behavior
- ✓ Locate Sources of Information
- ✓ Evaluate Sources
- ✓ Speak Clearly
- ✓ Speak at an Appropriate Volume

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A2.43

TECHNOLOGY ONLY

Project Checklist: eVisual 2.25

MATERIALS

index cards

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

Writing

Conduct Research	CC.4.W.7
Recall Relevant Information	CC.4.W.8

Speaking and Listening

Contribute to Discussions and Link to Others' Remarks	CC.4.SL.1.c
---	-------------

Research Animal Behavior

Display and read aloud the prompt.

You just got a summer job as an animal trainer for a traveling animal acrobat act! You get to choose an animal to work with for the summer. Locate reference sources to learn more about one of the animals you read about in this unit. Use what you find to create a short oral presentation telling the class why this animal would make a great animal acrobat.

Plan

Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Animal trainer

Audience: The class

Form: Oral presentation

REVIEW Explain that for this prompt, narrowing the topic means deciding from among all the choices which animal to write about. Model this process: *I can't just pick an animal because I like it. I have to choose one that seems like a good choice to become an animal acrobat. This narrows the choices. For example, I doubt that a poison dart frog could be trained to do tricks, but I bet a chimpanzee could.*

Have students choose an animal to research and complete a RAFT.

Develop Research Questions

REVIEW Remind students: *Before you can gather information for your presentation, you need to write questions that will help you know what to research.* Have students write at least three questions on separate index cards.

Could a chimpanzee learn how to climb a ladder?

Research

Gather Information

Review how to locate sources (see page T105w). As students begin to conduct research, encourage them to use a variety of sources such as the following:

- Print sources: nonfiction books, encyclopedias, newspapers, and magazines
- Digital sources: online encyclopedias, trusted Web sites
- Audiovisual sources: videos, DVDs, television programs

As they research, have students write down information that answers each question on the back of the corresponding index card. Remind them to cite the sources.

See **Differentiate**

Organize

Arrange Information

Have students recall relevant information by reviewing the notes they've written on the backs of their index cards. Ask them to decide on the order the information should be presented and to number the cards accordingly. Display and read **eVisual 2.25**.



Project Checklist

- Locate one or two images or videos of the animal to display during the presentation.
- Cite the source of each image.
- Make sure the information you have gathered answers your research questions.
- Be sure to use your own words when sharing the information.

NGReach.com Project Checklist: eVisual 2.25



INTERACTIVE WHITEBOARD TIP: As you read each item, place a check mark next to it.

Draft Ideas

Have students write a draft of their presentations. Suggest that they begin with a brief introduction, stating who they are (an animal trainer) and what animal they think will make an excellent animal acrobat. Then have students include relevant information from their notes. Remind them that their presentations should be convincing.



Present

Practice Speaking Skills

Explain that when giving an oral presentation, speakers must be careful to say the words clearly. Speakers connect with the audience by speaking at the appropriate volume for everyone to hear.

Ask a volunteer to help you demonstrate. Holding a length of string, have the volunteer hold the free end while you move away to the appropriate distance and demonstrate speaking in a face-to-face voice, a small group voice, a whole class voice, and an outdoor voice. If time allows, have students work in small groups to practice this speaking skill. Have students work with partners to rehearse their oral presentations.

Share with Others

Have students take turns delivering their presentations. Remind them that they must maintain the role of animal trainer consistently during their presentations.

Use the **Research Rubric** to evaluate students' presentations.

Differentiate

SN Special Needs

ISSUE Students do not remember how to locate sources.

STRATEGY Have students turn to the handbook on **Anthology** pages 579–582 to learn about the sources they can use to conduct research. Choose other students to model how each of the resources might be accessed for the kind of information needed.

EL English Learner

ISSUE Students have trouble understanding the technical terms in the reference sources they locate.

STRATEGY Pair English learners with students more proficient in English. Encourage English learners to ask questions about any texts they don't completely understand. Have the more proficient speakers also help English learners summarize the information they find so it can be written on the backs of the index cards.

Research Rubric

Unit 2, Week 3

Scale	Content	Speaking
4	<ul style="list-style-type: none"> • Locates relevant information using three or more reference sources. • Narrows and chooses topic independently. • Chooses to include relevant information. 	<ul style="list-style-type: none"> • Speaks clearly. • Speaks at an appropriate volume for the audience.
3	<ul style="list-style-type: none"> • Locates relevant information using two reference sources. • Narrows and chooses topic with some assistance. • Chooses to include information that is mostly relevant. 	<ul style="list-style-type: none"> • Speaks clearly most of the time. • Speaks at an appropriate volume for the audience most of the time.
2	<ul style="list-style-type: none"> • Locates relevant information using one reference source. • Narrows and chooses topic only with assistance. • Chooses to include only some relevant information. 	<ul style="list-style-type: none"> • Speaks clearly some of the time. • Speaks at an appropriate volume for the audience some of the time.
1	<ul style="list-style-type: none"> • Does not locate information using reference sources. • Does not narrow or choose topic. • Does not include relevant information. 	<ul style="list-style-type: none"> • Does not speak clearly. • Does not speak at an appropriate volume for the audience.

Week 3 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Determine the Main Idea and Supporting Details
- ✓ Make Connections to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test Unit 2, Week 3

Irene and Alex

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

Irene Pepperberg is a scientist who studies how animals think. She most famous for her work with an African gray parrot named Alex. In June of 1977, she brought Alex from a pet store in Chicago. She wanted to learn more about how birds' brains work. What Irene discovered was that Alex was much smarter than anyone thought.

When Irene began to study Alex in the late 1970s, people thought that animals did not have the same thinking skills as human beings. Irene was able to teach Alex many things, though. They worked together for nearly 30 years.

Irene found out that Alex could point out about 50 different objects. He knew seven different colors and five shapes. He could count up to six. He could tell when he wanted something or if he wanted to go somewhere. He could also compare things that were bigger or smaller, different or alike.

Alex, of course, was not as smart as an adult person. He knew about 100 words in all. Irene found that he could do many of the same tasks as a four- or six-year-old child. Even still, this was an amazing discovery. Irene kept working with Alex until he died in 2007. Now she works with two other parrots, Griffis and Arthur. Alex, though, was the first bird to prove that being a "test brain" is a good thing!

Grade 4 Assessment A2.15 Unit 2, Animal Intelligence

Reading Comprehension Test Unit 2, Week 3

What is the main idea of this article?

✓ Alex the parrot sometimes acted like a child.

✓ Irene Pepperberg is a scientist who studies animals.

✓ Alex could do many of the same tasks as a human child.

✓ Irene Pepperberg learned that Alex the parrot could think.

What detail supports the main idea of the article?

✓ Irene is a famous scientist.

✓ Alex was an African gray parrot.

✓ Irene brought Alex in June of 1977.

✓ Alex could compare different things.

✓ Irene studied Alex for about 30 years.

What is another detail that supports the main idea?

✓ Alex knew colors and shapes.

✓ Alex and Irene worked together for 30 years.

✓ Irene brought Alex from a pet store.

✓ Irene also worked with Griffis and Arthur.

After Alex died in 2007, Irene ...

✓ became a famous scientist.

✓ made an important discovery.

✓ began working with two new parrots.

✓ started studying how bird brains work.

Grade 4 Assessment A2.16 Unit 2, Animal Intelligence

Reading Strategy Assessment Unit 2

Check the reading strategy the student used and in the column that shows what the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you are confused? What are some of the strategies you use when you are confused? What do you do to understand better? What do you do to understand better?*

Skill	Reading Strategy Rubric			
	Not Used	Used with Support	Used with Some Independence	Used with Independence
1. Identifying the main idea and supporting details				
2. Identifying the author's purpose				
3. Identifying the author's point of view				
4. Identifying the author's bias				
5. Identifying the author's tone				
6. Identifying the author's style				
7. Identifying the author's audience				
8. Identifying the author's subject				
9. Identifying the author's topic				
10. Identifying the author's theme				
11. Identifying the author's message				
12. Identifying the author's main idea				
13. Identifying the author's main purpose				
14. Identifying the author's main subject				
15. Identifying the author's main topic				
16. Identifying the author's main theme				
17. Identifying the author's main message				
18. Identifying the author's main idea				
19. Identifying the author's main purpose				
20. Identifying the author's main subject				
21. Identifying the author's main topic				
22. Identifying the author's main theme				
23. Identifying the author's main message				
24. Identifying the author's main idea				
25. Identifying the author's main purpose				
26. Identifying the author's main subject				
27. Identifying the author's main topic				
28. Identifying the author's main theme				
29. Identifying the author's main message				
30. Identifying the author's main idea				

Grade 4 Assessment SG2.30 Unit 2, Animal Intelligence

Reading Comprehension Test A2.15–A2.16

Reading Strategy Assessment SG2.30–SG2.31

Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

Oral Reading Assessment Unit 2

Check the box to show if the student is able to do each skill. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Code	1	2	3	4
1. Intonation				
2. Accuracy				
3. Rate				
4. Fluency				
5. Comprehension				
6. Expression				
7. Punctuation				
8. Prosody				
9. Rhythm				
10. Inflection				
11. Emphasis				
12. Stress				
13. Pitch				
14. Volume				
15. Tone				
16. Inflection				
17. Emphasis				
18. Stress				
19. Pitch				
20. Volume				
21. Tone				
22. Inflection				
23. Emphasis				
24. Stress				
25. Pitch				
26. Volume				
27. Tone				
28. Inflection				
29. Emphasis				
30. Stress				
31. Pitch				
32. Volume				
33. Tone				
34. Inflection				
35. Emphasis				
36. Stress				
37. Pitch				
38. Volume				
39. Tone				
40. Inflection				
41. Emphasis				
42. Stress				
43. Pitch				
44. Volume				
45. Tone				
46. Inflection				
47. Emphasis				
48. Stress				
49. Pitch				
50. Volume				
51. Tone				
52. Inflection				
53. Emphasis				
54. Stress				
55. Pitch				
56. Volume				
57. Tone				
58. Inflection				
59. Emphasis				
60. Stress				
61. Pitch				
62. Volume				
63. Tone				
64. Inflection				
65. Emphasis				
66. Stress				
67. Pitch				
68. Volume				
69. Tone				
70. Inflection				
71. Emphasis				
72. Stress				
73. Pitch				
74. Volume				
75. Tone				
76. Inflection				
77. Emphasis				
78. Stress				
79. Pitch				
80. Volume				
81. Tone				
82. Inflection				
83. Emphasis				
84. Stress				
85. Pitch				
86. Volume				
87. Tone				
88. Inflection				
89. Emphasis				
90. Stress				
91. Pitch				
92. Volume				
93. Tone				
94. Inflection				
95. Emphasis				
96. Stress				
97. Pitch				
98. Volume				
99. Tone				
100. Inflection				

Grade 4 Assessment A2.1 Unit 2, Animal Intelligence

Oral Reading Assessment Unit 2

Check the box to show if the student is able to do each skill. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Code	1	2	3	4
1. Intonation				
2. Accuracy				
3. Rate				
4. Fluency				
5. Comprehension				
6. Expression				
7. Punctuation				
8. Prosody				
9. Rhythm				
10. Inflection				
11. Emphasis				
12. Stress				
13. Pitch				
14. Volume				
15. Tone				
16. Inflection				
17. Emphasis				
18. Stress				
19. Pitch				
20. Volume				
21. Tone				
22. Inflection				
23. Emphasis				
24. Stress				
25. Pitch				
26. Volume				
27. Tone				
28. Inflection				
29. Emphasis				
30. Stress				
31. Pitch				
32. Volume				
33. Tone				
34. Inflection				
35. Emphasis				
36. Stress				
37. Pitch				
38. Volume				
39. Tone				
40. Inflection				
41. Emphasis				
42. Stress				
43. Pitch				
44. Volume				
45. Tone				
46. Inflection				
47. Emphasis				
48. Stress				
49. Pitch				
50. Volume				
51. Tone				
52. Inflection				
53. Emphasis				
54. Stress				
55. Pitch				
56. Volume				
57. Tone				
58. Inflection				
59. Emphasis				
60. Stress				
61. Pitch				
62. Volume				
63. Tone				
64. Inflection				
65. Emphasis				
66. Stress				
67. Pitch				
68. Volume				
69. Tone				
70. Inflection				
71. Emphasis				
72. Stress				
73. Pitch				
74. Volume				
75. Tone				
76. Inflection				
77. Emphasis				
78. Stress				
79. Pitch				
80. Volume				
81. Tone				
82. Inflection				
83. Emphasis				
84. Stress				
85. Pitch				
86. Volume				
87. Tone				
88. Inflection				
89. Emphasis				
90. Stress				
91. Pitch				
92. Volume				
93. Tone				
94. Inflection				
95. Emphasis				
96. Stress				
97. Pitch				
98. Volume				
99. Tone				
100. Inflection				

Grade 4 Assessment A2.2 Unit 2, Animal Intelligence

Oral Reading Assessment Unit 2

Check the box to show if the student is able to do each skill. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Code	1	2	3	4
1. Intonation				
2. Accuracy				
3. Rate				
4. Fluency				
5. Comprehension				
6. Expression				
7. Punctuation				
8. Prosody				
9. Rhythm				
10. Inflection				
11. Emphasis				
12. Stress				
13. Pitch				
14. Volume				
15. Tone				
16. Inflection				
17. Emphasis				
18. Stress				
19. Pitch				
20. Volume				
21. Tone				
22. Inflection				
23. Emphasis				
24. Stress				
25. Pitch				
26. Volume				
27. Tone				
28. Inflection				
29. Emphasis				
30. Stress				
31. Pitch				
32. Volume				
33. Tone				
34. Inflection				
35. Emphasis				
36. Stress				
37. Pitch				
38. Volume				
39. Tone				
40. Inflection				
41. Emphasis				
42. Stress				
43. Pitch				
44. Volume				
45. Tone				
46. Inflection				
47. Emphasis				
48. Stress				
49. Pitch				
50. Volume				
51. Tone				
52. Inflection				
53. Emphasis				
54. Stress				
55. Pitch				
56. Volume				
57. Tone				
58. Inflection				
59. Emphasis				
60. Stress				
61. Pitch				
62. Volume				
63. Tone				
64. Inflection				
65. Emphasis				
66. Stress				
67. Pitch				
68. Volume				
69. Tone				
70. Inflection				
71. Emphasis				
72. Stress				
73. Pitch				
74. Volume				
75. Tone				
76. Inflection				
77. Emphasis				
78. Stress				
79. Pitch				
80. Volume				
81. Tone				
82. Inflection				
83. Emphasis				
84. Stress				
85. Pitch				
86. Volume				
87. Tone				
88. Inflection				
89. Emphasis				
90. Stress				
91. Pitch				
92. Volume				
93. Tone				
94. Inflection				
95. Emphasis				
96. Stress				
97. Pitch				
98. Volume				
99. Tone				
100. Inflection				

Grade 4 Assessment A2.3 Unit 2, Animal Intelligence

Oral Reading Assessment A2.1–A2.3

Use these passages throughout Unit 2. Work with Above Level students this week.

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Digraphs th, ng
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 2, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. A hammer is a ...
a. tool
b. weapon
c. leader
d. machine

2. ... is mixed in the brain.
a. faith
b. unity
c. career
d. memory

3. This dress has a ... of diamonds.
a. marriage
b. custom
c. pattern
d. belief

4. The dog learns to follow ...
a. commands
b. occasions
c. occasions
d. strategies

5. The body ... in mother's milk.
a. completes
b. matures
c. weaves
d. bends

6. ... takes a lot of ... to play soccer well.
a. muscle
b. weight
c. fields
d. skill

Grade 4 Assessment A2.17 Unit 2, Animal Intelligence

Vocabulary Test Unit 2, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. ... is a way of sharing ideas.
a. friction
b. assistance
c. language
d. influence

2. ... is to gain new skills.
a. learn
b. recruit
c. influence
d. perform

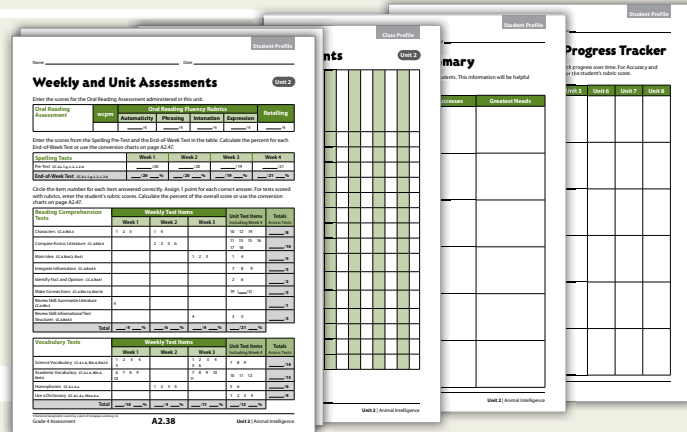
3. ... means to get things, usually from parents.
a. guide
b.



ExamView®

Reteach and Practice

REPORTS



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- Student Profile: Weekly and Unit Assessments** A2.38–A2.39
- Class Profile: Weekly and Unit Assessments** A2.40
- Student Profile: Strengths and Needs** A2.41
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Main Idea and Details: Reteaching Master RT2.8**
- Make Connections: Reteaching Master RT2.9**

ADDITIONAL PRACTICE

Comprehension Coach

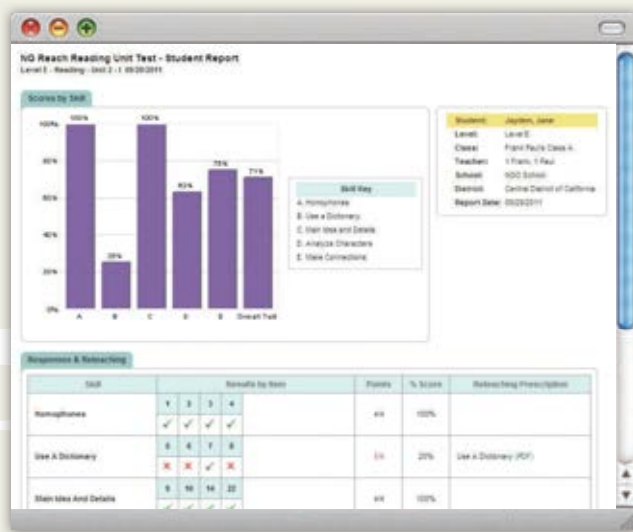
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach



ONLINE ONLY Automated Reports

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

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games Daily Spelling Practice, pages T105s–T105t

Grammar and Writing

RETEACH

- Independent Clauses: Anthology Handbook, page 594**
- Conjunctions: Anthology Handbook, page 614**
- Run-On Sentences: Anthology Handbook, page 593**
- Writing: Reteaching Writing Routine, page BP51**

ADDITIONAL PRACTICE

More Grammar Practice PM2.23 Daily Writing Skills Practice, pages T105w–T105x

Week 4 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening 🕒 5–10 minutes	Listen and Comprehend	Read and Comprehend
	Language and Vocabulary 🕒 20 minutes	Academic Talk CC.4.SL.1.d ☑ Discuss the Big Question T129o	Academic Talk ☑ Preview and Predict T130c
	Reading 🕒 20–40 minutes	Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Words with consonant blends CC.4.L.1.g; CC.4.L.2; <i>nd, st, lt, mp, nt, fr, sm, sn, sl,</i> CC.4.L.2.d <i>cl, tr, pl, dr</i> T129i	Daily Spelling and Word Work CC.4.Rfou.3; ☑ Practice T129i CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
	Writing 🕒 15–45 minutes	Daily Grammar CC.4.W.2.a ☑ Review Run-On Sentences T129k Vocabulary Strategy CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Use a Dictionary T129o–T129p CC.4.L.4; CC.4.L.4.c	Daily Grammar CC.4.W.2.a ☑ Complex Sentences T129k Vocabulary Strategy CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Use a Dictionary T130c CC.4.L.4; CC.4.L.4.c
	Reading CC.4.Rinf.10; ☑ Read Aloud: Science Article T130a CC.4.Rfou.4.a	Reading CC.4.Rinf.1; ☑ Read and Build Comprehension T131–T133 CC.4.Rinf.10; CC.4.SL.1.a	Reading CC.4.Rinf.1; ☑ Read a Science Article: Read and Build Comprehension T131–T133 CC.4.Rinf.10; CC.4.SL.1.a
	Comprehension CC.4.Rinf.1; CC.4.SL.1.a ☑ Identify Facts and Opinions T130a	Comprehension CC.4.Rinf.1; ☑ Make Connections T132–T133 CC.4.SL.1.a	Comprehension CC.4.Rinf.1; ☑ Identify Facts and Opinions T132–T133
	Fluency CC.4.Rfou.4 ☑ Model Phrasing T130a	Fluency CC.4.Rfou.4 ☑ Practice Phrasing T131	Fluency CC.4.Rfou.4 ☑ Practice Phrasing T131
	Power Writing T129o CC.4.W.10 Daily Writing Skills CC.4.W.2.a ☑ Introduce a Topic T129m	Power Writing T130c CC.4.W.10 Daily Writing Skills CC.4.W.2.a ☑ Introduce a Topic T129m	Power Writing T130c CC.4.W.10 Daily Writing Skills CC.4.W.2.a ☑ Introduce a Topic T129m
	Writing CC.4.W.9 ☑ Write About Facts and Opinions T130b	Writing CC.4.W.9 ☑ Write a Response TT134–T135	Writing CC.4.W.9 ☑ Write a Response TT134–T135
	Writing Project: Business Letter CC.4.W.2; CC.4.W.2.a; ☑ Study a Model T138–T139 CC.4.W.2.b; CC.4.L.3.a; CC.4.W.5; CC.4.W.10; CC.4.L.3.b; CC.4.L.1; CC.4.L.2; CC.4.L.2.c	Writing Project: Business Letter CC.4.W.2; CC.4.W.2.a; ☑ Prewrite T139 CC.4.W.2.b; CC.4.L.3.a; CC.4.W.5; CC.4.W.10; CC.4.L.3.b; CC.4.L.1; CC.4.L.2; CC.4.L.2.c	Writing Project: Business Letter CC.4.W.2; CC.4.W.2.a; ☑ Prewrite T139 CC.4.W.2.b; CC.4.L.3.a; CC.4.W.5; CC.4.W.10; CC.4.L.3.b; CC.4.L.1; CC.4.L.2; CC.4.L.2.c



SMALL GROUP READING TIME		Read Nonfiction Articles	Read Nonfiction Books
Fiction & Nonfiction	🕒 20 minutes	Vocabulary CC.4.L.6 ☑ Learn Science Vocabulary SG23	Vocabulary CC.4.L.6 ☑ Learn Story Words SG24–SG25
		Reading CC.4.Rinf.1; CC.4.Rinf.3; CC.4.Rinf.10 ☑ Explain Events in Text SG22 Build Comprehension SG23	Reading CC.4.Rinf.1; ☑ Read and Integrate Ideas SG26–SG27 CC.4.Rinf.2; CC.4.Rlit.10; ☑ Make Connections to Comprehend Text SG24–SG25 Determine the Main Idea and Supporting Details SG24–SG25



LEARNING STATION TIME			
Learning Station	🕒 20 minutes	Speaking and Listening T129g CC.4.SL.2; CC.4.SL.4	
		Language and Vocabulary T129g CC.4.L.6	
		Writing T129g CC.4.W.6; CC.4.W.7	
		Cross-Curricular T129h CC.4.Rinf.1; CC.4.Rinf.3; CC.4.Rinf.10; CC.4.W.7	
		Reading and Intervention T129h; SG68 CC.4.L.4; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a	



Big Question Just how smart are animals?

Day 3

Read and Comprehend

Academic Talk CC.4.SL.4
 Talk Together T136

Daily Spelling and Word Work CC.4.Rfou.3;
 Practice T129j CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2;
 CC.4.L.2.d

Daily Grammar CC.4.W.2.a
 Compound Sentences T129j

Vocabulary Practice CC.4.L.6
 Review Science and Academic Vocabulary T135a

Comprehension CC.4.Rinf.9
 Compare Facts T135a



Fluency CC.4.Rfou.4
 Practice Phrasing, Accuracy, and Rate T135a

Power Writing T135a CC.4.W.10

Daily Writing Skills CC.4.W.2.a
 Introduce a Topic T129n

Writing CC.4.L.1; CC.4.L.3
 Write to Reinforce Grammar T137

Writing Project: Business Letter CC.4.W.2; CC.4.W.2.a;
 Draft T140 CC.4.W.2.b; CC.4.L.3.a; CC.4.W.5; CC.4.W.10;
 CC.4.L.3.b; CC.4.L.1; CC.4.L.2; CC.4.L.2.c

Day 4

Read and Comprehend

Academic Talk CC.4.SL.1
 Give Advice T137d

Daily Spelling and Word Work CC.4.Rfou.3;
 Practice T129j CC.4.Rfou.3.a; CC.4.L.1.g;
 CC.4.L.2; CC.4.L.2.d

Daily Grammar CC.4.W.2.a
 Grammar and Writing T129j

Vocabulary Strategy CC.4.Rfou.3; CC.4.Rfou.3.a;
 Use a Dictionary T137c CC.4.L.4; CC.4.L.4.c

Reading CC.4.Rinf.5;
 Read an Advice Blog T137a CC.4.Rinf.8



Comprehension CC.4.Rinf.5;
 Compare Text Structure T137a CC.4.Rinf.8

Fluency CC.4.Rfou.4
 Model and Practice Phrasing T137d

Power Writing T137a CC.4.W.10

Daily Writing Skills CC.4.W.2.a
 Introduce a Topic T129n

Writing CC.4.W.10
 Write Advice T137d

Writing Project: Business Letter CC.4.W.2; CC.4.W.2.a;
 Revise; Edit and Proofread T140–T141 CC.4.W.2.b; CC.4.L.3.a; CC.4.W.5;
 CC.4.W.10; CC.4.L.3.b; CC.4.L.1;
 CC.4.L.2; CC.4.L.2.c

Day 5

Review and Apply

Academic Talk CC.4.SL.1; CC.4.SL.1.a; CC.4.SL.1.c
 Relate Readings to the Big Question T137h

Daily Grammar CC.4.W.2.a
 Review T129j

Vocabulary Practice CC.4.Rfou.3; CC.4.Rfou.3.a;
 Use a Dictionary T137e CC.4.L.4; CC.4.L.4.c

Comprehension CC.4.Rinf.8
 Explain Author's Uses of Reasons and Evidence T137f



Power Writing T137e CC.4.W.10

Daily Writing Skills CC.4.W.2.a
 Introduce a Topic T129n

Writing CC.4.W.9.b
 Write About Reasons and Evidence T137g

Writing Project: Business Letter CC.4.W.2; CC.4.W.2.a;
 Publish T141 CC.4.W.2.b; CC.4.L.3.a; CC.4.W.5; CC.4.W.10;
 CC.4.L.3.b; CC.4.L.1; CC.4.L.2; CC.4.L.2.c

Read Nonfiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.4.Rlit.1;
 Read and Integrate Ideas SG26–SG27 CC.4.Rinf.2;
 CC.4.Rlit.10

Make Connections to Comprehend Text SG24–SG25
 Determine the Main Idea and Supporting Details SG24–SG25

Read Nonfiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.4.Rlit.1;
 Read and Integrate Ideas SG26–SG27 CC.4.Rinf.2;
 CC.4.Rlit.10

Make Connections to Comprehend Text SG24–SG25
 Determine the Main Idea and Supporting Details SG24–SG25

Read Nonfiction Books

Vocabulary CC.4.L.6
 Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.4.Rlit.3;
 Connect Across Texts SG27 CC.4.Rlit.10;
 CC.4SL.1.a

Writing CC.4.W.2
 Choose a Writing Option SG26–SG27



ASSESSMENT & RETEACHING

Assessment and Reteaching T129d–T129e

Reading Comprehension Test A2.22–A2.30 CC.4.Rinf.1;
 CC.4.Rinf.2

Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

Oral Reading Assessment A2.1–A2.3 CC.4.Rfou.4.a

Vocabulary Test A2.31–A2.33 CC.4.L.b; CC.4.L.6

Spelling Test: Words with consonant blends *nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr* T129i CC.4.Rfou.3;
 CC.4.Rfou.3.a;
 CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

Writing, Revising, and Editing Test A2.34–A2.37 CC.4.W.10; CC.4.L.1;
 CC.4.L.3
 Reteaching Masters RT2.10–RT2.13

Week 4 Learning Stations

Speaking and Listening

Option 1: Learn the Sounds of Howler Monkeys



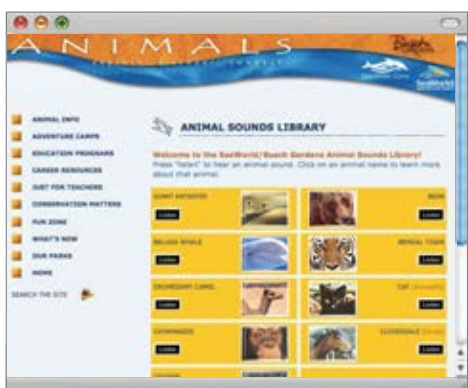
NGReach.com Student Resources

Have students watch and discuss a video about howler monkeys. To view the video, have students go to Resources > Unit 2 > Learning Stations > Week 4 > Howler Monkeys.

Have students watch the video, discuss it with a partner, and give oral reports to another pair.

Paraphrase Visual and Oral Information CC.4.SL.2
Report on a Topic CC.4.SL.4

Option 2: Hear Animal Sounds



NGReach.com Student Resources

Have students listen to two animals and then describe the animal sounds to a partner.

To listen to the recordings of animal sounds, have students go to Resources > Unit 2 > Learning Stations > Week 2 > Animal Sounds.

Paraphrase Oral Information CC.4.SL.2
Report on a Topic CC.4.SL.4

Language and Vocabulary

Key Words

ability · command · communication · imitate · inherit · language · learn · memory · pattern · skill · tool

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook



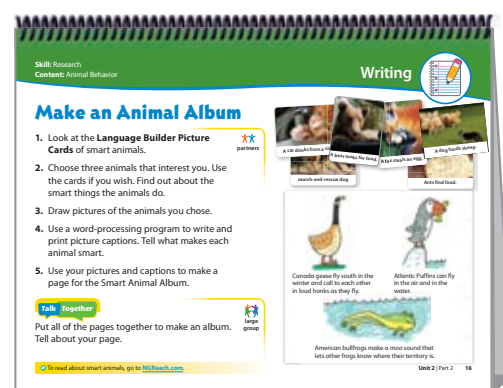
NGReach.com My Vocabulary Notebook

Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students use each Key Word in a complex or compound sentence.

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Writing

Option 1: Make an Animal Album



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 16

Digital Library: Language Builder Picture Cards E14–E26

Teacher's Guide on NGReach.com Student Resources Directory

Use Technology CC.4.W.6
Conduct Research CC.4.W.7

Option 2: Report on Jill Pruetz's Work

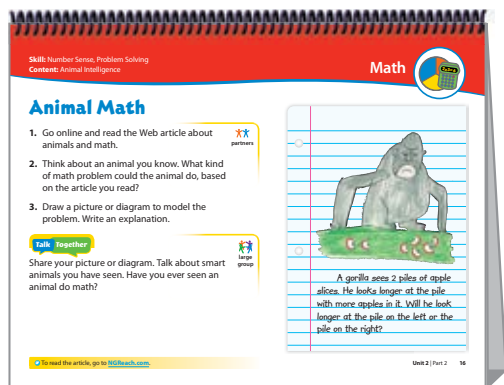
Have students search on nationalgeographic.com to learn more about Jill Pruetz and her work with the Fongoli chimpanzees. Have students write a short report about what they found.



Write Informative/Explanatory Text to Convey Information CC.4.W.2
Conduct Research CC.4.W.7

Cross-Curricular

Option 1: Animal Math 



PROGRAM RESOURCES

Cross-Curricular Teamwork Activities:
Card 16

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

Student Resources Directory

Refer to Details and Examples When Drawing Inferences	CC.4.Rinf.1
Explain Ideas	CC.4.Rinf.3
Read and Comprehend Informational Texts	CC.4.Rinf.10

Option 2: Learn How to Train an Animal 

MATERIALS

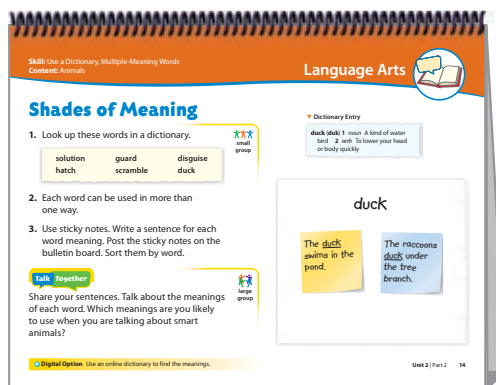
encyclopedias • research books

Have students choose an animal and research how to train it. Have students create a set of step-by-step training instructions based on their research.

Explain Procedures	CC.4.Rinf.3
Conduct Research	CC.4.W.7

Reading

Option 1: Shades of Meaning 



PROGRAM RESOURCES

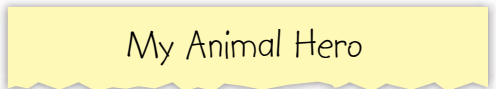
Language and Literacy Teamwork Activities:
Card 14

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

Student Resources Directory

Determine the Meanings of Multiple-Meaning Words	CC.4.L.4
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Option 2: Additional Reading 



MATERIALS

books about animal heroes (student's choice)

Have students read a book about a real-life animal hero. Then have them write a brief summary about the book they have read.

Read and Comprehend Informational Texts	CC.4.Rinf.10
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Intervention

Option 1: Phonics Games 



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

Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a

For Reteaching Masters, see pages RT2.10–RT2.13.

Additional Resources

Reach into Phonics 



Lessons 27 and 28

Use Context to Confirm or Self-Correct Word Recognition and Understanding	CC.4.Rfou.4.c
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ESL Kit 



ESL Teacher's Edition pages T130a–T143

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Spell Words with Consonant Blends *nd, st, lt, mp, nt, fr, sm, sn, sl, cl, tr, pl, dr*
- ✔ Use Commonly Misspelled Words Correctly

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 Consonant Blends

1. ascend	We watched the monkey ascend the tree as it climbed all the way to the very top.
2. brilliant	The napping cat covered its eyes to block out the brilliant sunlight.
3. clink	The loud clink of my keys scared the deer.
4. clumsy	Our clumsy puppy bumped into the plant and knocked it over.
5. complain	She wanted to complain about the noisy birds but stopped herself, because she had already said negative things about the barking dog.
6. consult	Let's consult our vet about Fluffy's odd behavior.
7. crest	That crest on the bird's head is very colorful.
8. dread	I dread walking the dog in freezing weather.
9. frequent	The weather was too unpredictable for camping, mostly because of the frequent changes in temperature.
10. frolic	Otters frolic playfully in the cool water.
11. slither	I saw a snake slither across the grass.
12. smother	She had so many scarves around her neck and over her mouth that I was afraid she might smother .
13. sniff	Our dog uses her nose to sniff the food before she eats it.
14. snout	The pig poked its snout under the fence to smell the food.
15. stamp	Horses kick up a lot of dust when they stamp their hooves.
16. trample	The cattle trample the grass during a stampede.

Watch-Out Words

17. all right	Is it all right with you to help feed the puppies while I am gone?
18. all ready	We are all ready to feed the puppies now.
19. already	The new puppy is already eating solid food.
20. all together	We will get it done even faster if we do it all together .

Consonant Blends

Day 2



Option 1

MATERIALS

index cards, 16 per pair of students

Teach

Display the words *ascend* and *brilliant*. Circle the letters *nd* and *nt* and read each word aloud. Explain: *A consonant blend is two or more consonants together. Each sound is heard.*

Prepare

Arrange students in pairs and have each pair collaborate to write each of the first 16 spelling words on a separate index card. Have them place the cards face down in a stack.

Play a Game

- Each partner takes turns choosing a card, obscuring the word from his or her partner.
- One partner reads the word aloud. The other partner spells the word and tells the consonant blend.

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a

What's Missing?

Day 2



Option 2

MATERIALS

index cards, 16 per pair of students

Prepare

- Have partners collaborate to write each of the first 16 words on a separate card.
- Next, have partners take 8 cards each and write a short phrase containing the word on the back of each card, leaving a blank in place of the consonant blend. Display examples: *a ___illia___ macaw; otters love to ___olic*. Partners may use the examples provided.

Remind students that some of the words have more than one consonant blend. Tell them to leave blanks for each of the consonant blends in the word.

Play a Game

- Partners exchange cards and add the missing consonant blends without looking at the word on the other side of the card.
- When both partners are finished, students take turns holding up cards and reading phrases to each other.

consu___ a
dictionary

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3.a



Watch Out!

Day 3



Option 1

Tongue Twisters

Have students write tongue twisters to help them remember the Watch-Out Words. Provide examples: "All right already!" Ann and Alex yelled all together. Have students consult a dictionary to check that they have spelled the words correctly for the contexts in which they are being used. Then have students read their tongue twisters to the class.

Use Frequently Confused Words
Consult References

CC.4.L.1.g
CC.4.L.4.c

Can You Rhyme?

Day 3



Option 3

Prepare

- Have students write the spelling words clink, dread, smother, sniff, snout, and stamp. Then have them write a word that rhymes with each. The rhyming words can have different spelling patterns than the spelling words.
Have students choose at least five spelling words that they would like to use in rhyming couplets.

Rhyming Couplets

- Have each student write five rhyming couplets. The couplets can be related or about separate topics.
Tell students to share their couplets with partners.
Have each partner spell the spelling word and identify the blend.

Up the hill the snail began to ascend,
Filled with dread that the climb would never end!

Apply Phonics and Word Analysis Skills
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words

CC.4.Rfou.3
CC.4.Rfou.3.a

It Looks Like...

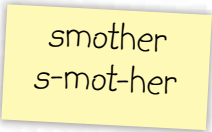
Day 4



Option 1

Visualize Words

- Have students write the spelling words that are causing them difficulty and create their own exaggerated visualizations for each word.
Tell students to think of a funny picture to help them remember the spelling. For example, for clumsy, they might picture themselves asking "Whyyyyyy?!" while tripping over the y to remember the y spelling for the long e sound.
Have students say the word several times aloud as they think of their picture.
Next, have students close their eyes and visualize the letters as they mouth the spelling several times.
Finally, have students write the word several times as they say it aloud.
Tell students to imagine their picture each time they read or hear the word over the next several weeks.



Demonstrate Command of Spelling
Spell Grade-Appropriate Words Correctly

CC.4.L.2
CC.4.L.2.d

Parts of Speech

Day 4



Option 2

MATERIALS

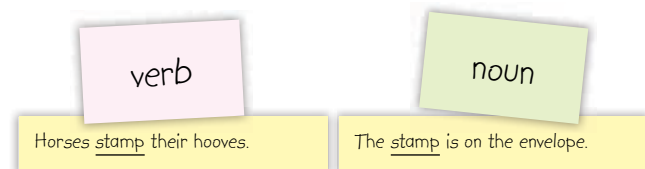
index cards, 4 per pair of students • timer • scissors

Prepare

- Have partners collaborate to write a sentence for each spelling word, leaving space between each sentence. Have them underline the spelling words and cut the page into sentence strips.
Tell students to write each of these parts of speech on a separate index card: noun, adjective, verb, adverb.

Play a Game

- Have students place the sentence strips facedown and the parts of speech cards face up.
Partners take turns picking a sentence and placing it under the correct part of speech based on how the spelling word is used. Students may consult a dictionary if they are not sure.
Play continues until each sentence is correctly placed.



Spell Grade-Appropriate Words Correctly
Consult References

CC.4.L.2.d
CC.4.L.4.d

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Grammar: Use Complex Sentences
- ✔ Grammar: Use Compound Sentences

COMMON CORE STANDARDS

- | | |
|---------------------------------------|------------|
| Edit Writing | CC.4.W.5 |
| Produce Complete Sentences | CC.4.L.1.f |
| Demonstrate Command of Capitalization | CC.4.L.2 |

Day 1

PROGRAM RESOURCES

Game: Practice Master PM2.24

MATERIALS

scissors, 2 pair per group

Review the Rules

Use page T130b to review run-on sentences. Review: *A run-on sentence is made up of two or more independent clauses that are not properly joined. You can correct a run-on sentence by separating the clauses with a comma and the words and, but, or, or so.*

Run-On Sentence	Correct Sentence
Turtles sit on logs during the day they relax under the sun.	Turtles sit on logs during the day, and they relax under the sun.
Our dogs sleep all night our cat looks out the window at the moon.	Our dogs sleep all night, but our cat looks out the window at the moon.

Play a Game

Arrange students in groups of four. Distribute **Practice Master PM2.24**. Provide two pair of scissors per group. Have students play “Splitsville!”

Name _____ Date _____

Grammar Game
Big Break!

To Prepare:

1. Arrange your group into Team 1 and Team 2, each with a copy of this practice master.
2. Each team cuts out the words and sentences.

To Play:

1. Team 1 chooses and holds up one sentence strip. Team 2 follows by holding up the same sentence.
2. Both teams (1) cut the sentence into clauses, (2) choose the appropriate conjunction, and (3) place the comma between the clauses.
3. When both teams are ready, read aloud the new sentence together.
4. The game ends when all four sentences have been recreated.

The sparrows use the birdhouse all year they are protected.
Jaleel trains his puppy to stay I train my puppy, too.
Many butterflies come into our yard I don't catch them.
The lizard crawls on the rocks sometimes it scoots up the wall.

and so or but

For use with TE p. T129k PM2.24 Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.24

Differentiate

BL Below Level

ISSUE Students have difficulty differentiating the independent clauses.

STRATEGY Have students circle the verbs in the run-on sentence. Then have them locate the noun or pronoun that goes with each verb and draw an arrow to it. Have them echo read each independent clause after you.

Day 2

PROGRAM RESOURCES

Complex Sentences: eVisual 2.29
Game: Practice Master PM2.25

MATERIALS

game markers, two for each pair of students

Teach the Rules

Use the suggestion on page T134–135 to introduce complex sentences. Then display **eVisual 2.29**.

Complex Sentences

A **dependent clause** does not tell a complete thought and begins with words like **if**, **because**, **since**, or **before**.

if a friend comes over
because they are afraid
when they finally come out

A complex sentence is made up of one **independent clause** and one or more **dependent clauses**.

If a friend comes over, **our** cats run under the bed **because** they are afraid.

NGReach.com Complex Sentences: eVisual 2.29

Play a Game

Distribute **Practice Master PM2.25** and two game markers per pair. Have students play “Complex Animals.”

Name _____ Date _____

Grammar Game
Complex Animals

To Prepare:

1. Each partner writes an independent clause and a dependent clause in the appropriate column.
2. Player 1 tosses one game marker onto each column.
3. Player 2 puts the clauses together to form a complex sentence and reads the sentence aloud.
4. Is the sentence silly? If it is, replace one clause with one that makes sense. Be careful! Did you write a complex sentence?

Independent Clauses	Dependent Clauses
Most owls hunt at night.	because he is looking for bugs
Our hamster gets very excited	while other birds are sleeping
That woodpecker taps on my windowsill each morning	as they wiggle around in the pond
We watch tadpoles in the spring	when we give her peanut butter

Remember: A complex sentence must have one independent clause and at least one dependent clause.

For use with TE p. T129k PM2.25 Unit 2 | Animal Intelligence

NGReach.com Practice Master PM2.25

Differentiate

AL Above Level

ISSUE Students are able to continue the game.

STRATEGY Have students add another path, using game markers..



Demonstrate Command of Punctuation
Use Correct Capitalization
Use Commas Before Coordinating Conjunctions

CC.4.L.2
CC.4.L.2.a
CC.4.L.2.c

Day 3

Teach the Rules

Use **Anthology** page 137 to teach compound sentences. Then write these sentences on the board:

- Joe played soccer yesterday, but I have a blue shirt.
- Dolphins are very smart, or she will take the small one.

Ask students about their reactions to these two sentences. Then explain: *The ideas in the clauses of a compound sentence must be related to each other, or the sentence does not make sense.*

Review, from Week 3, the relationships signaled by the conjunctions *and, but, or, and so*. Then display the chart below.

Ideas in clauses may be related in many ways, including:

- | | |
|--|---|
| • by the <u>subject</u> of the clauses | Sara has a pet parrot, and <u>she</u> talks to it all the time. |
| • by <u>steps in a process</u> or <u>order of events</u> | The kittens were born <u>in March</u> , and we brought ours home <u>eight weeks later</u> . |
| • by <u>cause and effect</u> | Our kitten has <u>white feet</u> , so <u>we named him Socks</u> . |

Generate Sentences

Have students write compound sentences.

- *Choose an animal you know or have seen, heard, or read about.*
- *Write a four-sentence paragraph about your animal and things that it can do. Three of the sentences must be compound sentences.*
- *For two of the compound sentences, the ideas in the two clauses must be related by the subject, order of events, or cause and effect.*

For **Writing Routine 4**, see page BP50.

Differentiate

EL English Learners

ISSUE Students may lack sufficient vocabulary to write four sentences about one animal.

STRATEGY Have students choose two to four animals and write a compound sentence about each one.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM2.30

Grammar and Writing

Distribute **Practice Master PM2.30**. Have students use editing and proofreading marks to correct errors with run-on sentences, complex sentences, compound sentences, and punctuation.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- run-on sentences
- complete sentences
- correct complex sentences
- correct compound sentences
- correct punctuation

Editing and Proofreading Marks	
^	Add.
↘	Take out.
/	Make lowercase.
⋈	Add comma.
⊙	Add period.

The platypus is the strangest animal that I have ever seen. From the back it looks like a beaver or an otter, but from the front it is very different. It has a bill like a duck! Platypuses can swim underwater, or they can run and dig on land.

Platypuses are mammals. Most mammals have live babies, but platypuses lay eggs! The mother keeps the eggs warm. When the eggs hatch, the mother protects the babies, because they are very tiny.

A platypus hunts for food underwater. It pokes around the bottom for insects, shellfish, and worms, and scoops them up with its bill. When it hunts underwater, a platypus can hold its breath for more than a minute.

No matter what you think, a platypus is a unique animal.

For use with TE 2, T128 **PM2.30** Unit 2 | Animal Intelligence

[NGReach.com](https://www.ngreach.com) Practice Master PM2.30

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing
Unit Test: Assessment
Masters A2.34–A2.37

MATERIALS

one large sheet of paper per group • rulers

Review and Assess

Arrange students in small groups and have each group create its own Grammar Rules Chart.

Encourage students to be creative as they design their chart. For example, they might include silly (but correct!) examples, use color coding, or include illustrations.

List these grammar terms for them to include in their chart, including definitions and examples:

- run-on sentences
- compound sentences
- complex sentences

Post all of the error-free charts in the classroom.

✓ Administer the **Writing, Revising, and Editing Unit Test**.

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Animal Behavior

✓ Introduce a Topic

COMMON CORE STANDARDS

Introduce a Topic and Group Related Information in Paragraphs and Sections CC.4.W.2.a

Introduce a Topic

Day 1



PROGRAM RESOURCES

Introducing a Topic Passage: eVisual 2.27

Teach the Skill

Explain to students that with any piece of writing, readers need to know what to expect as soon as they start reading. An introduction either directly states or leads into the main topic of a selection. Display **eVisual 2.27** and chorally read the passage.



Introducing a Topic Passage

To call someone a “bird brain” means to call the person unintelligent. However, this expression might not be accurate. Some birds are very intelligent. Crows have good memories and can use tools.

Remembering Faces

Scientists wearing threatening masks trapped and released a group of crows. Later, scientists wore the same masks around the crows but did not threaten the birds. The birds reacted angrily to the masks.

Using Tools

Scientists have found that crows can solve problems by making tools. When given a piece of food in a long tube, a crow bent a nearby piece of wire into a hook and used it to lift the food out of the tube.

NGReach.com Introducing a Topic Passage: eVisual 2.27



INTERACTIVE WHITEBOARD TIP: After reading, label the first paragraph “Introduction.”

Reread the first sentence. Ask: *Did that get your attention?* Explain that a strong opening sentence can grab the reader’s attention. Then reread the rest of the first paragraph. Explain: *This paragraph introduces the topic. What is the topic?* (Some birds are smart.) *Where do you find out this topic?* (in the third sentence) Point out that the introduction, or beginning, of the passage tells the reader what he or she will be reading. It leads into the rest of the passage.

Help students identify that after the introduction, information is grouped into two sections. Point out the two subheads. Ask: *How do these subheads relate to the main topic of the passage?* (They tell two ways that birds can be smart.)

Explain: *Introductions and grouped information help readers easily understand and follow your topic. Readers know what to expect when they see an introduction. After the introduction, sections of information follow. They support the introduction in an organized way.*

Introduce a Topic

Day 2



Option 1

Introduce

Display the paragraph and ask a volunteer to read aloud the question that introduces the topic. Point out that a thought-provoking question can engage a reader’s attention. Explain: *A question makes the reader want to continue reading to get to the answer.* Ask a volunteer to read aloud the rest of the paragraph.

Can a beaver have a bill? This may be what some people wonder when they first see a platypus. A platypus is an unusual animal. It has a bill like a duck and a tail like a beaver. It also has webbed feet and dark brown fur.

Practice

Have students work in pairs to identify the topic sentence. (A platypus is an unusual animal.) Then have them use the information to write a new introduction about a platypus. Remind students that, whether the introduction is a statement or a question, it should grab the reader’s attention.

Write an Introduction

Day 2



Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards E14–E21



Introduce

Have partners choose one image. Explain that students will begin by each writing a topic sentence and a description of the picture.

Practice

Next, ask partners to exchange descriptions. Have each student write an introduction for the other student’s description.



SUGGESTED PACING

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

Write a Topic Sentence

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards E22–E26



Practice

Display the images. Ask students: *What do all of the images have in common?* (They show important ways that animals help humans.) Have students use this idea to write a topic sentence.

Tell students to use details from the images to write a paragraph that supports their topic sentence. Have students develop an introduction for their paragraph. Give students an opportunity to share their paragraphs.

Grab the Reader’s Attention

Day 3



Option 2

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card E22



Practice

Review that a strong opening sentence or question can grab the reader’s attention.

Display the image and explain that students will write a paragraph about it. Explain: *The paragraph should have both a strong introduction and a topic sentence that states the main idea of the paragraph.*

Group Topics and Details

Day 4



Introduce

Remind students that they should group similar topics or details together in sections to help readers better follow and understand their argument or topic.

Practice

Have students label each statement “A” or “B” to organize similar topics into groups. Then have students write a short introduction for each group of sentences. Students will likely group together sentences 1, 2, and 6, which give physical descriptions of the dog. Sentences 3, 4, and 5 describe the dog’s behavior.

1. My dog, Moose, is black and white.
2. Moose’s ears are large and floppy.
3. Moose barks when a stranger comes to the door.
4. Moose pants when it is hot outside.
5. When I get home from school, Moose runs to me and wags his tail.
6. Moose is about three feet long, from nose to tail.

Review and Assess

Day 5



PROGRAM RESOURCES

Read Aloud: eVisual 2.26

Writing, Revising, and Editing Unit Test: Assessment Masters A2.34–A2.37

Review the Skill

Display and reread “People Smarts” from eVisual 2.26. Have students identify the topic of the selection. (Dogs are smart.) Ask students to explain to partners how the first paragraph lets them know what to expect from the rest of the selection.

Administer the **Writing, Revising, and Editing Unit Test**.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Consult References: Dictionary
- ✔ Identify Facts and Opinions to Comprehend Text


PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 2.26

MATERIALS

timer • large sheets of paper • markers in four different colors • dictionary



WARM-UP

Have students review the readings from Week 3, including “Animal Smarts” and *Do Elephants Talk?* Have partners list the ways that different animals communicate.

Power Writing

Have students write as much as they can as well as they can in one minute about the word *language*.

For **Writing Routine 1**, see page BP47.

Academic Talk

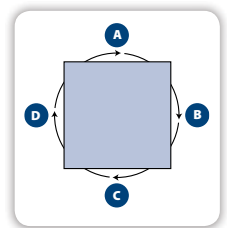
1 Discuss the Big Question

Remind students that when they discuss a topic, it is not only important to state their own ideas, but also to connect to and build on the ideas of others.

Demonstrate connecting to and building on ideas as you discuss the Big Question: *You said that some gorillas are so smart that they can **learn** to use sign **language** to communicate with people. That reminded me that parrots also communicate with people using actual spoken words.*

Use **Team Word Webbing** to discuss the Big Question in relation to the readings for Week 3. Remind students to connect to and build on the ideas of others.

- Students form groups of four. Give each group a large sheet of paper. Each student has a different colored marker.
- Students write on the part of the web nearest to them a way in which animals are smart.
- Students rotate the paper on a signal you give and add an idea that connects to and builds on the idea of another.



Team Word Webbing

For **Team-Word Webbing**, see page BP46.

Vocabulary Strategy

2 Use a Dictionary ✔ Anthology page 130

Ask: *What can you **learn** when you look up a word in a dictionary?* Write and display students’ responses.

Project **Student eEdition** page 130 and read aloud the introduction. Explain: *A dictionary entry can also tell you the part of speech. Let’s take a closer look at what we can learn from a dictionary entry.* Have students read the first entry and callout.

Model: *First, I look at the spelling and pronunciation of **imitate**. I see that it has three syllables. The bolding tells me to stress the first syllable. Next, I see that **imitate** is a verb that means “to copy.”* Repeat with *inherit*. Explain that *inherit* has two different meanings. Ask volunteers to read each definition.

See **Differentiate**

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a
Read with Fluency to Support Comprehension	CC.4.Rfou.4

Writing

Draw Evidence from Texts CC.4.W.9

Speaking and Listening

Draw on Information to Explore Ideas CC.4.SL.1.a

Explain Ideas and Understanding CC.4.SL.1.d

Language and Vocabulary

Determine the Meanings of Words and Phrases CC.4.L.4

Consult Print and Digital References CC.4.L.4.c



Use a Dictionary

A **dictionary** is a book with information about words. You might use a dictionary to find out the meaning of a word or to see how a word is spelled or pronounced. Look at these dictionary entries.



This shows how to say the word. It also shows the syllables.

imitate (im-uh-tay) *verb* To copy someone or something

inherit (in-uhir-ut) *verb* **1** To receive money or other property from a person who has died **2** To get a particular characteristic passed down from your parents *You inherit eye color from your parents.*

This word has two different meanings.

Try It Together

Read the dictionary entry. Then answer the questions.

train (trayn) *noun* **1** Railroad cars hooked together **2** A long piece of fabric behind a bride's dress *verb* **3** To teach a person or animal how to do something **4** to make a plant grow in a certain way

1. Which meaning fits this sentence? *Her white train was made of lace.*

- A meaning 1
- B meaning 2
- C meaning 3
- D meaning 4

2. Which meaning fits this sentence? *I want to train my cat to jump through a hoop.*

- A meaning 1
- B meaning 2
- C meaning 3
- D meaning 4

130

Anthology page 130

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

3 Try it Together Anthology page 130

Read the directions aloud and have partners work together to answer the questions. (question 1: B; question 2: C)

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✓

As students complete **Try It Together**, determine whether they are able to use the dictionary entries to find the information that answers each question.

If students cannot identify the correct meaning in the dictionary entry, have them:

- Read aloud the context sentence in question 1 of **Try It Together**.
- Ask: *Is train used as a noun or a verb in this sentence?* (noun) *Which meanings in the dictionary entry are nouns?* (1, 2) Explain: *That means the correct answer must be A or B.*
- Continue: *Meaning 1 is "railroad cars hooked together." Is a girl likely to have white railroad cars made of lace?* (No.) *Could a long piece of fabric from a bride's dress be made of white lace?* (Yes.) *So, we know for sure that answer B is correct.*
- Have students use the same process for question 2.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T129m–T129n)
- ✓ Power Writing (T129o, T130c, T135a, T137a, T137e)
- ✓ Writing (T130b, T134–135, T137, T137d, T137g)
- ✓ Writing Project (T138–T141)

Differentiate

BL Below Level

ISSUE Students need more practice with dictionary definitions.

STRATEGY Photocopy dictionary entries for *bolt* and *spot*. Have students draw pictures to illustrate each definition. Have them write captions for each meaning.

AL Above Level

ISSUE Students are ready for more complex word work.

STRATEGY Have students compare the definitions of related words by looking up these words in a dictionary: *imitation*, *inheritance*, *skillfully*, *memorize*. Have students discuss the differences in meaning between the Key Words and these words.

Fluency

Model Phrasing As you read the **Read Aloud**, model how to read text that has commas, periods, and dashes. Explain: *When you read with good phrasing, you pause or stop briefly as indicated by the punctuation. This helps you understand and convey groups of words as units of ideas.*

Comprehension

4 Identify Facts and Opinions ✓

Remind students that they learned to express ideas and feelings in Week 1.

Review: *When people say what they feel or believe, they are expressing opinions. An opinion cannot be proven.*

Elaborate: *When expressing an opinion, a writer should always support that opinion with reasons. Those reasons may include facts, or information that can be proven.*

Display **eVisual 2.26**. Read aloud the first paragraph of the science article “People Smarts.” Reread and pause to identify the author’s opinion: *In the first sentence, the author states the opinion that dogs are the smartest animals when it comes to understanding people.*

Model how to identify facts that support the author’s opinion: *Then, the author gives factual information about his or her own dog. How could someone prove those facts?* (by meeting Pep and saying the words *walk* and *treat* to the dog) *Next, the author gives facts about what scientists have discovered about dogs and language. How could we prove these facts?* (by doing research in encyclopedias, in science magazines, or on the Internet)



Read Aloud

Science Article

People Smarts

I think dogs are the smartest animals when it comes to understanding people. My dog, Pep, for instance, has **learned** several words. If we mention the words *walk* or *treat* around her, she’s immediately ready for a walk or a treat. Scientists have found that an average dog understands about 165 **commands**. According to scientist Juliane Kaminski, a border collie named Rico has **learned** the names of over 200 toys and other important things in his world. That dog has an amazing **memory**!

In my opinion, the friendliest dogs are also the smartest ones. I feel as if my dog can read my mind! Scientists say that dogs are able to **learn** our **patterns** of behavior because they are pack animals, like wolves. To be accepted in a pack, each animal needs a good **memory** and the ability to **imitate** what others do. Long ago, says Professor Brian Hare, the gentlest wolves were taken in by people and tamed. These tamed wolves became dogs. So today’s dogs have inherited what scientists call social intelligence. That means dogs pay close attention to us and learn from what they see. That’s the most important kind of intelligence there is!

NGReach.com Read Aloud: eVisual 2.26



INTERACTIVE WHITEBOARD TIP: Underline opinions once. Underline facts twice.

Differentiate

EL English Learners

ISSUE Students do not recognize English words that express feelings or beliefs.

STRATEGY Introduce phrases that often signal opinions: *I think, I feel, I believe, in my opinion*. Also introduce words that express values: *good, bad, best, worst, wonderful, amazing, more, less*, and words ending in *-er* and *-est*.

SN Special Needs

ISSUE Students have difficulty understanding complex sentences.

STRATEGY Help students break down each sentence into its separate clauses, and then ask what each clause means.

Have partners identify facts and opinions in the second paragraph. Have them take turns explaining how they could prove the facts in the article.

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Facts and Opinions to Comprehend Text ✓

As partners discuss the paragraph, note if they can identify facts and opinions. If students do not understand how to identify facts and opinions, read a sentence aloud and ask: *Does this tell about a belief or a feeling? Or is it information that we can prove? If we can prove it, the information is a fact. If the information cannot be proven, it is an opinion.*

Writing


5 Write About Facts and Opinions

Model identifying the opinion in the first paragraph and the facts that support it.

Think Aloud	Write
<i>The author expresses an opinion in the first sentence.</i>	The author thinks that dogs are the smartest animals when it comes to figuring out people.
<i>Now I'll tell some of the facts the author gives to support the opinion.</i>	The author includes facts to support the opinion. For example, scientists observed that dogs inherited social intelligence, which means they pay close attention to humans and learn from what they see.

For **Writing Routine 2**, see page BP48.

Have partners write sentences to explain the facts and opinions in the second paragraph. Have students add their writing to their Weekly Writing folders.



WRAP-UP Remind students that a dictionary entry can include a sentence that shows the word used in context. Have them write these exemplar sentences to go with dictionary entries for *fact* and *opinion*, using the context of their knowledge about chimpanzees. They can use these sentence frames: It is a fact that _____. It is my opinion that _____.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T129i

Daily Grammar ✓

In the third sentence of the second paragraph of “People Smarts,” point out how the conjunction *because* is used to join two independent clauses. Use page T129k to review how to correct run-on sentences.

Daily Writing Skills ✓

Point out how the first sentence of the second paragraph in “People Smarts” introduces the topic of that paragraph. Then use page T129m to teach students how to introduce a topic.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✔ Consult References: Dictionary
- ✔ Make Connections to Comprehend Text
- ✔ Identify Facts and Opinions to Comprehend Text


MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *tools*.

For **Writing Routine 1**, see page BP47.



WARM-UP

Have partners play a picture charades game. Tell one student to pick a page from the dictionary and sketch, but not name, a word from the page. Ask the partner to look at the page and guess the word. Have students switch roles.

Vocabulary Strategy

1 Use a Dictionary ✔

Explain that today students will learn more about using dictionaries. If possible, display an online dictionary entry and point out the features. Explain: *In an online dictionary, the entry that is displayed is similar to those in printed dictionaries. Most online dictionaries will pronounce the word for you.*

Display these dictionary entries and sentences:

- **command** (kə-mand) *verb* **1** to order or direct; **2** to be in control of *noun*; **3** an order
- **range** (rānj) *noun* **1** a set, selection, or variety; **2** an open area of land for animals to graze and find food; **3** a group of things in a row, as of mountains
- My dog Betsy can follow a **command**. (3)
- The pirate captain commands his ship. (2)
- Some chimps do not have a wide range of food to choose from. (1)
- The chimps wander the dry range looking for food. (2)

Explain: *When a word has several meanings, look for context clues to determine which meaning to apply.* Model: *The word a before **command** tells me that it is a noun in the sentence, so the meaning is “an order.”* Apply: Ask students to determine the correct form and meaning for *command* in the second sentence. Have partners work together to determine the correct meaning for *range* in each of the next two sentences and discuss the context clues they used.

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts	CC.4.RInf.10
Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a

Writing

Draw Evidence from Texts	CC.4.W.9
Language and Vocabulary	
Determine the Meanings of Words and Phrases	CC.4.L.4
Consult Print and Digital References	CC.4.L.4.c

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✔

Listen as partners identify the definition that fits the context of each sentence.

If students have difficulty, teach them to narrow down the choices by identifying the word's part of speech and trying to substitute the corresponding definition for that word.

Ask: *In sentence 1, is **command** a verb or a noun?* (a noun) *Can we substitute the definition “an order” for “a **command**”?* (Yes.) Have students try this method for another sentence.

NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts
Read this article to **learn** what one scientist discovered while studying chimpanzees.
Genre A **science article** can tell about a new discovery in science.

THE CLEVER CHIMPS OF Fongoli
by Elizabeth Sengel

1 It's hard to get a meal in Fongoli. The **harsh** landscape offers only **patches of greenery**. The sun burns like a 200-watt bulb. By eight o'clock in the morning, the rocky, treeless ground **bakes** in 90-degree heat.



▲ Chimps walk across dry ground in Fongoli.

In Other Words
harsh dry and hot
patches of greenery a few places with trees and plants
bakes gets really hot

Before You Move On
1. Make Connections What does Fongoli remind you of? Explain.
2. Use Text Features What can you tell about this article from the title, the photo, and the caption?

131

STUDENT TECHNOLOGY

e
Student eEdition

NGReach.com

Anthology page 131

Academic Talk

2 Preview and Predict

Remind students: *Look at the title, headings, photos, and captions to preview and predict what the text will be about.* Project **Student eEdition** pages 131–135. Have students silently read the title of the article and preview the photos and captions.

Reading

3 Read a Science Article

CONNECT ACROSS TEXTS Project **Student eEdition** page 131. Review: *You read about the **skills** that different animals can **learn**. Today, we will **learn** more about smart animals.* Have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of a science article. Explain: *Reading science articles in magazines is a good way to **learn** about new discoveries in science.*

SOCIAL STUDIES BACKGROUND Explain that Fongoli is a region in Senegal, a nation on the west coast of Africa. Have students locate it on the map and globe on page 132. Tell them that the Fongoli region is a dry savanna, or grassland.

Read and Build Comprehension

- 1 Identify Facts and Opinions** What facts support the idea that it's hard to find food in Fongoli? (The landscape is dry and hot. There are few trees or other plants.)

Fluency

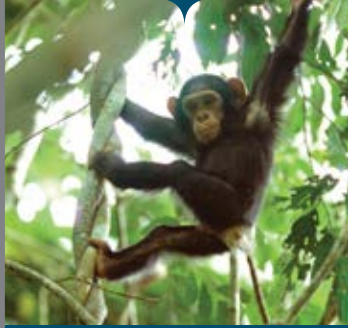
Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

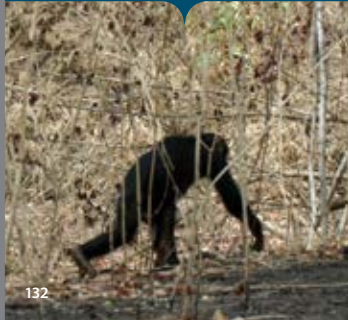
- 1. Make Connections** Responses will vary. Possible response: The harsh conditions in Fongoli remind me of deserts I have **learned** about in social studies class and from TV shows.
- 2. Use Text Features** Possible response: I can tell that the article is about chimps in a place called Fongoli. The word *clever* tells me that the chimps are smart. The article may explain how the chimps show their intelligence.



▼ Rainforest chimps live in trees.



▼ In Fongoli, chimps live on the savanna, or dry grassland.



132



Home on the Range

Fongoli is located in the African country of Senegal. It is the home of a community of savanna-woodland chimpanzees. These animals are different from rainforest chimps, which live among leafy trees. Fongoli chimps spend most of their lives on the ground. At night, they sleep in low trees that surround the open spaces. During the day, they **wander** across the **vast range** looking for food.

In Other Words
wander walk
vast range open land



▲ Jill Pruetz, an anthropologist at Iowa State University, studies the skull of a savanna-woodland chimp.

A Champion Chimp-Watcher

Jill Pruetz knows all about these chimps. She visits Fongoli often to study them. It's hot, **exhausting** work. Six days a week, she **rises at dawn** and steps out of her mud hut. She follows the chimps all day long, observing their behavior and **jotting down** notes. In 2007, Pruetz made big news in the scientific world. She reported something **astounding**. Some Fongoli chimps had invented a new way to find food! **1 2**

In Other Words
exhausting tiring
rises at dawn gets up early
jotting down writing
astounding surprising

► Before You Move On

- Compare/Contrast** What is the main difference between the Fongoli chimps and rainforest chimps?
- Make Connections** Have you ever watched animals as Pruetz does? Explain.

133

Anthology
pages 132–133

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T129i

Daily Grammar ✓

On **Anthology** page 135, point out the two clauses in the sentence “When big . . . bad manners!” Then use page T129k to teach complex sentences.

Daily Writing Skills ✓

Point out how the author used headings on **Anthology** pages 132–135 to introduce a topic. Then use page T129m to practice introducing a topic.

Read and Build Comprehension

- 1 Make Connections** ✓ If you had Pruetz’s job, would you find it exhausting? Why or why not? (Possible response: Yes, she has to get up at dawn and follow the chimps around all day in the hot sun.)
- 2 Identify Facts and Opinions** ✓ What opinions does the author express about Pruetz’s discovery? (She made “big news.” She reported something “astounding.”)
- 3 Identify Facts and Opinions** ✓ What facts does the author give to support her opinion that the chimps are “clever”? (She gives details about how the chimps made and used a **tool** to hunt.)

Check & Reteach

OBJECTIVE: Make Connections to Comprehend Text ✓

Listen to students’ responses to the question about making connections.

If students do not understand how to make connections, model the steps: *The text is about following animals all day in the hot sun. That reminds me of times when I went hiking in the hot sun. Now I understand why her job is exhausting.*

OBJECTIVE: Identify Facts and Opinions to Comprehend Text ✓

Listen to students’ responses to the questions about facts and opinions.

If students cannot distinguish between facts and opinions, ask forced-answer questions: *Can the author prove that chimps make **tools**? (Yes.) Even though the author said the chimps are clever, can a person still believe that chimps that use **tools** are not clever? (Yes.)*

Answers Before You Move On

- 1. Compare/Contrast** Fongoli chimps spend most of their time on the ground. Rainforest chimps live in the trees.
- 2. Make Connections** ✓ Responses will vary. Students should describe times when they watched animals and provide details of what they observed.



▲ A chimp pushes a sharpened stick into a tree hole.



▲ Pruetz holds the sharp tool made by a Fongoli chimp.

Whittling Weapons

The clever chimps had figured out how to make a spear-like **tool**. First, they break a branch off a tree and rip away the leaves. Then they **sharpen** one end of the stick with their teeth. They use the spears to hunt bush babies. These are small animals that sleep in **hollow** tree trunks during the day. The chimps look for an opening in a hollow tree **limb**. Then they **jab** the weapon through the opening to try to kill their prey.

3



▲ A bush baby in a hollow tree trunk

In Other Words
sharpen make a sharp point at
hollow holes in
limb branch
jab push

Getting Creative

In Fongoli, the chimps **compete for** limited amounts of food. When big males find food, they have very bad manners! Like greedy children, they **refuse to share**. Females and young males have to find their own food. Pruetz believes that this situation has forced them to become creative. That's what led to their tool-making.

Teva is a young chimp in Fongoli. Her mother is one of the best hunters. Will Teva's mother teach her how to make spears? "It will be interesting to see if Teva **picks it up**," Pruetz says.

If Teva learns this **skill**, she will find it easier to eat in Fongoli. ❖

Teva, a young chimp in Fongoli, learns from her mother. ▶

In Other Words
compete for fight over
refuse to will not
picks it up **learns**



Before You Move On

- 1. Problem/Solution** How have the Fongoli chimps solved the problem of finding food? Explain.
- 2. Draw Conclusions** Why do the chimps of Fongoli have to be creative?

Writing

4 Write a Response

Ask: *Do you think the chimps of Fongoli are clever and creative?* Have students write an email to the author and support their opinions with facts.

Think Aloud

I'll begin with a greeting.

Now I'll tell why I'm writing and state my opinion.

I'll support my opinion.

Write

Dear Ms. Sengel,

I read your article "The Clever Chimps of Fongoli." I agree that the chimps are very clever and creative.

They use their creativity to make tools for hunting.

For **Writing Routine 2**, see page BP48.

Have individuals write emails stating and supporting their opinion of the chimps. Have students add their emails to their Weekly Writing folders.

WRAP-UP Have groups tell whether an elephant or a chimpanzee is smarter, using facts to support their opinions.

Differentiate

EL English Learners

ISSUE Students lack the language skills to summarize the facts that support their opinions.

STRATEGY Provide sentence frames:

- The chimps show they are clever when they _____.
- The chimps show creativity when they _____.

BL Below Level

ISSUE Students are unsure of the meanings of *clever* and *creative*.

STRATEGY Before students write, have partners look up the definitions of *clever* and *creative* in a dictionary. Then guide them in discussing facts that show how the chimps in the selection are clever and creative.

Answers Before You Move On

- 1. Problem/Solution** The chimps developed the **ability** to make a **tool** to hunt for food.
- 2. Draw Conclusions** The chimps have to be creative because there is limited food in the area and the bigger apes do not share.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✓ Identify Facts and Opinions to Comprehend Text
- ✓ Grammar: Use Compound Sentences

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Comparison Chart: Practice Master PM2.26
- Compound Sentences: Practice Master PM2.27

TECHNOLOGY ONLY

- Grammar Passage: eVisual 2.30

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about animals' communication.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Integrate Information from Two Texts CC.4.Rinf.9
- Read with Fluency to Support Comprehension CC.4.Rfou.4

Speaking and Listening

- Report on a Text CC.4.SL.4

Language and Vocabulary

- Demonstrate Command of Grammar CC.4.L.1
- Use Knowledge of Language and Conventions CC.4.L.3
- Acquire and Use Domain-Specific Words CC.4.L.6

WARM-UP

Have partners briefly recall "The Clever Chimps of Fongoli" and tell what they thought was the most interesting fact they learned.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 136 and point out the Key Words. Chorally read all the words as a class. Pause after each word and have volunteers give the definition. Have partners create comic strips using as many Key Words as possible. Then have them share their comic strips with the class.

Review and Integrate Ideas

2 Compare Facts ✓ Anthology page 136

Project and read aloud the introduction on **Student eEdition** page 136. Explain that a comparison chart can compare information from two texts. Review: *Remember that facts are statements that can be proven. Statements that express a feeling or belief are called opinions.* Read aloud the first fact on the chart. Ask: *Where did we learn this fact?* (in both articles) Then have a volunteer read aloud the second fact and tell in which selection it appears.

Have partners review "Animal Smarts" and reread "The Clever Chimps of Fongoli" aloud. As they read, have students look for facts about chimps. Have students record the facts on **Practice Master PM2.26** and put a check mark under "Animal Smarts," "The Clever Chimps of Fongoli," or both. Then have students discuss how they identified the facts about chimps in each article. Ask questions to guide the discussion: *How did you distinguish between fact and opinion in "Animal Smarts"? How do you know which statements in "The Clever Chimps of Fongoli" are facts?*

Check & Reteach

OBJECTIVE: Distinguish Facts and Opinions to Comprehend Text ✓

As partners discuss the texts, determine if they can distinguish facts and opinions. If students have trouble identifying facts and opinions, use a red marker to model the difference: *This marker is red. Everyone loves red!* Discuss that the first sentence is a fact because you can prove that the marker is red. Discuss that the second sentence is an opinion, because it is only a feeling or a belief about the color red and cannot be proven. Have students practice with the following sentence pairs: Cats are the best hunters in the world. Their stalking **skills** help them hunt their **prey**.



Key Words	
ability	learn
command	memory
communication	pattern
inherit	skill
language	tool

Compare Facts

Both articles give facts about chimps. Compare the articles. Work with a partner to complete the comparison chart. Look for more facts in the articles. Add them to your chart.

Comparison Chart

Fact	"Animal Smarts"	"The Clever Chimps of Fongoli"
Chimps walk on the ground.	✓	✓
Rainforest chimps live in trees.		✓
Chimps eat insects.		
Some chimps eat bush babies.		
In 1960, Jane Goodall made an important discovery about chimps.		
Chimps use tools.		

Talk Together

Think about the two articles you read. What are some ways that chimps are smart? What are some of the reasons they need to be smart? Ask questions to find out what others believe. Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

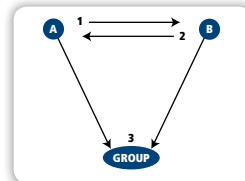
Academic Talk

3 Talk Together Anthology page 136

Ask questions to review what students learned about the intelligence of chimps in "Animal Smarts" and "The Clever Chimps of Fongoli": *What **skills** and **abilities** were the chimps in the two science articles able to **learn**? What **tools** did they use?* Have students use a **Three-Step Interview** to ask questions and share ideas about the intelligence of chimps. Remind them to use Key Words.

- In pairs, have one student ask his or her partner about the intelligence of chimps.
- The partner explains his or her ideas. Then have partners reverse roles.
- Each student shares with the class information from the partner.

For **Three-Step Interview**, see page BP46.



Three-Step Interview

Fluency

Practice Phrasing As partners reread aloud "The Clever Chimps of Fongoli," monitor and listen for correct phrasing.

Name _____ Date _____

Comparison Chart

Compare Facts

Put a check mark next to each fact if you find it in the article. Find more facts and write them on your chart.

Fact	Animal Smarts	The Clever Chimps of Fongoli
Chimps walk on the ground.	✓	✓
Rainforest chimps live in trees.		✓
Chimps eat insects.	✓	
Some chimps eat bush babies.		✓
In 1960, Jane Goodall made a discovery about chimps.	✓	
Chimps use tools.	✓	✓
Chimps use sticks to get termites.	✓	
Chimps use spears to hunt bush babies.		✓

Take turns with a partner. Ask each other questions about the facts provided in the two science articles.

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Differentiate

BL Below Level

ISSUE Students have difficulty analyzing long compound sentences.

STRATEGY Read aloud each compound sentence as two simple sentences, eliminating the conjunction. Then ask: *What word does the author use to join these two ideas? Does this mean the two ideas are alike, different, or a choice?*

EL English Learners

ISSUE Students lack sufficient English proficiency to write compound sentences.

STRATEGY Have students write simple sentences about the same topic. Then suggest ways that they might combine them: *These two ideas are alike (different, show a choice). What word could we use to join them together? What punctuation mark should we put before and (but, or)?*

Name _____ Date _____

Grammar: Practice

What's the Combination?

Grammar Rules Combining Sentences

- Compound Sentence:** Join two independent clauses with a conjunction like *and*, *or*, or *but*. Use a comma before the conjunction.
My dog learns new tricks, but my cat is too lazy.
- Complex Sentence:** Join a dependent clause and an independent clause with a conjunction like *because* or *when*. Use a comma when needed.
Because dogs learn words, they respond to commands.

Underline conjunctions. Circle commas that separate ideas.

When my cousin came to visit, we went to the aquarium.
I learned about many water animals. My cousin liked the sharks, but I liked the octopus. When I saw the octopus go through a maze, I knew it had a good memory. When the octopus first tried the maze, it made mistakes. Because it learned the way, it never makes mistakes now. Now aquarium workers are teaching her different shapes. I like this octopus, and even my cousin was impressed.

Write a compound sentence and a complex sentence to add to the story. Read them to a partner.

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Grammar Focus

4 Compound Sentences  **Anthology** page 137

Project **Student eEdition** page 137. Have volunteers read aloud the introduction. Review the chart with students. Explain: *The words and, but, and or are called conjunctions.*

Then display **eVisual 2.30** and read aloud the grammar passage below, pausing to identify the first compound sentence: *In the first sentence, I see a comma followed by the conjunction but. The words before and after but are both independent clauses.* Ask: *Why does the writer use but to join the clauses?* (to show that the two ideas are different) Have students identify the remaining compound sentences and explain the rule for using *and*, *but*, or *or* in each one.



Grammar Passage

People once thought of gorillas as stupid, but Koko the gorilla changed their minds. Dr. Penny Patterson first met the baby gorilla in 1972, and a beautiful friendship began. Dr. Patterson began teaching Koko sign language as a means of communication with people, and Koko was an eager student. In time, Koko learned the signs for more than 1,000 words. Dr. Patterson and her helpers have carefully observed Koko's behavior over the years. Someday, Dr. Patterson may move Koko to Hawaii, or the gorilla may spend the rest of her life in California.



Grammar Passage: eVisual 2.30



INTERACTIVE WHITEBOARD TIP: Underline the independent clauses in each compound sentence.

5 Read Compound Sentences **Anthology** page 137

Read aloud the directions and the passage from "Animal Smarts." After students identify the compound sentence and the conjunction, have them identify compound sentences on **Anthology** pages 82–83 of "Love and Roast Chicken."

See **Differentiate**

6 Write Compound Sentences **Anthology** page 137

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM2.27**.

Check & Reteach

OBJECTIVE: Grammar: Use Compound Sentences 

As students write their compound sentences, check that they have joined two independent clauses with a comma and a coordinating conjunction.

If students have trouble, provide guidance for writing compound sentences: *Name something you learned about the chimps of Fongoli. Name something else you learned. Are those ideas alike, different, or a choice? What conjunction should we use to join these ideas?*



Compound Sentences

A **compound sentence** is made up of two complete sentences. The sentences are joined by *and*, *but*, or *or* with a comma before the word.

I like plants. + I really love animals.

I like plants, but I really love animals.

Grammar Rules Compound Sentences

• Use and to put together two ideas that are alike.	Some animals can solve problems, and they use tools to help them.
• Use but to show a difference between two ideas.	Animals know some things at birth, but they must learn other things from their parents.
• Use or to show a choice between two ideas.	Animals might communicate with sounds, or they might use signs.

Read Compound Sentences

Read this passage from "Animal Smarts." Find the compound sentence. What word is used to join the sentences?

Betsy is a clever border collie. She understands 340 spoken words. Many dogs can follow commands, but Betsy takes it a step further.

Write Compound Sentences

Write two compound sentences about the chimps of Fongoli. Use different connecting words. Read your sentences to a partner.

137

Anthology page 137

Writing

7 Write to Reinforce Grammar

Have partners interview each other about their favorite selection in this unit. Then have them independently write compound sentences comparing and contrasting their preferences. Model writing compound sentences: *I like the **trickster** tale "Love and Roast Chicken," but Manny prefers the science article "Animal Smarts."* *Cuy the Guinea Pig is smart and his tricks are funny.*

After students write their sentences, have them underline the independent clauses and circle the conjunction in each compound sentence. Have them use the grammar rules on **Anthology** page 137 to check that they used the correct conjunction to join the two clauses.

Have students add their paragraphs to their Weekly Writing folders

Daily Language Arts

Daily Spelling and Word Work

Practice page T129j

Daily Grammar

Point out the two independent clauses joined by *or* in the last sentence of the **Grammar Passage**. Use page T129l for more practice with compound sentences.

Daily Writing Skills

Point out how the author of "The Clever Chimps of Fongoli" introduces the information on **Anthology** page 135. Then use page T129n to practice introducing a topic.

WRAP-UP Have pairs take turns miming the skills of an animal they read about. Have the partner guess which animal is being mimed.

OBJECTIVES

Thematic Connection: Animal Behavior

- ✓ Explain Text Structure: Compare and Contrast
- ✓ Consult References: Dictionary

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM2.28–PM2.29

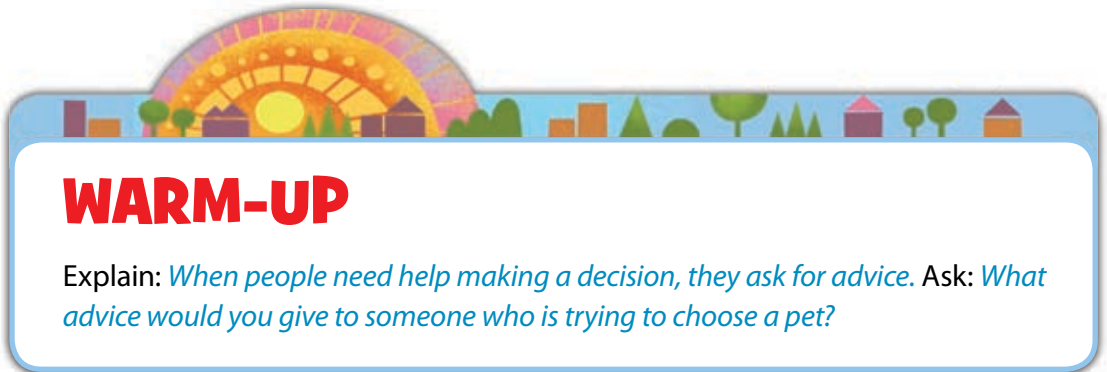
TECHNOLOGY ONLY

Mark-Up Model 2.2 or Model 2.2 PDF

Vocabulary Strategy Practice: eVisual 2.31

MATERIALS

red and blue markers • timer



Comprehension

1 Text Structure: Compare and Contrast ✓

Explain that students will read a blog offering advice about pets.

SCREEN 1

- 1 Introduce the lesson: *You will read a blog and learn about how authors write comparisons.* Display and read aloud the passage on Screen 1 of **Mark-Up Model 2.2**. Have students follow along using **Practice Master PM2.28**.

Explain: *When authors write comparisons, they often use signal words to show that two or more ideas are different.* Have volunteers circle the words *However* and *But* with red and click the Answer button to verify. Clarify: *Words like however, but, unlike, instead, and though signal how two or more ideas are different.* Have students circle the words in red on **Practice Master PM2.28**.

SCREEN 2

- 2 Explain: *In comparison writing, authors use other signal words to show that ideas are similar.* Have volunteers draw a square around the word *Like* with blue and click the Signal Words button to verify. Clarify: *Words such as like, likewise, in the same way, and similar signal how two or more ideas are alike or almost alike.* Have students circle the word in blue on **Practice Master PM2.28**.
- 3 Explain that students will complete the similarities and differences chart about signal words and the kinds of statements they indicate. Explain as you model completing one set of entries in the similarities section of the chart: *I write the signal word Like in the "Similarity Signal Words" column. Then, in the "Similarity Statements" column I write the sentence where I found the signal word.*
- 4 Repeat the explanation for the set of entries for *However* in the differences section of the chart. Have students copy the entries in the similarities and differences chart on **Practice Master PM2.28**.

Have partners mark up the rest of the text and complete the similarities and differences charts on **Practice Masters PM2.28–PM2.29**. Then have partners work together to describe and explain on **Practice Master PM2.29** what they have learned about the structure of comparison writing. Remind students to write about the different kinds of signal words and how authors use them to show how their ideas are similar or different.

COMMON CORE STANDARDS

Reading

Describe Text Structure	CC.4.Rinf.5
Explain Uses of Reasons and Evidence	CC.4.Rinf.8
Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a

Writing

Write Opinions on Topics	CC.4.W.1
Introduce the Topic, State an Opinion, and Create a Structure	CC.4.W.1.a
Provide Reasons	CC.4.W.1.b
Link Opinions and Reasons	CC.4.W.1.c

Speaking and Listening

Discuss Topics, Building on Others' Ideas	CC.4.SL.1
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Language and Vocabulary

Determine Meanings of Words and Phrases	CC.4.L.4
Consult Print and Digital References	CC.4.L.4.c




SCREEN 1

Which Pet is Right for You?
by Michael Peska

Question: I want a pet that can learn tricks. What should I get?

Answer: A dog might be a good fit for you because dogs are clever. Research shows that some dogs have learned more than 100 tricks and commands! **However**, a parrot might be a better fit for you. Like dogs, parrots are very bright. **But** studies show that parrots can learn to speak words from human languages, which dogs can't do.



Some dogs can do amazing tricks!

Circle signal words that indicate different ideas.

1

Signal Words

SCREEN 2

Which Pet is Right for You?
by Michael Peska

Question: I want a pet that can learn tricks. What should I get?

Answer: A dog might be a good fit for you because dogs are clever. Some dogs have learned more than 100 tricks and commands! **However**, a parrot might be a better fit for you. **Like** dogs, parrots are very bright. **But** parrots can learn to speak words from human languages, which dogs can't do.

Draw a box around signal words that indicate similar ideas.

3	Similarity Signal Words	Similarity Statements
4	Difference Signal Words	Difference Statements

2

Signal Words

Check & Reteach

OBJECTIVE: Explain Text Structure: Compare and Contrast ✓

Look at students' marked-up **Practice Masters PM2.28–PM2.29** to check if they are correctly identifying signal words that indicate comparisons and contrasts.

Reteach by asking: *What signal words and phrases show similarities? (like, likewise) What signal words and phrases show differences? (however, but, on the other hand, unlike, though)*

Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers recognize what words should be said together. To show words that go together, pause at the end of each phrase as you read.* Model phrasing by reading aloud from **Practice Master PM2.28**. Have students put slash marks to show where you pause. Have the class read the text chorally several times. Remind students to pause as you modeled.


Name _____ Date _____

Mark-Up Reading

Which Pet is Right for You?
by Michael Peska

Question: I want a pet that can learn tricks. What should I get?

Answer: A dog might be a good fit for you because dogs are clever. Some dogs have learned more than 100 tricks and commands! **However**, a parrot might be a better fit for you. **Like** dogs, parrots are very bright. **But** parrots can learn to speak words from human languages, which dogs can't do.



Some dogs can do amazing tricks!

Like dogs, cats are fine pets as companions. **On the other hand**, if you want to teach your pet tricks, a cat might not be a good choice. **Unlike** cats, dogs seem eager to learn commands. So, a dog would probably enjoy learning tricks from you.

Similarity Signal Words	Similarity Statements
Like	<u>Like</u> dogs, parrots are very bright.
Like	<u>Like</u> dogs, cats are fine pets as companions.
Difference Signal Words	Difference Statements
However	<u>However</u> , a parrot might be a better fit for you.
But	<u>But</u> studies show that parrots can learn to speak words from human languages, which dogs can't do.
On the other hand	<u>On the other hand</u> , if you want to teach your pet tricks, a cat might not be a good choice.
Unlike	<u>Unlike</u> cats, dogs seem eager to learn commands.

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PM2.28 Unit 2 | Animal Intelligence

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T129j

Daily Grammar ✓

Point out the complex sentence on **Practice Master PM2.28** that begins “On the other hand . . .” Then use page T129l to review run-on sentences, complex sentences, and compound sentences.

Daily Writing Skills ✓

Have students think about how they would change the introduction to “Which Pet Is Right for You?” from question-and-answer to essay. Then use page T129n to review how to introduce a topic.

Power Writing

Have students write as much as they can as well as they can in one minute about pets.

For **Writing Routine 1**, see page BP47.

Vocabulary Strategy**2 Use a Dictionary** ✓

Remind students that they have **learned** the purpose of each element in a dictionary entry. Explain that different dictionaries use different styles in presenting these elements. Display **eVisual 2.31**.

**Vocabulary Strategy Practice**

trick (trik), noun **1.** An act or method meant to reach a goal by deception: *She used a sneaky trick to get the part.* **2.** Mischief or a prank. **3.** A skill: *He learned the trick of doing a high dive.* *v.* to cheat or mislead; to practice trickery.

pat-tern (pa-turn), noun **1.** arrangement of shapes or colors: *The Persian carpet had a vivid pattern.* **2.** *v.* to design or make according to a model: *Did he pattern his detective on Sherlock Holmes?* **3.** *n.* a good example or model: *Scrooge became a pattern of generosity.*

mem-o-ry (me-mu-rē) noun **1.** the ability of remembering: *Emily has a good memory for historical dates.* **2.** something one remembers: *Sunny days bring memories of summer vacation.*

Pronunciation Key:

a hat	ä bar	ē be	ī ice	ō coat	ū rule
ā day	e pet	i it	o hot	u up	ə a in about

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

Vocabulary Strategy: eVisual 2.31



INTERACTIVE WHITEBOARD TIP: Have students label the parts of the entry.

Explain: *Dictionaries have different entry elements. For example, the elements above differ from those shown on **Anthology** page 130.* Point out each element for *trick* to model using them to determine pronunciations and meanings:

- *The entry word shows that trick has one syllable.*
- *The pronunciation key shows that the vowel in trick sounds like the i in it.*
- *The abbreviations n. and v. show that trick can be used as a noun or a verb.*
- *The numbered definitions show different meanings for trick.*
- *The example sentences show how different meanings of trick are used.*

Have partners explain how to use each element for **pattern** and **memory**.

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✓

Listen to partners' explanations to check if they use the elements in the entry correctly. If students have difficulty using the pronunciation key, model the process for **pattern**.

Writing

3 Write Advice

Introduce the activity: *Now you will write paragraphs that give advice on a topic that interests you. You will support your opinions with reasons and evidence.* Display a list:

- Introduce your topic by stating an opinion.
- Support your opinion with reasons and evidence.
- Organize your ideas in a logical order.

Think Aloud	Write
<i>I love collecting rocks, so I'll give an opinion about rock collecting as a good hobby.</i>	If you would like to learn about Earth without spending a lot of money, rock collecting would be a good hobby for you.
<i>My reasons and evidence will be about getting started. I'll talk about the things you need.</i>	It's easy to get started because you don't need a lot of costly equipment. Online catalogs show that you can get a geologist's hammer, safety glasses, and a magnifying glass for under \$50.
<i>I'll also talk about places you can go for collecting.</i>	You can get started without traveling a long way, too. There's a quarry only 5 miles from here that's a good collecting site.


For **Writing Routine 2**, see page BP48.

See **Differentiate**

Academic Talk

4 Give Advice

Introduce: *Now share advice about how to select and care for a pet.* Review how to build on others' ideas: *When you talk in a group, you listen to the ideas of others. Then you can use those ideas to develop your own.* Model: *I was interested in what Ana said about keeping her cat from scratching furniture. I know that my cat would love a scratching post. I will reward him every time he uses the scratching post.*



WRAP-UP Have small groups discuss how their own pets or friends' pets show how smart they are. Have the group reach consensus on its "smartest" pet and draw a picture of it. The class can vote "smartest in show."

Differentiate

SN Special Needs

ISSUE Students often feel so strongly about a topic that they lack the focus to properly support their opinions.

STRATEGY Provide specific focusing strategies:

- *Write about only the most important information that supports your opinion.*
- *Include at least one reason and one piece of evidence for each opinion.*

BL Below Level

ISSUE Students have opinions but have trouble generating reasons and evidence to support it.

STRATEGY Help students frame their thinking using this chart.

Opinion: I believe _____.
Thoughts:
• The reason I think that is _____.
• I believe that because I read _____.

OBJECTIVES

Thematic Connection: Animal Behavior

✔ Consult References: Dictionary

Explain Uses of Reasons and Evidence

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM2.1

Mark-Up Reading: Practice Masters PM2.28–PM2.29

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 2.32

Comparison Chart: eVisual 2.33

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about a zoo.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Explain Uses of Reasons and Evidence CC.4.Rinf.8
Apply Phonics and Word Analysis Skills CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

Writing

Apply Grade 4 Reading Standards CC.4.W.9.b

Speaking and Listening

Discuss Topics and Texts, Building on Others' Ideas and Expressing Ideas Clearly CC.4.SL.1
Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.4.SL.1.a
Contribute to Discussions and Link to Others' Remarks CC.4.SL.1.c

Language and Vocabulary

Determine Meanings of Words and Phrases CC.4.L.4
Consult Print and Digital References CC.4.L.4.c

WARM-UP

Have students identify all the dictionary entry elements on **Anthology** page 130. Then have groups discuss how each element helps them pronounce words and determine their meanings.

Vocabulary Practice

1 Use a Dictionary ✔

Remind students that dictionary entries provide **tools** that can help them pronounce and determine meanings of unfamiliar words. Display **eVisual 2.32**.



Vocabulary Strategy Practice

veg-e-ta-ble (vēj'tə-bəl, vēj'ī-tə-bəl), *noun* **1.** A plant with seeds, fruit, leaves, roots, and other parts that are used for food: *Sweet corn is a vegetable.* **2.** Part of such a plant used as food: *He had finished the vegetables on his plate.* **3.** All plants as a group.

Pronunciation Key

a hat	ä bar	ē be	ī ice	ō coat	ū rule
ā day	e pět	i it	o hot	u up	ə a in about

NGReach.com

Vocabulary Strategy: eVisual 2.32



INTERACTIVE WHITEBOARD TIP: Have students circle and label the elements of each entry.

Point out and review the purpose of each element of the dictionary entry for *vegetable*: syllabicated word, pronunciations in parentheses, part(s) of speech, definition(s), sample sentence(s), pronunciation key.

Explain: *You will write complete dictionary entries for challenging words from selections you have read.* Have partners choose two words, such as *alfalfa* or *eucalyptus*. Remind them to include all the elements shown in **eVisual 2.32**.

Check & Reteach

OBJECTIVE: Consult References: Dictionary ✔

Check to see if students include all the elements of each dictionary entry.

If students skip elements, use the example below to model how to create complete entries.


ir-ri-ga-tion (ir-ə-gā'shən), *n.* watering land artificially to help plants grow: *The gardener bought a sprinkler to improve irrigation.*

Name _____ Date _____

Mark-Up Reading

Which Pet is Right for You?
by Michael Parks

Question: I want a pet that can learn tricks. What should I get?
Answer: A dog might be a good fit for you because dogs are clever. Some dogs have learned more than 100 tricks and commands! However, a parrot might be a better fit for you. Like dogs, parrots are very bright. But parrots can learn to speak words from human languages, which dogs can't do.



▲ Some dogs can do amazing tricks!

Like dogs, cats are fine pets as companions. On the other hand, if you want to teach your pet tricks, a cat might not be a good choice. Cats seem to have little interest in learning commands. Unlike cats, dogs seem eager to learn commands. So, a dog would probably enjoy learning tricks from you.

Similarity Signal Words	Similarity Statements
Like	Like dogs, parrots are very bright.
Like	Like dogs, cats are fine pets as companions.

Difference Signal Words	Difference Statements
However	However, a parrot might be a better fit for you.
But	But studies show that parrots can learn to speak words from human languages, which dogs can't do.
On the other hand	On the other hand, if you want to teach your pet tricks, a cat might not be a good choice.
Unlike	Unlike cats, dogs seem eager to learn commands.


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Name _____ Date _____

Mark-Up Reading

Which Pet is Right for You? (continued)

Question: We want to have our pet for a long time. What kinds of pets live the longest?
Answer: If you are looking for a pet that will live a long time, mice or hamsters would not be good choices. These animals have life spans of only two or three years. A cat, dog, or parrot would be a great choice, though. Cats and dogs typically live between ten and twenty years. Similarly, parrots can live fifty years or more! So before buying such a pet, be sure that you are committed to caring for your new friend for years to come.



▲ Some parrots live to be 50 years old!

Similarity Signal Words	Similarity Statements
Similarly	Similarly, parrots can live fifty years or more!

Difference Signal Words	Difference Statements
though	A cat, dog, or parrot would be a great choice, though.

Describe what you have learned about the structure of comparison writing.

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Review and Integrate Ideas

2 Explain Uses of Reasons and Evidence

Explain that students will identify the author’s use of reasons and evidence in “Which Pet Is Right for You?” Create a chart and model identifying an example of how opinions are supported by reasons and evidence on **Practice Master PM2.28**. Then have students complete the chart.

Opinion, Reasons, Evidence Chart

Opinion	Reasons	Evidence
A dog might be good for someone who wants a pet that can learn tricks.	Dogs are smart.	Some dogs have been able to learn more than 100 tricks and commands .
A parrot might be better than a dog for someone who wants a pet that can learn tricks.	Parrots are smart.	Parrots have the ability to speak words from human languages .
A cat might not be good for someone who wants a pet that can learn tricks.	Cats aren’t interested in learning commands .	Researchers believe cats are used to taking care of themselves in the wild.
Avoid having cats and other small animals in the same house.	A cat might try to stick its paws through the bars of a birdcage to get the bird.	Cats have a natural instinct to attack smaller animals.



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T129j

Daily Grammar ✓

Have students find the complex sentence starting with “If you are looking for a pet that will live a long time...” on **Practice Master PM2.29**. Then use page T129l to assess students’ understanding of run-on sentences, complex sentences, and compound sentences.

Daily Writing Skills ✓

Have students think about how the first few lines of **Practice Master PM2.28** give them an idea of what to expect from the rest of the blog. Then use page T129n to assess students’ understanding of how to introduce a topic.

3 Compare Reasons and Evidence

Remind students that they have identified opinions, reasons, and evidence on **Practice Master PM2.28**. Explain that they will compare how the authors of “The Clever Chimps of Fongoli” and “Which Pet Is Right for You?” on **Practice Master PM2.29** use reasons and evidence to support opinions. Display **eVisual 2.33**.



Comparison Chart

Article	Opinion	Reasons	Evidence
“Which Pet Is Right for You?”	Snakes and other animals make bad combinations.	Snakes consider most small animals prey.	Research shows that a snake’s diet consists of small rodents.
“The Clever Chimps of Fongoli”	Fongoli chimps are clever.	Fongoli chimps invented a new way to find food.	Female Fongoli chimps make spears to hunt food.

NGReach.com Comparison Chart: eVisual 2.33



INTERACTIVE WHITEBOARD TIP: Have students underline similar reasons and evidence.

Have students recreate and complete the chart, adding space for all the opinions and the reasons and evidence that support them on **Practice Master PM2.29**.

Check & Reteach

OBJECTIVE: Explain Uses of Reasons and Evidence

Review charts to check if students identified opinions, supporting reasons, and evidence. If students have difficulty, model the process using **Anthology** page 133.

Differentiate

EL English Learners

ISSUE Students lack the English vocabulary to explain their thoughts clearly.

STRATEGY Encourage students to work with English-proficient students to create clear sentences.

AL Above Level

ISSUE Students do not push themselves to explain clearly.

STRATEGY Have students read each other’s explanations and ask questions to guide clarifying the compositions.

Writing

4 Write About Reasons and Evidence

Introduce the activity: *Now you will write a paragraph that explains how one of the authors uses reasons and evidence to support an opinion.* Allow time for students to select and write about the author whose use of reasons and evidence they want to explain. Have volunteers share their explanations. Then have students add their explanations to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

Have students recall the unit’s Big Question: Just how smart are animals? Explain that the authors of “Animal Smarts,” “The Clever Chimps of Fongoli,” and “Which Pet Is Right for You?” all focused on evidence that pets are smart. Ask: *What can you learn from reading about these animals?*

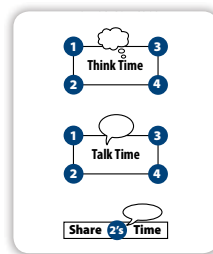
Model a response to the question for “Which Pet Is Right for You?” Say: *The author gives details about animals that are smart enough to do tricks. This can help me choose a pet I would enjoy teaching.* Add the idea to the unit concept map.



Use **Numbered Heads Together** to have students continue discussion about how the readings relate to the Big Question.

- Have students form small groups and number off within each group.
- Use a prompt or directive, such as: *Which selection gives the strongest evidence that animals are smart? Read an example from the selection.*
- Have students think individually about the question.
- Have groups discuss the question so that any member of the group can report to the class for the group.
- Call a number. The student with that number from each group reports for the group.

For **Numbered Heads Together**, see page BP46.



Numbered Heads Together

Best Practices

Link to Experience Encourage students to think about how their personal experiences can contribute to the discussion. For example, have they ever interacted with a clever animal? Or, conversely, have they ever observed an animal that did not seem very smart?

WRAP-UP Introduce the activity: *Give an example of a smart animal you know or have heard about and explain why you think the animal is smart.* To get students started, model a response to the prompt: *I know my bird is smart because she knows how to open the door to her cage.*

OBJECTIVES

Thematic Connection: Animal Behavior

✓ Write a Business Letter: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master 2.42

TECHNOLOGY ONLY

Organization: eVisual 2.28

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

Study a Model

Read the Letter Anthology page 138

Read aloud the prompt on **Student eEdition** page 138. Have students read the model silently. Then have volunteers read aloud the notes next to the student model and identify the heading, inside address, greeting, body, formal closing, and signature in the business letter.

Review the Trait: Organization

Display and read aloud **eVisual 2.28**. Then have students find examples of effective organization in the model: *Where is the topic introduced?* (the first paragraph) *What ideas are in the second paragraph?* (questions about squirrels for the scientist)



Writing Trait: Organization

Writing with effective organization

- introduces a topic clearly
- groups related ideas about the topic in a logical way

 **Organization: eVisual 2.28**



INTERACTIVE WHITEBOARD TIP: Underline the key words *introduces a topic* and *groups related ideas*.

Prewrite

Choose a Topic Anthology page 139

Have students reread the prompt. Then ask questions such as: *What is your role?* to unpack the prompt and begin completing a RAFT.

- **Role:** Student researcher
- **Audience:** Scientist who studies animal behavior
- **Form:** Business letter

Have students read step 1 on page 139. Then have students talk with partners to choose an animal and complete a RAFT.

Gather Information Anthology page 139

Ask a volunteer to read step 2. Then have students brainstorm *how, why, what* and other questions about their animal's intelligence. Model: *If I chose a whale for my animal, I might ask: How does a whale learn to swim? Can a whale learn tricks? What does a whale do to communicate with other whales?*

Get Organized Anthology page 139

Have a volunteer read step 3 and the sample of a main idea diagram. Discuss how to use the diagram. Ask: *What would you fill in for the next detail?* (How fast can they learn?) Tell students to create a main idea diagram to help them organize their letters.

COMMON CORE STANDARDS

Writing

Write Informative/Explanatory Text to Examine a Topic	CC.4.W.2
Introduce a Topic	CC.4.W.2.a
Develop the Topic, Using Facts, Definitions, Details, Quotations, and Other Information and Examples	CC.4.W.2.b
Plan, Revise, and Edit Writing	CC.4.W.5
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.4.W.10
Language and Vocabulary	
Produce Complete Sentences	CC.4.L.1.f
Demonstrate Command of Punctuation	CC.4.L.2
Use Commas Before Coordinating Conjunctions	CC.4.L.2.c
Choose Precise Words and Phrases	CC.4.L.3.a
Choose Punctuation for Effect	CC.4.L.3.b

Writing Project

Write as a Researcher

Write a Business Letter

You want to find out just how smart a certain animal is and how much it can learn. Write a letter to a scientist who studies animal behavior.



Study a Model

A business letter is written to someone you don't know. Read the business letter Mike wrote to ask for information about squirrels.


The **heading**, at the top, shows Mike's address and the date.

The **inside address** shows the name and address of the person Mike is writing.

The **greeting** ends with a **colon**.

In the **body**, Mike asks for information and then says "thank you."

A **formal closing** and **signature** end the letter.

	134 Oak Street Stafford, Virginia 22556 October 7, 20—
Dr. Anne Velardi Andrews University 5549 Darian Ave. Cincinnati, OH 45324 Dear Dr. Velardi:	
My friends and I want to make a funny video about a squirrel that causes trouble. Could you please answer some questions? First, how smart are squirrels? Can squirrels do tricks, such as jump onto someone's head? How fast can they learn? Thank you very much for your help.	
Sincerely, Mike Wheeler	

138

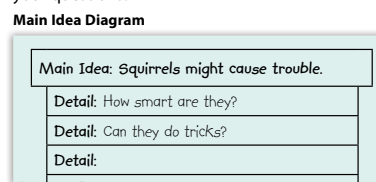
Prewrite

1. Choose a Topic What animal do you want to learn about? Talk with a partner to choose an interesting one.

Language Frames	
Tell Your Ideas <ul style="list-style-type: none"> I don't know much about _____. I've heard that a _____ is smart. I'd like to know just how smart. Are _____ smart enough to _____? 	Respond to Ideas <ul style="list-style-type: none"> What do you already know about _____? We all know how smart a _____ is. Could you choose a different animal? I am curious about _____, too! Great idea!

2. Gather Information Brainstorm questions that will help you find out how smart your animal is. Use question words such as *how*, *why*, and *what*.

3. Get Organized Use a main idea diagram to help you organize your questions.



Draft

Use your main idea diagram to write your draft. Include all of the important parts of the letter in the correct order. Remember to be clear about the information you need.

139

Anthology
pages 138–139

Draft

Write Ideas Anthology page 139

Invite a volunteer to read the instructions aloud. Ask students to say, in order, the parts of a business letter. (heading, inside address, greeting, body, formal closing and signature) Point out that they should include each part, making up the expert's name and address.

Explain how to turn the main idea diagram into a business letter: *Begin the body of your letter by introducing your topic and stating why you are writing. Use the main idea from your diagram here. Then start a new paragraph to ask the questions you have listed as details on your diagram.*

Remind students to organize their letters appropriately as they draft: *Make sure you write your questions in an order that makes sense.*

See **Differentiate**

Differentiate

EL English Learner

ISSUE Students have difficulty crafting their main idea into an introductory paragraph.

STRATEGY Provide a sentence frame for the introductory paragraph: I am writing about _____ because I want to know _____.

AL Above Level

ISSUE Students come up with many detailed questions.

STRATEGY Have students group related questions into several main questions.

Daily Language Arts

Spelling and Word Work ✓

Practice pages T129i–T129j

Daily Grammar ✓

Write this sentence: *I want to make a funny video about a squirrel, and I need some information.* Point out that it is a compound sentence with a comma and the word *and* separating the two independent clauses.

Then use pages 129k–129l to practice writing compound sentences.

Daily Writing Skills ✓

Review the introductory paragraph and organization of the student model on page 138. Then use pages T129m–T129n to practice introducing topics and grouping related information into paragraphs.

Revise

Read, Retell, Respond **Anthology** page 140

Read aloud step 1 on page 140. Have partners take turns reading their business letters to each other and then retelling what they have heard. Then have them hold peer conferences to aid in revising. Model how to offer feedback: *Don't forget to include the date in the heading. I think your questions would build on each other better if you moved the last question to come after the second one.*

Make Changes **Anthology** page 140

Guide students through the instructions and sample changes on page 140. Ask volunteers to explain why each change improves the business letter. For example: *How does inserting My friends and I want to make a funny video about a squirrel that causes trouble improve the letter?* (Possible responses: It states the writer's purpose clearly. It introduces the topic.)

Discuss a revision that affects the organization of the letter. Ask: *If I wanted to ask the question Can they learn to understand commands? where would I insert it? Why?* (in the second paragraph, because it is related to the other questions in that paragraph)

Have students use Revising Marks to improve their drafts. Remind them to focus on improving the organization of the letter and to check that the topic is introduced clearly.

See **Differentiate**

Edit and Proofread

Check the Business Letter **Anthology** page 141

Read aloud the instructions on page 141. Have students check their grammar, focusing on correcting run-on sentences and writing compound sentences correctly. Point out the Punctuation Tip about using commas in compound sentences. Have students edit and proofread their letters, with special attention on any Week 4 spelling words they may have used.

Differentiate

SN Special Needs

ISSUE Students struggle to give or take effective feedback during peer conferences.

STRATEGY Hold individual conferences with students. Read students' business letters aloud with them and discuss needed changes and ideas for improvements. As changes are made, read the revised letter aloud again, noting the improvements as you read.

BL Below Level

ISSUE Students cannot focus their feedback during peer conferences.

STRATEGY Provide a checklist of a few traits for students to concentrate on, such as: *Is the topic introduced? Are questions grouped together?*

Writing Project, continued

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens, and then restates the important information. Next, talk about ways to improve your letter.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> You want to know about _____. You want to know if _____ can _____ and _____. You'll use the information to _____. 	<ul style="list-style-type: none"> The _____ is missing from your letter. I don't understand the question about _____. Can you ask in a different way? The _____ seems out of order.

2. **Make Changes** Think about your draft and your partner's suggestions. Check that you've included all the parts of a business letter. Use the Revising Marks on page 585 to mark any changes.

- Is your purpose for writing the letter clear?

My friends and I want to make a funny video about a squirrel that causes trouble.

Could you please answer some questions?

- Make sure all of your questions are worded clearly.

to do tricks, such as jump on someone's head?

Can squirrels learn stuff?

Edit and Proofread

Work with a partner to edit and proofread your business letter. Try using sentences of different lengths and types. This will make your writing more interesting.

Publish

On Your Own Make a clean copy of your letter. Read it aloud to others. See if any of your listeners can answer your questions.

Punctuation Tip

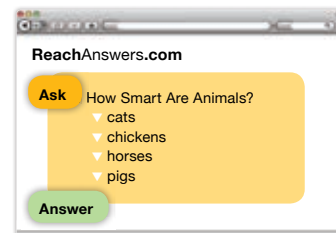
In compound sentences, put a **comma** before the conjunction *and*, *or*, or *but*.

End every question with a **question mark**.

Presentation Tips

If you are the speaker . . .	If you are the listener . . .
Read as if you were speaking to the person that the letter is for.	Listen carefully. Is it clear what information the speaker wants?
When you read a question, make your voice go up slightly at the end.	Jot down notes about the information the speaker is looking for.

In a Group Work together to find the answers to all of the questions in your letters. Post the questions and answers on the bulletin board, or create a Web site that you can add to.



Anthology pages 140–141

Publish

On Your Own Anthology page 141

Have students write final drafts of their business letters. Give them the option of typing their letters using a word processing program. Show them how to format the parts of a letter.

Review the Presentation Tips before students read their letters aloud. Remind students that their letters are addressed to adults they do not know. Demonstrate the difference in the way you speak to a friend and to someone you do not know. Model reading a question with intonation. Tell students to listen and think about what they hear. Have a volunteer read one of the Presentation Tips while you model making a note about it.

Use the **Writing Rubric** to assess each student's business letter.

With a Group Anthology page 141

Organize students into small groups. Have students use the Internet or library reference materials to find the answers to the questions in each group member's letter. Encourage groups to find creative ways to post the questions and answers on a bulletin board, or help them create a Web site with the information. Students may wish to create visual displays to accompany their questions and answers.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the writer's ideas are well developed. Details are accurate and relevant, showing in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. All content flows smoothly and logically.	Most of the writing has a unique voice that is appropriate for the genre and audience.	Most of the language is appropriate for the genre and audience.	Most sentences are varied and clear. The writer uses appropriate transitions.	The writing has correct punctuation and spelling. Most of the sentences are complete.	The text is presented in an orderly way, making it easy to read. Some details are difficult to take in.
3	Most of the writing has a clear focus and the writer's ideas are well developed. Details are accurate and relevant, showing in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. All content flows smoothly and logically.	Most of the writing has a unique voice that is appropriate for the genre and audience.	Most of the language is appropriate for the genre and audience.	Most sentences are varied and clear. The writer uses appropriate transitions.	The writing has correct punctuation and spelling. Most of the sentences are complete.	The text is not presented in an orderly way, making it difficult to take in.
2	The writing has a clear focus and the writer's ideas are well developed. Details are accurate and relevant, showing in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. All content flows smoothly and logically.	Most of the writing has a unique voice that is appropriate for the genre and audience.	Most of the language is appropriate for the genre and audience.	Most sentences are varied and clear. The writer uses appropriate transitions.	The writing has correct punctuation and spelling. Most of the sentences are complete.	The text is not presented in an orderly way, making it difficult to take in.
1	The writing does not have a clear focus and the writer's ideas are not well developed. Details are inaccurate and irrelevant, showing little knowledge of the topic.	The writing does not have a clear structure and purpose. Content is not organized smoothly and logically.	The writing does not have a unique voice that is appropriate for the genre and audience.	The writing does not have appropriate language for the genre and audience.	The writing does not have varied and clear sentences. The writer does not use appropriate transitions.	The writing has incorrect punctuation and spelling. Many sentences are incomplete.	The text is not presented in an orderly way, making it difficult to take in.

Week 4 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Analyze/Compare Characters; Make Connections to Comprehend Literature; Compare Treatments of Themes and Topics; Determine the Main Idea and Supporting Details; Explain Text Structure: Compare and Contrast

ASSESSMENTS

Reading Comprehension Test

Elephant Intelligence

According to the people who work with and watch them, elephants are intelligent animals. Here are some interesting elephant behaviors to support that.

- When elephants have an itch they can't reach, they sometimes grab a stick. They use it as an scratching tool.
- Elephants can be bathed by flies and other pests. Instead of using their tails like other animals do, elephants sometimes pick up a palm leaf and wave the bugs away.
- Elephants pull up grass by the roots for food. Before eating the grass, elephants shake or blow soil off the dirt.
- An elephant in South Africa dug its own watering hole to drink from.
- An elephant in India was helping to pull logs out of a track and place them in holes in the ground. When the elephant came to one hole, it refused to put the log in place. As it turned out, there was a sleeping dog in the hole! Once the dog was gone, the elephant began working again.
- Some working elephants plug mud into the bell they wear around their neck. This stops the bell from ringing. By doing this, they are able to sneak bananas from an orchard without getting caught.

Elephants are truly amazing creatures. They use their intelligence to solve problems.

A2.22

Reading Comprehension Test

Which detail supports the main idea of "Elephant Intelligence"?

- 1 Elephants play mud into the bell they wear.
- 2 Elephants pull up grass by the roots for food.
- 3 Elephants can be bathed by flies and other pests.

Which of these is an opinion?

- 1 Elephants are amazing creatures.
- 2 Elephants eat at five with palm leaves.
- 3 Elephants use sticks to scratch themselves.
- 4 Elephants shake the dirt of grass before eating it.

Which group of words from the article shows that something is being compared?

- 1 According to the people who work with and watch them...
- 2 By doing this, they are able to sneak bananas...
- 3 Instead of using their tails like other animals...
- 4 As it turned out, there was a sleeping dog...

A2.23

Reading Strategy Assessment

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's name.

Ask: *What did you do when you were stuck? How did you know when you were stuck? How did you know when you were not stuck?*

Plan and Monitor	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1
1	1	1
2	2	2
3	3	3
4	4	4

SG2.30

Reading Comprehension Unit Test
A2.22–A2.30

Reading Strategy Assessment
SG2.30–SG2.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment

Check a long team that a person or animal is smart if it seems to be true for elephants. They have the largest brain of all land animals. They also show signs of higher brainpower, or intelligence. Elephants can use tools and show emotion. They communicate with one another. They remember things and can change their behavior.

A well-known sign of intelligence for any animal is the ability to use tools. Elephants have one of the greatest tools ever—a trunk. It's a nose, a hand, an extra foot, a shovel, a vacuum cleaner, and a spear—all rolled into one. Elephants use their trunk in a variety of ways. They often pick up a tree branch to scratch themselves or to show away flies. They use their trunk to drink, of course, but they also use it sometimes to spray themselves with water or dust. That way they protect themselves from sun and insects.

Elephants seem to feel a range of emotions. They can show joy, sadness, and love. Young elephants, especially, like to play, and seem to have a good sense of humor. One zoo elephant stole a tourist's hat and hid it as a game.

Elephants communicate with one another in a number of ways. For example, when two elephants haven't seen each other in a long time, they often greet each other by touching their trunks, a kind of elephant hug.

Most important, elephants seem to have the ability to adjust to new situations. They change actions as a result of experience. This is a true sign of intelligence. And, of course, they can remember things. They have a memory like, well, an elephant.

A2.1

Oral Reading Assessment

Code	1	2	3	4
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

A2.2

Oral Reading Assessment

Code	1	2	3	4
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

A2.3

Oral Reading Assessment
A2.1–A2.3

Use these passages throughout Unit 2. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Relate Words: Homophones
- Consult References: Dictionary
- Spell Words with Consonant Blends: *nd, st, lt, mp, nt, fr, sm, sn, sl, cl*
- Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the questions. Use the dictionary entry to choose the best answer.

sharp (sharp) adjective 1 Cutting through easily 2 Quick and smart 3 Having a strong taste 4 Harshful

link (link) noun 1 A long thin piece of metal 2 Something with a long and thin shape verb 3 To attach things together 4 To stay inside

1. My sister gave me a **link** of gum.
Which meaning of **link** is used in this sentence?
1 meaning 1
2 meaning 2
3 meaning 3
4 meaning 4

2. This is a **link** to pull other.
Which meaning of **link** is used in this sentence?
1 meaning 1
2 meaning 2
3 meaning 3
4 meaning 4

A2.31

Vocabulary Test

mouse (mouse) noun 1 A small animal with pointed nose, small ears, and long tail 2 A tiny person 3 A small food used with a computer verb 4 To look for mice

light (light) noun 1 Something that makes light, like a lamp verb 2 To land, as a bird or object 3 Not heavy; weighing only a little 4 Clear and/or happy

1. I saw a **mouse** in my house.
Which meaning of **mouse** is used in this sentence?
1 meaning 1
2 meaning 2
3 meaning 3
4 meaning 4

2. The **light** was on when I got home.
Which meaning of **light** is used in this sentence?
1 meaning 1
2 meaning 2
3 meaning 3
4 meaning 4

A2.32

Spelling Words

Use the words and clues for the weekly Spelling Pretest and Spelling Test.

Words with Consonant Blends

1. ascend We watched the monkey **ascend** the tree as it climbed all the way to the very top.
2. brilliant The puppy cat covered its eyes to block out the **brilliant** sunlight.
3. clink The loud **clink** of my keys scared the deer.
4. clumsy Our **clumsy** puppy bumped into the plant and knocked it over.
5. complain She wanted to **complain** about the noisy birds but stopped herself, because the loud fluffy said negative things about the barking dog.
6. consult Let's **consult** our vet about Fluffy's odd behavior.
7. crest That **crest** on the bird's head is very colorful.
8. dread I **dread** walking the dog in freezing weather.
9. frequent The weather was too unpredictable for camping, mostly because of the **frequent** changes in temperature.
10. frolic Otters **frolic** playfully in the cool water.
11. ladder I saw a snake **ladder** across the grass.
12. smother She had so many covers around her neck and over her mouth that I was afraid she might **smother**.
13. sniff Our dog uses her nose to **sniff** the food before she eats it.
14. stomp The pig poked its snout under the fence to smell the food.
15. stamp Horses kick up a lot of dust when they **stamp** their hooves.
16. trample The cattle **trample** the grass during a stampede.

Watch-Out Words

17. all right It is **all right** with you to help feed the puppies while I am gone!
18. all ready We are **all ready** to feed the puppies now.
19. already The new puppy is **already** eating solid food.
20. all together We will get it done even faster if we do it **all together**.

A2.33

Vocabulary Unit Test
A2.31–A2.33

Spelling Pretest/ Spelling Test
T129i

Grammar and Writing

- Use Subject-Verb Agreement with Compound Predicates; Quotations; Negative Sentences; Kinds of Sentences; Coordinating Conjunctions; Run-On Sentences, Complex and Compound Sentences
- Introduce a Topic

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Many dogs are pets. Their owners feed and play with them. These dogs have a easy. When you're a sheep dog, though, 1 sheep dogs are used a lot in 2 a lot of sheep and few fences. These dogs are smart! All the ranchers in the 3 4 the dog knows what to do. Sheep dogs "guard" sheep from the 5 6 sheep from the forest. A breed known as the Australian Koolie can even run across the backs of a herd of sheep!

1. Choose the answer that goes in blank 1.
1. 1 easy
2. much hard work
3. you have work to do
4. once there's much work

2. Choose the answer that goes in blank 2.
1. Australia where
2. Australia there are
3. Australia they have
4. Australia because there are

3. Choose the answer that goes in blank 3.
1. where
2. while and
3. while, and
4. while right away

4. Choose the answer that goes in blank 4.
1. back, or
2. back or they
3. back they have
4. back they can do

A2.34

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

My grandparents were visiting us last weekend so we went with them to Ocean World. When we got there, we went to a dolphin show. (1) That was amazing show that was! (2) We sat right next to the water. (3) Because we didn't want to miss anything, (4) they said "we might get splashed!" (5) The trainer showed a little water.

When the show started, a trainer climbed a very tall ladder. (6) She stretched her arms and held out two pieces of fish. (7) Two white dolphins leaping out of the water at the same time. (8) They jumped 20 feet up in the air, or they got the fish!

1. What is the correct way to write sentence 1?
1. My grandparents were visiting us last weekend, so we went with them to Ocean World.
2. My grandparents were visiting us last weekend if we went with them to Ocean World.
3. My grandparents were visiting us last weekend, so we went with them to Ocean World.
4. Correct as is.

2. What is the correct way to write sentence 4 and 5?
1. We sat right next to the water. Because we didn't want to miss anything, they said "we might get splashed!"
2. We sat right next to the water, so we didn't want to miss anything.
3. We sat right next to the water, for we didn't want to miss anything.
4. Correct as is.

A2.35

Writing Rubric

Code	1	2	3	4
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

A2.42

Writing, Revising, and Editing Unit Test
A2.34–A2.37

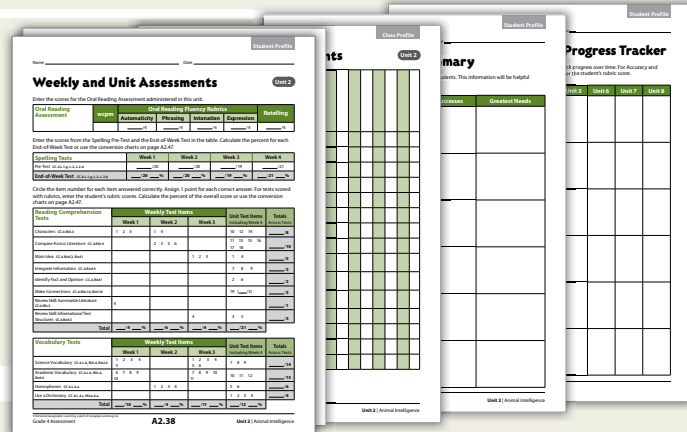
Writing Rubric
A2.42



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A2.38–A2.39
- Class Profile: Weekly and Unit Assessments** A2.40
- Student Profile: Strengths and Needs** A2.41
- Student Profile: Oral Reading Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Identify Facts and Opinions: Reteaching Master RT2.10**
- Text Structure: Compare: Reteaching Master RT2.11**
- Make Connections: Reteaching Master RT2.12**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Vocabulary and Spelling

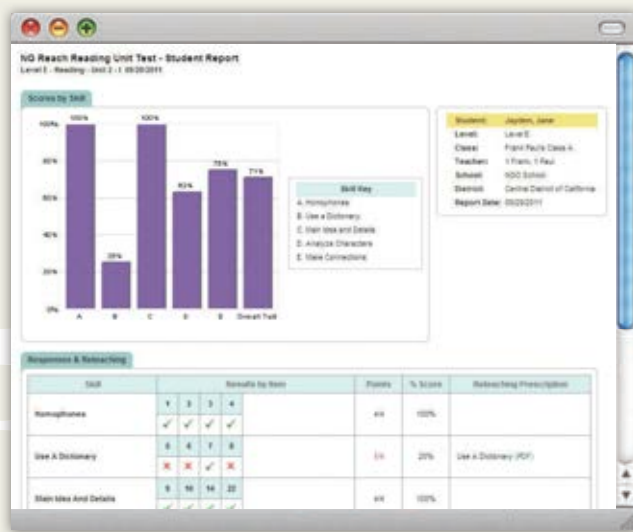
RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T129i–T129j



ONLINE ONLY Automated Reports

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

Grammar and Writing

RETEACH

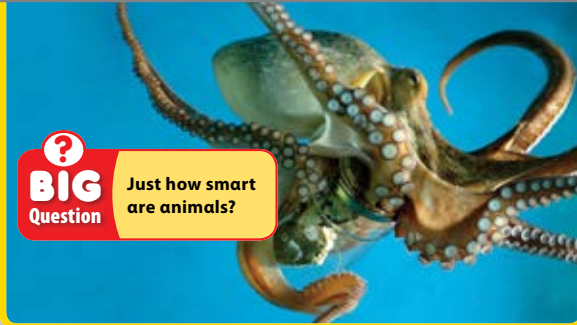
- Sentences: Anthology Handbook, pages 592–594**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Organization: Reteaching Master RT2.13**

ADDITIONAL PRACTICE

More Grammar Practice PM2.31

Daily Writing Skills Practice, pages T129m–T129n

See Weeks 1–3 for additional practice resources.

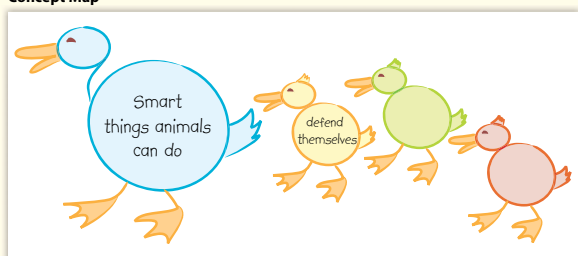


?
BIG Question Just how smart are animals?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now use your concept map to discuss the **Big Question** with the class.

Concept Map



Write an E-Mail

Choose an animal from the unit. Think about how intelligent this animal is. Write an e-mail to a friend to describe how smart this animal is.

142

Anthology
pages 142–143

OBJECTIVES

Thematic Connection: Animal Intelligence
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM2.1

COMMON CORE STANDARDS

WRITING

Write Over Shorter Time for Specific Tasks,
Purposes, and Audiences CC.4.W.10

SPEAKING AND LISTENING

Discuss Topics, Building on Others' Ideas and
Expressing Ideas Clearly CC.4.SL.1
Follow Rules for Discussions CC.4.SL.1.b
Contribute to Discussions and Link to
Others' Remarks CC.4.SL.1.c
Report on a Topic CC.4.SL.4
Tell a Story CC.4.SL.4

Unit 2 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Do It!

Design a Maze

Use art materials to design a maze for a mouse. Then display your design for the class. Tell a partner how the maze might be used to test the animal's intelligence.

Write It!

Write a Comic

Write a comic strip that tells a trickster tale. Include a main character that plays tricks on others. Draw pictures to go with your story. Share your comic with the class.

Talk About It!

Discuss Animal Smarts

What is the smartest animal you can think of? Find facts to support your choice. You can use your experiences, too. Which animals do other members in your group choose? See if the group can agree on the smartest animal.

Do It!

Put on a Puppet Show

Make puppets for the characters in "Love and Roast Chicken." Then perform a puppet show to retell the story.

Academic Talk

1 Talk Together Anthology page 142

Display the Big Question. Read aloud the first paragraph on page 142. Have students revisit their Unit Concept Maps to remind them of their answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during Small Group Reading. Encourage elaboration: *Describe another example of how smart animals are.*

Writing

2 Write an Email Anthology page 142

Read aloud the instructions. Briefly review including a main idea and details and using Key Words. Ask volunteers to identify examples of each by reviewing "Animal Smarts" on pages 112–127.

Provide a main idea diagram for students to use to plan their emails. Have students write independently. Post emails in a class display.

Main Idea: Animals are _____.

Detail: _____

Detail: _____

Detail: _____

Unit Projects

3 Share Your Ideas Anthology Anthology page 143

Read aloud the project options. Have students who have chosen the Talk About It and the Do It group projects form small groups and gather in designated areas. Have the students who have chosen Write It work independently at their desks.

Do It!



MATERIALS

art materials to make a maze (cardboard, glue, tape, etc.)

Plan

Lead a discussion about familiar mazes, such as a corn maze, a mouse and cheese maze, and mazes drawn with pencil and paper. Model by drawing a simple maze on the board.

Ask: *How can a maze be used to test animal intelligence?* Explain that some animals can quickly learn to navigate mazes and can even remember maze patterns over time.

Design a Maze

Have partners design and build a maze using art supplies. Have pairs display their mazes for the class and take turns explaining how the maze might test animal intelligence.

Report on a Topic

CC.4.SL.4

Write It!



Plan

Revisit “Love and Roast Chicken” on **Anthology** pages 80–94 and “Mouse Deer and Farmer” on pages 99–103. Review elements of trickster tales (main character is often an animal; main character outsmarts other characters; animals have human qualities).

Model using a story map to plan a comic strip by copying the following format onto the board and filling in example details:

- Characters _____ • Trick _____
- Beginning _____ • Middle _____ • End _____

Write a Comic

Instruct students to create a story map to plan their comic strips. Students should then write and illustrate their comics.

Write Over Shorter Time for Specific
Tasks, Purposes, and Audiences

CC.4.W.10

Talk About It!



MATERIALS

Internet access or other reference sources

Plan

Review the Rules of Discussion: ask questions, show you are listening, give your opinions, respect others’ opinions.)

Discuss Animal Smarts

Allow time for students to research their animal. Encourage groups to follow the Rules for Discussion as they discuss. Ask groups if they were able to agree on the smartest animal.

Discuss Topics, Building on Others’ Ideas and

Expressing Ideas Clearly

CC.4.SL.1

Follow Rules for Discussions

CC.4.SL.1.b

Contribute to Discussions and Link to Others’ Remarks

CC.4.SL.1.c

Do It!



MATERIALS

art materials to make puppets

Plan

Have students review “Love and Roast Chicken” on **Anthology** pages 80–94 to help them plan their puppet show.

Ask: *Who are the characters in the story? What happens in the beginning, middle, and end? What do the pictures tell you about the story and characters?*

Put on a Puppet Show

Have students work in groups to create puppets and retell the story. Each group can perform part of the story for the class.

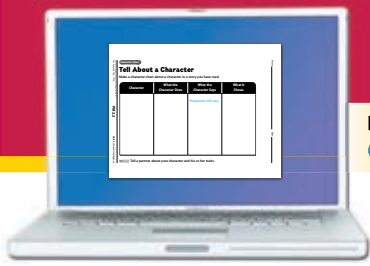
Tell a Story

CC.4.SL.4

Unit 2 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Contents at a Glance

Practice Masters		Pages
Family Newsletter 2: English and Spanish		
Week 1	Day 1: Unit Concept Map	PM2.1
	Character Chart	PM2.2
	Day 3: Grammar Game	PM2.3
	Day 4: Daily Grammar: Grammar and Writing	PM2.4
	Day 5: Test-Taking Strategy Practice	PM2.5
	Character Chart	PM2.6
	Fluency Practice	PM2.7
	Reteach: Grammar Practice	PM2.8
Week 2	Day 1: Grammar Game	PM2.9
	Day 2: Grammar Game	PM2.10
	Day 3: Venn Diagram	PM2.11
	Grammar Practice	PM2.12
	Day 4: Mark-Up Reading	PM2.13
	Mark-Up Reading	PM2.14
	Daily Grammar: Grammar and Writing	PM2.15
	Reteach: Grammar Practice	PM2.16
Week 3	Day 1: Main Idea Diagram	PM2.17
	Day 4: Grammar Game	PM2.18
	Daily Grammar: Grammar and Writing	PM2.19
	Day 5: Test-Taking Strategy Practice	PM2.20
	Main Idea Diagram	PM2.21
	Fluency Practice	PM2.22
	Reteach: Grammar Practice	PM2.23
Week 4	Day 1: Grammar Game	PM2.24
	Day 2: Grammar Game	PM2.25
	Day 3: Comparison Chart	PM2.26
	Grammar Practice	PM2.27
	Day 4: Mark-Up Reading	PM2.28
	Mark-Up Reading	PM2.29
	Daily Grammar: Grammar and Writing	PM2.30
	Reteach: Grammar Practice	PM2.31



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level E | Unit 2

Dear Family Member,

“Just how smart are animals?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about animal behavior, communication, and intelligence. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview friends and family members about things that pets or other animals do that show they are smart. Collect stories and examples. Try to use some of the New Words in your interviews.
2. Work together to write notes about your interviews on the lines below. Try to include some of the New Words in your notes.
3. Remind your student to bring the completed notes to class.

What We're Reading

“Love and Roast Chicken”

by Barbara Knutson

In this tale, a clever guinea pig uses tricks to save himself from a hungry fox.

“Mouse Deer and Farmer”

adapted from a story told by Aaron Shepard

This tale tells how Mouse Deer escapes danger by tricking a farmer's dog.

“Animal Smarts”

by Leslie Hall

This science article discusses the many ways that animals communicate and show their intelligence.

“The Clever Chimps of Fongoli”

by Elizabeth Sengel

In this article, Explorer Jill Pruetz studies how chimpanzees in Senegal use tools to find food.

And more!

COPY READY



New Words

Weeks 1 and 2

adaptation

predator

survival

behavior

prey

trait

characteristic

response

defend

strategy

Weeks 3 and 4

ability

inherit

pattern

command

language

skill

communication

learn

tool

imitate

memory

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach



BOLETÍN DE NOTICIAS

Nivel E | Unidad 2

Estimado miembro de la familia,

“¿Qué tan inteligentes son los animales?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca del comportamiento, comunicación e inteligencia de los animales. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, entrevisten a amigos y miembros de la familia acerca de las cosas que sus mascotas u otros animales hacen que demuestran que son inteligentes. Reúnan historias y ejemplos. Intenten usar algunas de las Nuevas Palabras en sus entrevistas.
2. Juntos, escriban notas de sus entrevistas en las líneas siguientes. Intenten incluir algunas de las Nuevas Palabras en sus notas.
3. Recuerde a su estudiante traer las notas completas a clase.

Qué estamos leyendo

“Love and Roast Chicken”

por Barbara Knutson

En este cuento, un inteligente conejillo usa trucos para salvarse de un zorro hambriento.

“Mouse Deer and Farmer”

adaptado de un cuento narrado por Aaron Shepard

Este cuento narra cómo un ciervo-ratón escapa del peligro al engañar al perro del granjero.

“Animal Smarts”

por Leslie Hall

Este artículo científico comenta las incontables formas en que los animales se comunican y cómo demuestran su inteligencia.

“The Clever Chimps of Fongoli”

por Elizabeth Sengel

En este artículo, la exploradora Jill Pruetz estudia cómo los chimpancés en Senegal usan herramientas para encontrar alimentos.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

adaptation
adaptación

predator
depredador

survival
supervivencia

behavior
comportamiento

prey
presa

trait
rasgo

characteristic
característica

response
respuesta

defend
defender

strategy
estrategia

Semanas 3 y 4

ability
habilidad

inherit
heredar

pattern
patrón

command
orden

language
lenguaje

skill
destreza

communication
comunicación

learn
aprender

tool
herramienta

imitate
imitar

memory
memoria

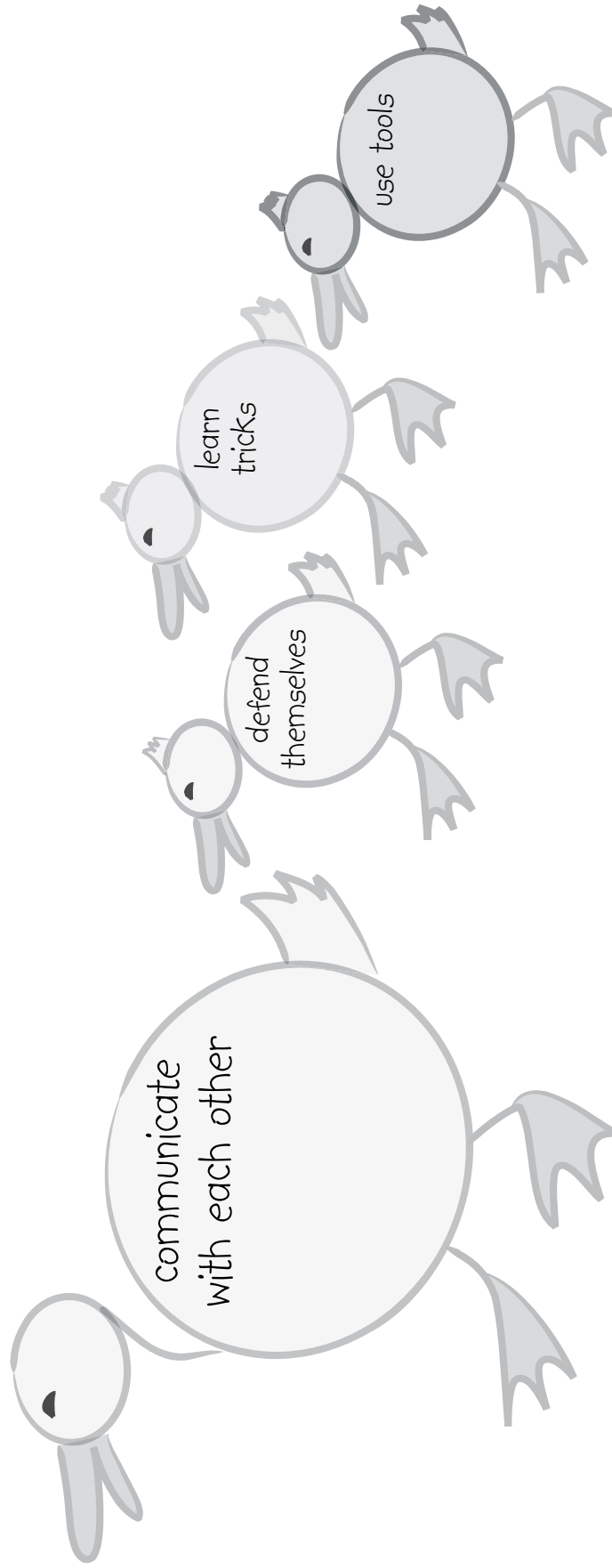
Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

Unit Concept Map

Animal Intelligence

Make a concept map with the answers to the Big Question:
Just how smart are animals? Write your ideas on the bodies of the ducks.

Smart things animals can do . . .



COPY READY

Character Chart

Tell About a Character

Make a character chart about a character in a story you have read.

Character	What the Character Does	What the Character Says	What It Shows

 Tell a partner about your character and his or her traits.

Grammar: Game

Sentence Race

1. As a team, take 5 minutes to write as many sentences as you can using words in the chart. Each sentence must have a compound predicate. Use the words *and* and *or*.
2. Score 1 point for each sentence your team writes correctly.
3. Score an additional point for using more than 12 words from the chart in your sentences.
4. When time is up, check your sentences and add up your points. The team with the most points wins.

Animals	Verbs
leopard / leopards	eats / eat
spider / spiders	swings / swing
parakeet / parakeets	catches / catch
chipmunk / chipmunks	chirps / chirp
woodpecker / woodpeckers	reaches / reach
baboon / baboons	snoozes / snooze
horse / horses	climbs / climb
giraffe / giraffes	swallows / swallow

COPY READY

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct subject-verb agreement with compound subjects and compound predicates
- correct end punctuation

Editing and Proofreading Marks

^	Add.
↷	Take out.
↶	Move to here.
^,	Add comma.
⊙	Add period.

The African Gray parrot is my favorite bird. My next-door neighbor has one named Mr. Einstein. Cousin Rina and I visits^g him as often as we can. Sometimes we feeds and play with him for hours. He can be very funny!

African Grays are pretty noisy Mr. Einstein scream and whistles. African Gray parrots are also quite smart. Rina and my neighbor teaches Mr. Einstein a new word every week. Mr. Einstein speak and sings in Spanish, too. Rina laughs and wonder if he could learn to read!

When the doorbell rings, Mr. Einstein whistles or says, "Who is it?" Some visitors answers or laugh when they find out that a bird answered the door.

Test-Taking Strategy Practice

Read Directions Carefully

Directions: Read each question about “Love and Roast Chicken.” Choose the best answer.

Sample

- 1** Read the sentences. Which sentence tells about a character’s traits? Circle the letter of the correct answer.
- Ⓐ Cuy lives on a farm.
 - Ⓑ The farmer has a daughter named Florinda.
 - Ⓒ Cuy plays tricks and tells a lot of stories.
 - Ⓓ Tío Antonio is a fox, not a guinea pig.

- 2** Read. Choose the sentence that tells what happens last.
- Ⓐ The farmer ties up Cuy.
 - Ⓑ The farmer says Cuy can help in the field.
 - Ⓒ The farmer laughs.
 - Ⓓ The farmer makes a sticky doll.

- 3** Choose the answer that best completes the sentence. Cuy needs to hide from Tío Antonio, so he _____ .
- Ⓐ works in the farmer’s field
 - Ⓑ eats the alfalfa
 - Ⓒ makes a sticky doll
 - Ⓓ marries the farmer’s daughter

 **Tell a partner how you used the test-taking strategy to answer the question.**

Character Chart

“Love and Roast Chicken”

Fill in what the character says and does. Write what this shows about the character.

Character Chart

Character	What the Character Does	What the Character Says	What It Shows
Cuy			
Tío Antonio			
the farmer			

Fluency Practice

“Love and Roast Chicken”

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

“*¡Qué tramposo!* What a rascal! You’re not a farmworker, you’re a guinea pig!” cried the farmer. “And you’ve been eating all my alfalfa! Well, Florinda loves to eat roast guinea pig, and tomorrow we will eat YOU!”

He pulled Cuy free from the sticky gum doll. Then he tied him to the eucalyptus tree and went back to bed.

“It can’t get any worse than this!” thought Cuy. But here came Tío Antonio sneaking toward the chicken coop.

From “Love and Roast Chicken,” page 90.

COPY READY

Expression

- 1 Changes voice to match all the content.
- 2 Changes voice to match some of the content.
- 3 Changes voice, but it does not match content.
- 4 Does not change voice.

Accuracy and Rate Formula

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Reteach: Grammar

Animal Play**Grammar Rules: Compounds**

A **compound subject** has two or more nouns.

- When the subjects are joined by *or*, the verb matches the last subject.
- When subjects are joined by *and*, the verb is plural.

John or Jen feed the dog once a day. (singular)

Their mom or younger brothers feed the dog when they are gone. (plural)

The dog and cat are happy to play together. (plural)

A **compound predicate** has two or more verbs with the same subject.

- Subject and verbs match.

My cat sleeps and plays. (singular)

The kittens run and jump all day. (plural)

Read each sentence. Circle the correct verb in each item.

1. Hippos (teach/teaches) and (help/helps) their babies to swim.
2. My llama (romp/romps) and (chase/chases) my dog.
3. Dogs or cats (is/are) the most popular pets.
4. My brothers or sister (want/wants) a horse by next year.
5. My dog and cats (play/plays) together all the time.

 Make a list of your five favorite animals. Take turns making sentences with compound subjects and predicates.

Grammar: Game

That's a Negative


1. Cut apart the negative word cards and the subject/verb cards.
2. Place the subject/verb cards face up. Each player takes a negative word card and holds it so the others cannot see what it says.
3. Player 1 chooses a subject/verb card and then tries to make a negative sentence using the words on the cards. If a logical sentence cannot be made, the subject/verb card should go back on the table.
4. Play continues around the group.

no	no one
not	nobody
none	nothing
never	nowhere
we / see	I / travel
they / see	you / find
monkeys / swing	dog / sniffs
parakeet / chirps	elephant / sprays

COPY READY

Grammar: Game**You Said It!**

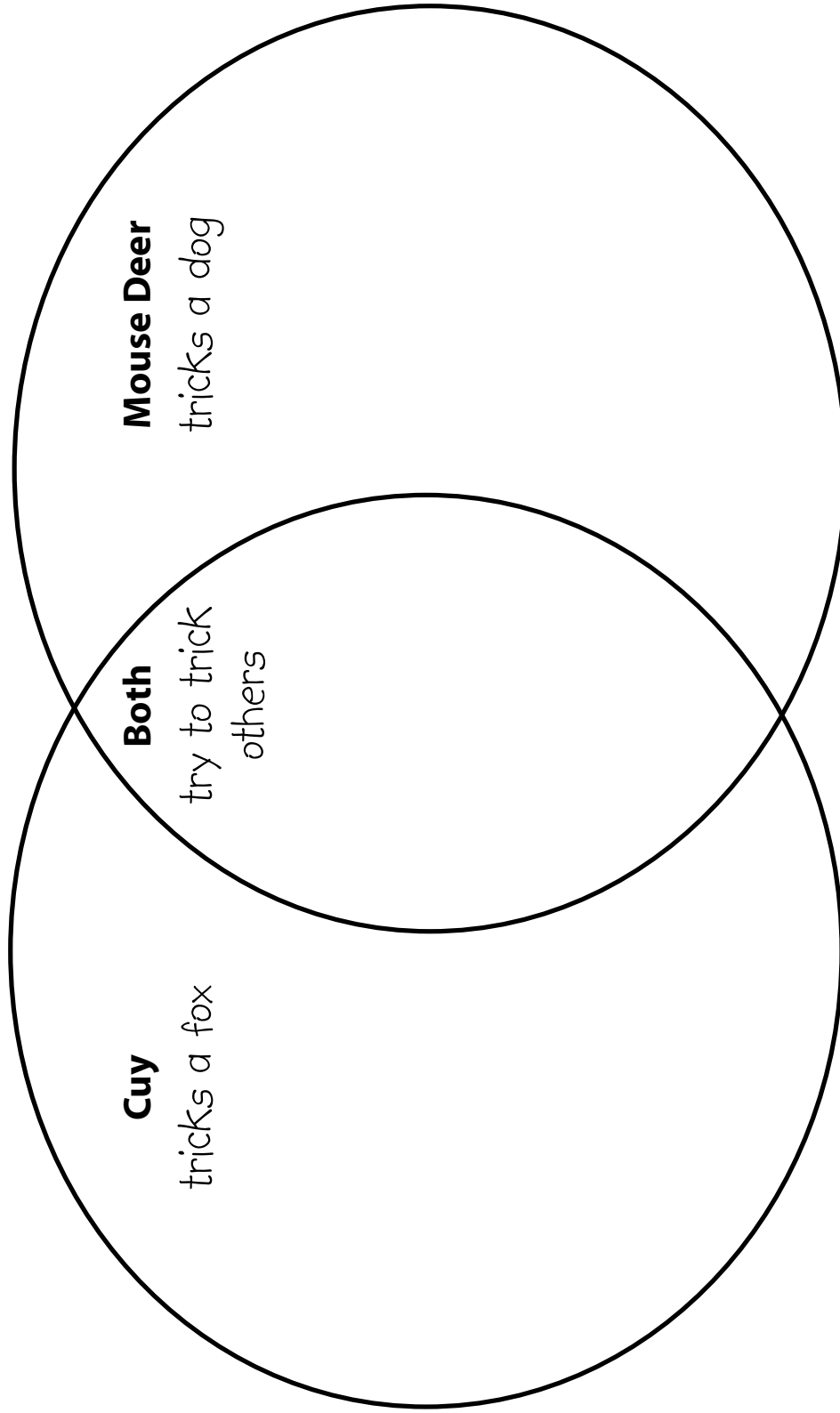
1. Player 1 says a sentence about an animal and then asks, "What did I say?"
2. Players 2 and 3 write the sentence as a quotation, including the speaker's name and correct punctuation. Then, they proofread their sentences to make sure they used quotation marks, commas, and periods in the right places.
3. Players 2 and 3 display their written sentences. If a quotation is written correctly, Player 1 says, "You said it!"
4. If a quotation has a punctuation mistake, the team works together to correct it.
5. Play continues with players taking turns as Player 1, 2, and 3 until each player has said two sentences.



Try to put the speaker's name in a different place in each sentence you write!

Venn Diagram

Compare Characters' Adventures



Use your Venn diagram to describe one character or both characters. Have your partner name the character or characters you describe. Then switch roles.

Grammar: Practice

It's Not So Tricky!

Grammar Rules Kinds of Sentences

There are four kinds of sentences.

Name	Definition	Example
Statement	tells something	Mouse Deer is smart.
Question	asks something	Where is Mouse Deer?
Exclamation	shows strong feeling	What a trick!
Command	tells you to do something	Bring me some food. Be careful!

Name each sentence. Then write each sentence correctly.


1. where does Mouse Deer go

Question: Where does Mouse Deer go?

2. he is in the garden

3. what a big mistake

4. tell Mouse Deer to run

 **Tell a partner what you know about trickster tales. Use different kinds of sentences.**

Mark-Up Reading

How Pan Caused Panic

When the wind howled in the trees, ancient Greeks heard the voice of the god Pan, a half-human creature who thought it was funny to scare people.

One night, a man named Nicos walked alone through a windy forest. Pan was bored, but when he saw Nicos coming, he decided it would be fun to trick him. Pan took a deep breath and howled, “Woooooooooooo-eeeeeeee!” Nicos’s heart pounded with terror as he ran screaming through the forest. Pan’s howls soon turned to laughter. What fun it was to trick people!

Theme: Entertainment can sometimes hurt others.

Fox and Coyote

A favorite Native American trickster tale is about two clever animals, Fox and Coyote. One evening Fox was sitting by a lake. Suddenly, Coyote jumped out of the bushes and snarled, “I’m going to eat you!”

The moon reflected in the lake looked like a piece of cheese and Fox knew he needed to outsmart Coyote. So he said, “If you drink the lake, you can eat that piece of cheese.”

Coyote began guzzling water from the lake. Soon his stomach ached. “I’ll never drink it all!” he moaned.

“I’ll get help,” said Fox as he ran away. But, of course, he never came back!

Theme: Cleverness can get you out of trouble.



Mark-Up Reading

Anansi, the Spider



In this West African tale, Anansi, the clever spider, was jealous because people loved to tell stories about Nyame, the sky god. Anansi went to Nyame and said, "I want stories about me instead!"

Nyame replied, "To prove yourself, bring me a swarm of bees, a live python, and the King of the Forest."

First, Anansi walked among the trees carrying a huge gourd with a lid. The bees asked Anansi about the gourd. Anansi replied, "My silly friend says a swarm of bees can't fit in this gourd."

The bees laughed. "We can easily fit! We'll show you." Then the bees flew into the gourd.

Next, Anansi dragged a long stick behind him. The python slithered by and asked about the stick. Anansi explained, "My foolish friend says this stick is longer than a python."

"No way!" exclaimed the python. "I am the longest snake in the world!"

"I must tie you to the stick to measure correctly!" said Anansi.

Finally Anansi dug a huge pit and covered it with sticks and leaves. Leopard, the King of the Forest, walked by and fell right in!

Anansi brought Leopard, the python, and the bees to Nyame. "You have done the impossible!" cried Nyame. "From now on, all stories belong to clever Anansi the Spider."

Theme: Cleverness can get you what you want.

Comparison:

Topics: _____
 Themes: _____
 Events: _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- correct negative sentences
- correct punctuation of quotations
- correct end punctuation

Editing and Proofreading Marks

^	Add.
↵	Take out.
^	Add question mark.
^!	Add exclamation mark.
^,	Add comma.
Ⓜ	Add period.
^"	Add quotation mark.

When we brought our kitten home, he did not want ~~no~~ food. He just wanted us to pet him. Then my sister said "Come and see. He is he eating some kitten food" We all felt better?

Now he knows how to play catch. I have so much fun playing with him I throw a little crumpled paper ball. He catches it with his front paws. Nobody plays no other games with him. He and I just play catch. He makes me laugh.

"When you are older, I tell him, I will try to teach you to sit." I do not know if it will work, though. Can cats learn to sit. Even if my kitten just learns to snuggle on my lap, I'll be happy.

Reteach: Grammar

Take the Test

Grammar Rules: Punctuation

Negative sentences use words such as *no, not, never, none, and nowhere*.

- Use only one negative word in a sentence.

OK: I am not taking the test today.

Not OK: I am not taking no test today.

Use **commas** to precede, follow, or interrupt a quotation from a speaker.

Question and exclamation marks should be inside quotation marks.


Mya asked, "Do we have a test today?"

"Do we have a test today, or is it tomorrow?" Mya asked.

"I studied so hard for the test!" said Mya.

Read the sentences. Place the quotation marks and the punctuation such as commas, question marks, and exclamation marks in the correct place.

1. You need to study said my mom, or you can't play football.
2. Do you know where my math book is I asked my sister.
3. Jenna answered It is over by the television.
4. Jenna said, I will help you study I love math!
5. Thank you, I said I need some extra help.

 **Talk to a partner. Write down everything your partner says. Place the quotation marks and end punctuation in the correct places.**

Main Idea Diagram

Identify Main Idea and Details

Complete a main idea diagram about the kinds of commands that dogs follow.

Main Idea: Dogs can follow many different commands.

Detail: 1.

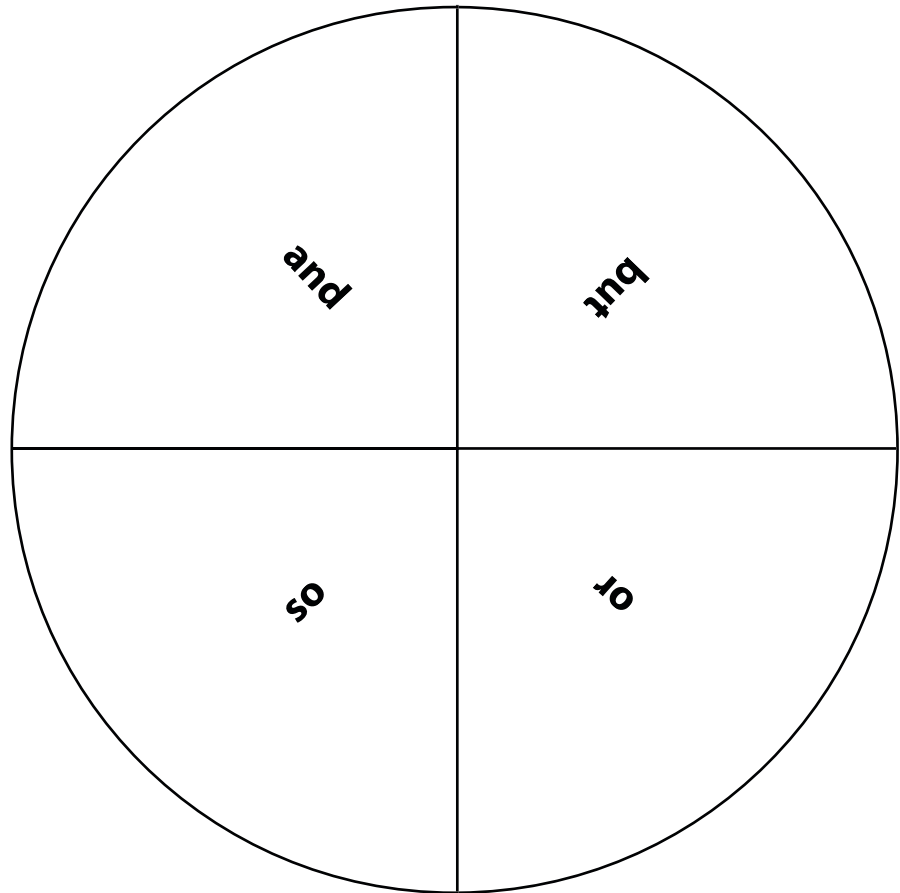
Detail: 2.

Detail: 3.

COPY READY

Coordination

1. Partner 1 says an independent clause about an animal.
2. Partner 2 spins the spinner, uses the conjunction to add another independent clause to the first clause, and says the new sentence aloud.
3. If Partner 1 agrees that the new sentence makes sense, Partner 2 begins his or her turn. If not, Partner 2 tries again.
4. After partners have played the game for five turns, each student chooses and writes his or her favorite two sentences, using correct punctuation.



Make a Spinner

1. Put a paper clip over the center of the circle.
2. Push the point of a pencil into the paper, through the loop of the paper clip.
3. Spin the paper clip to play.

Grammar: Grammar and Writing

Edit and Proofread

Choose the editing and proofreading marks you need to correct the passage. Look for the following:

- run-on sentences
- correct coordinating conjunctions

Editing and Proofreading Marks

^	Add.
~	Take out.
⤴ ^	Move to here.
^,	Add comma.
Ⓜ	Add period.

Fish Behaviors I Have Observed

You probably think that aquarium fish are all the same. I will tell you about my fish ^{so} you can learn how different they are.

I have two large fish tanks they both have African cichlids. In one I have cichlids from Lake Malawi, so the other tank has different cichlids. They are from Lake Tanganyika.

The larger cichlids sometimes chase the smaller fish. I have many rocks in the tanks the smaller fish can hide there. Other times, lots of the fish crowd together and then the larger fish won't pick on them.

Cichlids are very good parents. Are you surprised do you not believe it is true? Well, mother cichlids often carry eggs in their mouths they sometimes keep the babies there to protect them from other fish.

Test-Taking Strategy Practice

Read the question about “Animal Smarts.” Choose the best answer.

Sample

1 What did Jane Goodall observe chimpanzees do in the wild?
Circle the correct answer.

- Ⓐ learn to speak
- Ⓑ use tools
- Ⓒ trick humans
- Ⓓ count objects

2 Scientists can tell Koko the gorilla can think on her own because she _____.

- Ⓐ knows more than 1,000 signs
- Ⓑ can make up new signs
- Ⓒ answers in sign language
- Ⓓ can communicate

3 Read the question. Write your answer in the space provided.
How do meerkats communicate with each other?

 Tell a partner how you used the strategy to answer the questions.

Main Idea Diagram

"Animal Smarts"

Make a Main Idea Diagram for "Animal Smarts."

Main Idea: Animals are _____ .
Detail:
Detail:
Detail:
Detail:
Detail:
Detail:
Detail:

COPY READY

 Use your main idea diagram to explain the selection to a partner.

Fluency Practice

"Animal Smarts"

Use this passage to practice reading with proper intonation.

To play a trick on someone may take some intelligence, too. 11

You have to guess how the person will act. Then you have 23

to find a way to trick the person. Some animals have been 35

terrific tricksters. 37

An orangutan named Fu Manchu tricked the zookeepers 45

at the Omaha Zoo. He escaped from his home three times. 56

First, he traded food with another orangutan for a piece of wire. 68

Then he hid the wire in his mouth. Finally, he used the wire to 82

pick the lock and set himself free! 89

From "Animal Smarts," page 122

COPY READY

Expression

- 1 Does not change pitch.
- 2 Changes pitch, but does not match content.
- 3 Changes pitch to match some of the content.
- 4 Changes pitch to match all of the content.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Reteach: Grammar

Pets

Grammar Rules: Clauses

An **independent clause** has a subject and a predicate. Independent clauses can be joined by a comma and the word *and, but, or, and so*.

Full breed dogs are wonderful pets.
 Full breed dogs are wonderful pets, but mutts are very loving

A **run-on sentence** is made up of two or more independent clauses that are not joined correctly.

Not OK: Full breed dogs are wonderful mutts are very loving.
OK: Full breed dogs are wonderful, and mutts are very loving.

COPY READY

Read the sentences. Place a comma in the correct place and choose the correct conjunction that joins the independent clauses.

1. My mom works long hours (so/but) she is tired when she comes home.
2. I don't have a pet (and/but) my parents said I might get one.
3. Their dog misses them when they go away (and/so) they take it with them on trips.
4. My brother is allergic to cats (and/so) he sneezes when they are around.
5. We went to the pet store for a puppy (or/but) we got a bird.

With a partner, generate sentences from independent clauses using *and, but, or, and so*.

Grammar: Game

Big Break!

To Prepare:

1. Arrange your group into Team 1 and Team 2, each with a copy of this practice master.
2. Each team cuts out the words and sentences.

To Play:

1. Team 1 chooses and holds up one sentence strip. Team 2 follows by holding up the same sentence.
2. Both teams (1) cut the sentence into clauses, (2) choose the appropriate conjunction, and (3) place the comma between the clauses.
3. When both teams are ready, read aloud the new sentence together.
4. The game ends when all four sentences have been recreated.

 | The sparrows use the birdhouse all year they are protected. |
 | _____ |
 | Jaleel trains his puppy to stay I train my puppy, too. |
 | _____ |
 | Many butterflies come into our yard I don't catch them. |
 | _____ |
 | The lizard crawls on the rocks sometimes it scoots up the wall. |
 | _____ |
 | and | so | or | but | , |
 | _____ |

COPY READY

Grammar: Game

Complex Animals

Take turns. Game ends when all clauses have been used.

To Prepare:

1. Each partner writes an independent clause and a dependent clause in the appropriate column.
2. Player 1 tosses one game marker onto each column.
3. Player 2 puts the clauses together to form a complex sentence and reads the sentence aloud.
4. Is the sentence silly? If it is, replace one clause with one that makes sense. Be careful! Did you write a complex sentence?

Independent Clauses
Most owls hunt at night
Our hamster gets very excited
That woodpecker taps on my windowsill each morning
We watch tadpoles in the spring

Dependent Clauses
because he is looking for bugs
while other birds are sleeping
as they wiggle around in the pond
when we give her peanut butter

Remember: A complex sentence must have one independent clause and at least one dependent clause.

COPY READY


Comparison Chart

Compare Facts

Put a check mark next to each fact if you find it in the article. Find more facts and write them on your chart.

COPY READY

Fact	Animal Smarts	The Clever Chimps of Fongoli
Chimps walk on the ground.	✓	✓
Rainforest chimps live in trees.		✓
Chimps eat insects.		
Some chimps eat bush babies.		
In 1960, Jane Goodall made a discovery about chimps.		
Chimps use tools.		

 Take turns with a partner. Ask each other questions about the facts provided in the two science articles.

Grammar: Practice

What's the Combination?

Grammar Rules Combining Sentences

1. **Compound Sentence:** Join two independent clauses with a conjunction like *and*, *or*, or *but*. Use a comma before the conjunction.

My dog learns new tricks, but my cat is too lazy.

2. **Complex Sentence:** Join a dependent clause and an independent clause with a conjunction like *because* or *when*. Use a comma when needed.

Because dogs learn words, they respond to commands.

Underline conjunctions. Circle commas that separate ideas.

When my cousin came to visit, we went to the aquarium.

I learned about many water animals. My cousin liked the sharks, but I liked the octopus. When I saw the octopus go through a maze, I knew it had a good memory. When the octopus first tried the maze, it made mistakes. Because it learned the way, it never makes mistakes now. Now aquarium workers are teaching her different shapes. I like this octopus, and even my cousin was impressed.

 Write a compound sentence and a complex sentence to add to the story. Read them to a partner.

Mark-Up Reading


COPY READY

Which Pet is Right for You?
by Michael Peska

Question: I want a pet that can learn tricks. What should I get?

Answer: A dog might be a good fit for you because dogs are clever. Some dogs have learned more than 100 tricks and commands! However, a parrot might be a better fit for you. Like dogs, parrots are very bright. But parrots can learn to speak words from human languages, which dogs can't do.

Like dogs, cats are fine pets as companions. On the other hand, if you want to teach your pet tricks, a cat might not be a good choice. Cats seem to have little interest in learning commands. Unlike cats, dogs seem eager to learn commands. So, a dog would probably enjoy learning tricks from you.



▲ Some dogs can do amazing tricks!

Similarity Signal Words	Similarity Statements
Like	<u>Like</u> dogs, parrots are very bright.
Difference Signal Words	Difference Statements
However	<u>However</u> , a parrot might be a better fit for you.

Mark-Up Reading

Which Pet is Right for You? (continued)

Question: We want to have our pet for a long time.
What kinds of pets live the longest?

Answer: If you are looking for a pet that will live a long time, mice or hamsters would not be good choices. These animals have life spans of only two or three years. A cat, dog, or parrot would be a great choice, though. Cats and dogs typically live between ten and twenty years. Similarly, parrots can live fifty years or more! So before buying such a pet, be sure that you are committed to caring for your new friend for years to come.



▲ Some parrots live to be 50 years old!

COPY READY

Similarity Signal Words	Similarity Statements
Difference Signal Words	Difference Statements

Describe what you have learned about the structure of comparison writing.

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- run-on sentences
- complete sentences
- correct complex sentences
- correct compound sentences
- correct punctuation

Editing and Proofreading Marks

^	Add.
↷	Take out.
/	Make lowercase.
^,	Add comma.
⊙	Add period.

The platypus is the strangest animal ~~that~~ that I have ever seen. From the back it looks like a beaver or an otter from the front it is very different. It has a bill like a duck! Platypuses can swim underwater or they can run and dig on land.

Platypuses are mammals. Most mammals have live babies, platypuses lay eggs! The mother keeps the eggs warm. When the eggs hatch, the mother protects the babies they are very tiny.

A platypus hunts for food underwater. It pokes around the bottom for insects, shellfish, and worms, it scoops them up with its bill. When it hunts underwater. A platypus can hold its breath for more than a minute.

No matter what you think, a platypus is a unique animal.

Reteach: Grammar:

More Pets

Grammar Rules: Sentences

A **compound sentence** is made up of two or more **independent clauses**. The ideas are connected with the words *and, but, or, and so*.

OK: I keep saltwater fish, and I enjoy taking care of them.

Not OK: I like saltwater fish, but my brother.

A **dependent clause** begins with words such as *if, because, since, or before*.

If I seem unhappy, I miss my dog because she ran away.

A **complex sentence** has independent and dependent clauses.

Read the sentences. Write compound or complex on the line after each sentence.

1. Before I get a puppy, I research different breeds. _____
2. I want a poodle, so I start saving my money. _____
3. My mom said I have to be responsible with a dog, since dogs are hard work. _____
4. We bought my poodle at the pet store, and we named him Sparky. _____
5. We watch Sparky closely because he is small. _____

 **With a partner, talk about pets using compound and complex sentences.**

Name _____ Date _____

Unit Concept Map
Animal Intelligence
 Make a concept map with the answers to the Big Question:
 Just how smart are animals? Write your ideas on the bodies of the ducks.

Smart things animals can do . . .

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PM2.1 Unit 2 | Animal Intelligence

Name _____ Date _____

Character Chart
Tell About a Character
 Make a character chart about a character in a story you have read.

Character	What the Character Does	What the Character Says	What it Shows
		Responses will vary.	

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PM2.2 Unit 2 | Animal Intelligence

Tell a partner about your character and his or her traits.

Name _____ Date _____

Grammar: Game
Sentence Race

- As a team, take 5 minutes to write as many sentences as you can using words in the chart. Each sentence must have a compound predicate. Use the words *and* and *or*.
- Score 1 point for each sentence your team writes correctly.
- Score an additional point for using more than 12 words from the chart in your sentences.
- When time is up, check your sentences and add up your points. The team with the most points wins.

Animals	Verbs
leopard / leopards	eats / eat
spider / spiders	swings / swing
parakeet / parakeets	catches / catch
chipmunk / chipmunks	chirps / chirp
woodpecker / woodpeckers	reaches / reach
baboon / baboons	snoozes / snooze
horse / horses	climbs / climb
giraffe / giraffes	swallows / swallow

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PM2.3 Unit 2 | Animal Intelligence

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct subject-verb agreement
- correct end punctuation

Editing and Proofreading Marks

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

The African Gray parrot is my favorite bird. My next-door neighbor has one named Mr. Einstein. Cousin Rina and I visits him as often as we can. Sometimes we feeds and play with him for hours. He can be very funny!

African Grays are pretty noisy Mr. Einstein scream and whistles.

African Gray parrots are also quite smart. Rina and my neighbor teaches Mr. Einstein a new word every week. Mr. Einstein speak and sings in Spanish, too. Rina laughs and wonder if he could learn to read!

When the doorbell rings, Mr. Einstein whistles or says, "Who is it?" Some visitors answers or laugh when they find out that a bird answered the door.

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 For use with TE p. T71n

PM2.4 Unit 2 | Animal Intelligence

Name _____ Date _____

Test-Taking Strategy Practice

Read Directions Carefully

Directions: Read each question about "Love and Roast Chicken." Choose the best answer.

Sample

- 1 Read the sentences. Which sentence tells about a character's traits? Circle the letter of the correct answer.
- A Cuy lives on a farm.
 - B The farmer has a daughter named Florinda.
 - C Cuy plays tricks and tells a lot of stories.**
 - D Tío Antonio is a fox, not a guinea pig.
- 2 Read. Choose the sentence that tells what happens last.
- A The farmer ties up Cuy.
 - B The farmer says Cuy can help in the field.
 - C The farmer laughs.**
 - D The farmer makes a sticky doll.
- 3 Choose the answer that best completes the sentence. Cuy needs to hide from Tío Antonio, so he _____.
- A works in the farmer's field**
 - B eats the alfalfa
 - C makes a sticky doll
 - D marries the farmer's daughter

Tell a partner how you used the test-taking strategy to answer the question.

Name _____ Date _____

Character Chart
"Love and Roast Chicken"
Fill in what the character says and does. Write what this shows about the character.

Character Chart		What the Character Shows
Character	Cuy	thinks fast tricky
What the Character Does	runs into a fox	foolish easily tricked
What the Character Says	"The sky is falling!"	clever inventive
What the Character Does	holds up the rock	"I'd better make it look like someone is guarding the field."
Character	Tío Antonio	
Character	the farmer	

Name _____ Date _____

Fluency Practice

"Love and Roast Chicken"

Expression in reading is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

"¡Qué tramposo! What a rascal! You're not a farmworker, 9
you're a guinea pig!" cried the farmer. "And you've been eating 20
all my alfalfa! Well, Florinda loves to eat roast guinea pig, 31
and tomorrow we will eat YOU!" 37

He pulled Cuy free from the sticky gum doll. Then he tied him 50
to the eucalyptus tree and went back to bed. 59

"It can't get any worse than this!" thought Cuy. But here came 71
Tío Antonio sneaking toward the chicken coop. 78

From "Love and Roast Chicken," page 90.

Expression

- 1 Changes voice to match all the content. 3 Changes voice, but it does not match content.
- 2 Changes voice to match some of the content. 4 Does not change voice.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Name _____ Date _____

Reteach: Grammar

Animal Play

Grammar Rules: Compounds

A **compound subject** has two or more nouns.

- When the subjects are joined by *or*, the verb matches the last subject.
- When subjects are joined by *and*, the verb is plural.

John or Jen feed the dog once a day. (singular)
Their mom or younger brothers feed the dog when they are gone. (plural)
The dog and cat are happy to play together. (plural)

A **compound predicate** has two or more verbs with the same subject.

- Subject and verbs match.

My cat sleeps and plays. (singular)
The kittens run and jump all day. (plural)

Read each sentence. Circle the correct verb in each item.

1. Hippos (teach/teaches) and (help/helps) their babies to swim.
2. My llama (romp/romps) and (chase/chases) my dog.
3. Dogs or cats (is/are) the most popular pets.
4. My brothers or sister (want/wants) a horse by next year.
5. My dog and cats (play/plays) together all the time.

Make a list of your five favorite animals. Take turns making sentences with compound subjects and predicates.

Grammar: Game

That's a Negative

1. Cut apart the negative word cards and the subject/verb cards.
2. Place the subject/verb cards face up. Each player takes a negative word card and holds it so the others cannot see what it says.
3. Player 1 chooses a subject/verb card and then tries to make a negative sentence using the words on the cards. If a logical sentence cannot be made, the subject/verb card should go back on the table.
4. Play continues around the group.

no	no one
not	nobody
none	nothing
never	nowhere
we / see	I / travel
they / see	you / find
monkeys / swing	dog / sniffs
parakeet / chirps	elephant / sprays

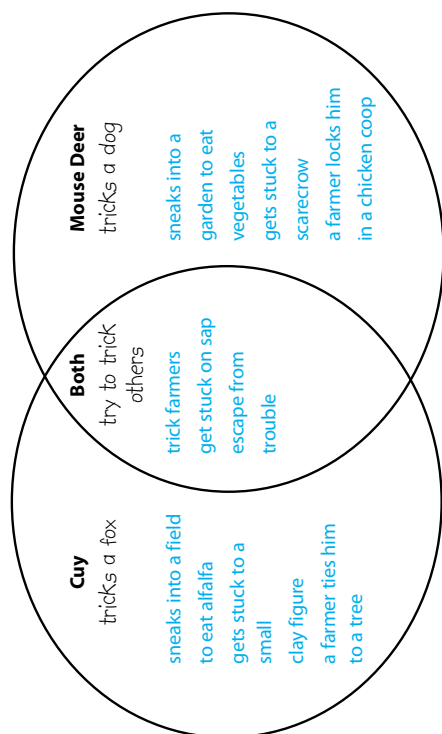
Grammar: Game

You Said It!

1. Player 1 says a sentence about an animal and then asks, "What did I say?"
2. Players 2 and 3 write the sentence as a quotation, including the speaker's name and correct punctuation. Then, they proofread their sentences to make sure they used quotation marks, commas, and periods in the right places.
3. Players 2 and 3 display their written sentences. If a quotation is written correctly, Player 1 says, "You said it!"
4. If a quotation has a punctuation mistake, the team works together to correct it.
5. Play continues with players taking turns as Player 1, 2, and 3 until each player has said two sentences.



Venn Diagram Compare Characters' Adventures



Use your Venn diagram to describe one character or both characters. Have your partner name the character or characters you describe. Then switch roles.

Grammar: Practice

It's Not So Tricky!

Grammar Rules Kinds of Sentences

There are four kinds of sentences.

Name	Definition	Example
Statement	tells something	Mouse Deer is smart.
Question	asks something	Where is Mouse Deer?
Exclamation	shows strong feeling	What a trick!
Command	tells you to do something	Bring me some food. Be careful!

Name each sentence. Then write each sentence correctly.

1. where does Mouse Deer go
Question: Where does Mouse Deer go?
2. he is in the garden
Statement: He is in the garden.
3. what a big mistake
Exclamation: What a big mistake!
4. tell Mouse Deer to run
Command: Tell Mouse Deer to run.

Tell a partner what you know about trickster tales. Use different kinds of sentences.

Name _____ Date _____

How Pan Caused Panic

When the wind howled in the trees, ancient Greeks heard the voice of the god Pan, a half-human creature who thought it was funny to scare people.

One night, a man named Nicos walked alone through a windy forest. Pan was bored, but when he saw Nicos coming, he decided it would be fun to trick him. Pan took a deep breath and howled, "Woooooooooooo-eeeeeeee!" Nicos's heart pounded with terror as he ran screaming through the forest. Pan's howls soon turned to laughter. What fun it was to trick people!

Theme: Entertainment can sometimes hurt others.



Fox and Coyote

A favorite Native American trickster tale is about two clever animals, Fox and Coyote. One evening Fox was sitting by a lake. Suddenly, Coyote jumped out of the bushes and snarled, "I'm going to eat you!"

The moon reflected in the lake looked like a piece of cheese and Fox knew he needed to outsmart Coyote. So he said, "If you drink the lake, you can eat that piece of cheese."

Coyote began guzzling water from the lake. Soon his stomach ached. "I'll never drink it all!" he moaned.

"I'll get help," said Fox as he ran away. But, of course, he never came back!

Theme: Cleverness can get you out of trouble.



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Name _____ Date _____

Anansi, the Spider

In this West African tale, Anansi, the clever spider, was jealous because people loved to tell stories about Nyame, the sky god. Anansi went to Nyame and said, "I want stories about me instead!"

Nyame replied, "To prove yourself, bring me a swarm of bees, a live python, and the King of the Forest."

First, Anansi walked among the trees carrying a huge gourd with a lid. The bees asked Anansi about the gourd. Anansi replied, "My silly friend says a swarm of bees can't fit in this gourd."

The bees laughed. "We can easily fit! We'll show you." Then the bees flew into the gourd.

Next, Anansi dragged a long stick behind him. The python slithered by and asked about the stick. Anansi explained, "My foolish friend says this stick is longer than a python."

"No way!" exclaimed the python. "I am the longest snake in the world!" "I must tie you to the stick to measure correctly!" said Anansi.

Finally Anansi dug a huge pit and covered it with sticks and leaves. Leopard, the King of the Forest, walked by and fell right in!

Anansi brought Leopard, the python, and the bees to Nyame. "You have done the impossible!" cried Nyame. "From now on, all stories belong to clever Anansi the Spider!"

Theme: Cleverness can get you what you want.



Comparison:

Topics: The three myths have different topics: Pan, Fox, Anansi
Themes: The three myths have different themes at the ends of the myths.
Events: Each myth is from a different tradition: Greek, Native American, West African

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Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- correct negative sentences
- correct punctuation of quotations
- correct end punctuation

Editing and Proofreading Marks

^	Add.
↵	Take out.
⋆	Add question mark.
!	Add exclamation mark.
,	Add comma.
.	Add period.
"	Add quotation mark.

When we brought our kitten home, he did not want ~~no~~ food. He just wanted us to pet him. Then my sister said "Come and see. He is he eating some kitten food." We all felt better.

Now he knows how to play catch. I have so much fun playing with him. I throw a little crumpled paper ball. He catches it with his front paws. Nobody plays ~~no~~ other games with him. He and I just play catch. He makes me laugh.

"When you are older, I tell him, I will try to teach you to sit." I do not know if it will work, though. Can cats learn to sit. Even if my kitten just learns to snuggle on my lap, I'll be happy.

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Name _____ Date _____

Reteach: Grammar

Take the Test

Grammar Rules: Punctuation

Negative sentences use words such as *no*, *not*, *never*, *none*, and *nowhere*.

- Use only one negative word in a sentence.

OK: I am not taking the test today.

Not OK: I am not taking no test today.

Use **commas** to precede, follow, or interrupt a quotation from a speaker.

Question and exclamation marks should be inside quotation marks.

Mya asked, "Do we have a test today?" "Do we have a test today, or is it tomorrow?" Mya asked. "I studied so hard for the test!" said Mya.

Read the sentences. Place the quotation marks and the punctuation such as commas, question marks, and exclamation marks in the correct place.

1. "You need to study," said my mom, "or you can't play football."
2. "Do you know where my math book is?" I asked my sister.
3. Jenna answered, "It is over by the television."
4. Jenna said, "I will help you study. I love math!"
5. "Thank you," I said, "I need some extra help."

Talk to a partner. Write down everything your partner says. Place the quotation marks and end punctuation in the correct places.

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Main Idea Diagram

Identify Main Idea and Details

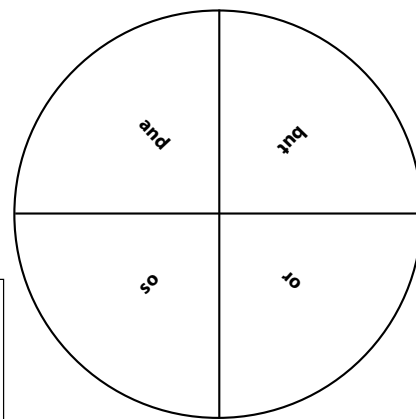
Complete a main idea diagram about the kinds of commands that dogs follow.

Main Idea: Dogs can follow many different commands.
Detail: 1. Possible response: They can sit.
Detail: 2. Possible response: They can roll over.
Detail: 3. Possible response: They can fetch.

Grammar: Game

Coordination

- Partner 1 says an independent clause about an animal.
- Partner 2 spins the spinner, uses the conjunction to add another independent clause to the first clause, and says the new sentence aloud.
- If Partner 1 agrees that the new sentence makes sense, Partner 2 begins his or her turn. If not, Partner 2 tries again.
- After partners have played the game for five turns, each student chooses and writes his or her favorite two sentences, using correct punctuation.



Make a Spinner

- Put a paper clip over the center of the circle.
- Push the point of a pencil into the paper, through the loop of the paper clip.
- Spin the paper clip to play.

Grammar: Grammar and Writing

Edit and Proofread

Choose the editing and proofreading marks you need to correct the passage. Look for the following:

- run-on sentences
- correct coordinating conjunctions

Editing and Proofreading Marks

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

Fish Behaviors I Have Observed

You probably think that aquarium fish are all the same. I will tell you about my fish ^{so} you can learn how different they are.

I have two large fish tanks ^{and} they both have African cichlids. In one I have cichlids from Lake Malawi, ^{but} the other tank has different cichlids. They are from Lake Tanganyika.

The larger cichlids sometimes chase the smaller fish. I have many rocks in the tanks ^{so} the smaller fish can hide there. Other times, lots of the fish crowd together ^{and} then the larger fish won't pick on them.

Cichlids are very good parents. Are you surprised ^{or} do you not believe it is true? Well, mother cichlids often carry eggs in their mouths ^{and} they sometimes keep the babies there to protect them from other fish.

Test-Taking Strategy Practice

Read the question about "Animal Smarts." Choose the best answer.

Sample

- 1** What did Jane Goodall observe chimpanzees do in the wild? Circle the correct answer.
- A learn to speak
 - B use tools
 - C trick humans
 - D count objects

- 2** Scientists can tell Koko the gorilla can think on her own because she _____.
- A knows more than 1,000 signs
 - B can make up new signs
 - C answers in sign language
 - D can communicate

- 3** Read the question. Write your answer in the space provided. How do meerkats communicate with each other?
 Meerkats make sounds that mean different things, such as
 alarm.

Tell a partner how you used the strategy to answer the questions.

Name _____ Date _____

Main Idea Diagram

“Animal Smarts”

Make a Main Idea Diagram for “Animal Smarts.”

Main Idea: Animals are <u>smart</u> .
Detail: Chimpanzees can use tools.
Detail: Frogs can remember.
Detail: Some animals can communicate with people.
Detail: Meerkats can communicate with each other.
Detail: Dogs can learn tricks.
Detail: Parrots can recognize shapes and colors.
Detail: Elephants and dolphins can trick humans.

Use your main idea diagram to explain the selection to a partner.

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Name _____ Date _____

Fluency Practice

“Animal Smarts”

Use this passage to practice reading with proper intonation.

To play a trick on someone may take some intelligence, too. 11
 You have to guess how the person will act. Then you have 23
 to find a way to trick the person. Some animals have been 35
 terrific tricksters. 37
 An orangutan named Fu Manchu tricked the zookeepers 45
 at the Omaha Zoo. He escaped from his home three times. 56
 First, he traded food with another orangutan for a piece of wire. 68
 Then he hid the wire in his mouth. Finally, he used the wire to 82
 pick the lock and set himself free! 89

From “Animal Smarts,” page 122

Expression

1 Does not change pitch. 3 Changes pitch to match some of the content.
 2 Changes pitch, but does not match content. 4 Changes pitch to match all of the content.

Accuracy and Rate Formula
 Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \frac{\text{words correct per minute (wcpm)}}{\text{words correct per minute (wcpm)}}$$

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Name _____ Date _____

Reteach: Grammar

Pets

Grammar Rules: Clauses

An independent clause has a subject and a predicate. Independent clauses can be joined by a comma and the word <i>and</i> , <i>but</i> , <i>or</i> , and <i>so</i> .	<i>Full breed dogs are wonderful pets.</i> <i>Full breed dogs are wonderful pets, but mutts are very loving</i>
A run-on sentence is made up of two or more independent clauses that are not joined correctly.	Not OK: <i>Full breed dogs are wonderful mutts are very loving.</i> OK: <i>Full breed dogs are wonderful, and mutts are very loving.</i>

Read the sentences. Place a comma in the correct place and choose the correct conjunction that joins the independent clauses.

- My mom works long hours, (so/but) she is tired when she comes home.
- I don’t have a pet, (and/but) my parents said I might get one.
- Their dog misses them when they go away, (and/so) they take it with them on trips.
- My brother is allergic to cats, (and/so) he sneezes when they are around.
- We went to the pet store for a puppy, (or/but) we got a bird.

With a partner, generate sentences from independent clauses using *and*, *but*, *or*, and *so*.

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Name _____ Date _____

Grammar: Game

Big Break!

To Prepare:

- Arrange your group into Team 1 and Team 2, each with a copy of this practice master.
- Each team cuts out the words and sentences.

To Play:

- Team 1 chooses and holds up one sentence strip. Team 2 follows by holding up the same sentence.
- Both teams (1) cut the sentence into clauses, (2) choose the appropriate conjunction, and (3) place the comma between the clauses.
- When both teams are ready, read aloud the new sentence together.
- The game ends when all four sentences have been recreated.

The sparrows use the birdhouse all year they are protected.
 Jaleel trains his puppy to stay I train my puppy, too.
 Many butterflies come into our yard I don’t catch them.
 The lizard crawls on the rocks sometimes it scoots up the wall.

and | so | or | but | ,

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Grammar: Game

Complex Animals

To Prepare:

1. Each partner writes an independent clause and a dependent clause in the appropriate column.
2. Player 1 tosses one game marker onto each column.
3. Player 2 puts the clauses together to form a complex sentence and reads the sentence aloud.
4. Is the sentence silly? If it is, replace one clause with one that makes sense. Be careful! Did you write a complex sentence?

Take turns. Game ends when all clauses have been used.

Independent Clauses	Dependent Clauses
Most owls hunt at night	because he is looking for bugs
Our hamster gets very excited	while other birds are sleeping
That woodpecker taps on my windowsill each morning	as they wiggle around in the pond
We watch tadpoles in the spring	when we give her peanut butter

Remember: A complex sentence must have one independent clause and at least one dependent clause.

Comparison Chart

Compare Facts

Put a check mark next to each fact if you find it in the article. Find more facts and write them on your chart.

Fact	Animal Smarts	The Clever Chimps of Fongoli
Chimps walk on the ground.	✓	✓
Rainforest chimps live in trees.		✓
Chimps eat insects.	✓	
Some chimps eat bush babies.		✓
In 1960, Jane Goodall made a discovery about chimps.	✓	
Chimps use tools.	✓	✓
Chimps use sticks to get termites.	✓	
Chimps use spears to hunt bush babies.		✓

Take turns with a partner. Ask each other questions about the facts provided in the two science articles.

Grammar: Practice

What's the Combination?

Grammar Rules Combining Sentences

1. **Compound Sentence:** Join two independent clauses with a conjunction like *and*, *or*, or *but*. Use a comma before the conjunction.
My dog learns new tricks, but my cat is too lazy.
2. **Complex Sentence:** Join a dependent clause and an independent clause with a conjunction like *because* or *when*. Use a comma when needed.
Because dogs learn words, they respond to commands.

Underline conjunctions. Circle commas that separate ideas.

When my cousin came to visit, we went to the aquarium. I learned about many water animals. My cousin liked the sharks, but I liked the octopus. When I saw the octopus go through a maze, I knew it had a good memory. When the octopus first tried the maze, it made mistakes. Because it learned the way, it never makes mistakes now. Now aquarium workers are teaching her different shapes. I like this octopus, and even my cousin was impressed.

Write a compound sentence and a complex sentence to add to the story. Read them to a partner.

Mark-Up Reading

Question: I want a pet that can learn tricks. What should I get?

Answer: A dog might be a good fit for you because dogs are clever. Some dogs have learned more than 100 tricks and commands! However, a parrot might be a better fit for you. Like dogs, parrots are very bright. But parrots can learn to speak words from human languages, which dogs can't do.

Some dogs can do amazing tricks!

Like dogs, cats are fine pets as companions. On the other hand, if you want to teach your pet tricks, a cat might not be a good choice. Cats seem to have little interest in learning commands. Unlike cats, dogs seem eager to learn commands. So, a dog would probably enjoy learning tricks from you.

Similarity Signal Words	Similarity Statements
Like	Like dogs, parrots are very bright.
Like	Like dogs, cats are fine pets as companions.
Difference Signal Words	Difference Statements
However	However, a parrot might be a better fit for you.
But	But studies show that parrots can learn to speak words from human languages, which dogs can't do.
On the other hand	On the other hand, if you want to teach your pet tricks, a cat might not be a good choice.
Unlike	Unlike cats, dogs seem eager to learn commands.

Name _____ Date _____

Mark-Up Reading

Which Pet is Right for You? (continued)

Question: We want to have our pet for a long time. What kinds of pets live the longest?

Answer: If you are looking for a pet that will live a long time, mice or hamsters would not be good choices. These animals have life spans of only two or three years. A cat, dog, or parrot would be a great choice, though. Cats and dogs typically live between ten and twenty years. Similarly, parrots can live fifty years or more! So before buying such a pet, be sure that you are committed to caring for your new friend for years to come.



▲ Some parrots live to be 50 years old!

Similarity Signal Words	Similarity Statements
Similarly	Similarly, parrots can live fifty years or more!
Difference Signal Words	Difference Statements
though	A cat, dog, or parrot would be a great choice, though.

Describe what you have learned about the structure of comparison writing.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- run-on sentences
- complete sentences
- correct complex sentences
- correct compound sentences
- correct punctuation

Editing and Proofreading Marks

^	Add.
↗	Take out.
/	Make lowercase.
^	Add comma.
⊙	Add period.

The platypus is the strangest animal, that I have ever seen. From the back it looks like a beaver or an otter, but from the front it is very different. It has a bill like a duck! Platypuses can swim underwater, or they can run and dig on land.

Platypuses are mammals. Most mammals have live babies, but platypuses lay eggs! The mother keeps the eggs warm. When the eggs hatch, the mother protects the babies because they are very tiny.

A platypus hunts for food underwater. It pokes around the bottom for insects, shellfish, and worms, and it scoops them up with its bill. When it hunts underwater, a platypus can hold its breath for more than a minute.

No matter what you think, a platypus is a unique animal.

Name _____ Date _____

Reteach: Grammar

More Pets

Grammar Rules: Sentences

A **compound sentence** is made up of two or more **independent clauses**. The ideas are connected with the words *and, but, or,* and *so*.

OK: I keep saltwater fish, and I enjoy taking care of them.

Not OK: I like saltwater fish, but my brother.

A **dependent clause** begins with words such as *if, because, since,* or *before*.

If I seem unhappy, I miss my dog because she ran away.

A **complex sentence** has independent and dependent clauses.

Read the sentences. Write compound or complex on the line after each sentence.

- Before I get a puppy, I research different breeds. complex
- I want a poodle, so I start saving my money. compound
- My mom said I have to be responsible with a dog, since dogs are hard work. complex
- We bought my poodle at the pet store, and we named him Sparky. compound
- We watch Sparky closely because he is small. complex

With a partner, talk about pets using compound and complex sentences.

Books at a Glance

Lexile® key

BL Below Level = 400L–550L

OL On Level = 700L–850L

BL Below Level = 550L–700L

AL Above Level = 800L–950L

	Level* & Title	Author	Content Connection	Pages
Week 1 Clever Animals	DAY 1 Explorer Books, Web Wizards BL Pioneer Edition OL Pathfinder Edition	Rebecca L. Johnson	Animal Adaptations	SG4–SG5
	BL Anansi and the Box of Stories	Stephen Krensky	Insects	SG6, SG8
	PART 1 BL Fantastic Mr. Fox	Roald Dahl	Wild Animals	SG6, SG8
	PART 1 OL The Black Stallion	Walter Farley	Working Animals	SG7, SG9
	PART 1 AL Shiloh	Phyllis Reynolds Naylor	Companion Animals	SG7, SG9
Week 2 Clever Animals	DAY 1 Explorer Books, Snake Safari BL Pioneer Edition OL Pathfinder Edition	Rom Whitaker	Survival Strategies	SG10–SG11
	BL Black Beauty	Anna Sewell (retold by L.L. Owens)	Working Animals	SG12, SG14
	PART 2 BL Fantastic Mr. Fox	Roald Dahl	Wild Animals	SG12, SG14
	PART 2 OL The Black Stallion	Walter Farley	Working Animals	SG13, SG15
	PART 2 AL Shiloh	Phyllis Reynolds Naylor	Companion Animals	SG13, SG15
Week 3 Animal Behavior	DAY 1 Explorer Books, Do Elephants Talk? BL Pioneer Edition OL Pathfinder Edition	Peter Winkler	Animal Communication	SG16–SG17
	BL Animal Masterminds	Catherine Nichols	Animal Intelligence	SG18, SG20
	BL Animal Talk: How Animals Communicate through Sight, Sound, and Smell	Etta Kraner	Animal Communication	SG18, SG20
	OL Creepy Creatures	Sneed B. Collard	Animal Adaptations	SG19, SG21
	AL Tricky Behavior	Kimberley Jane Pryor	Animal Intelligence	SG19, SG21
Week 4 Animal Behavior	DAY 1 Explorer Books, Watching Chimps BL Pioneer Edition OL Pathfinder Edition	Peter Winkler	Primates	SG22–SG23
	BL Dolphins	Kevin J. Holmes	Marine Mammals	SG24, SG26
	BL Koko's Kitten	Francine Patterson	Primates	SG24, SG26
	OL Crows	Natalie Lunis	Birds	SG25, SG27
	AL The Chimpanzee Family Book	Jane Goodall Michael Neugebauer	Primates	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 2 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 1 Assessment Masters:

SG1.29–SG1.32

Unit 2 Practice Masters: SG2.1–SG2.28

Unit 2 Assessment Masters:

SG2.29–SG2.32

TECHNOLOGY ONLY

My Vocabulary Notebook

WEEK 1 Fiction



WEEK 2 Fiction



WEEK 3 Nonfiction



WEEK 4 Nonfiction



Introduce /

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 1 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

Introduce books. Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *Just how smart are animals?*

Introduce vocabulary. Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = not at all; 2 = a little; 3 = very well). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**. For example: *To escape means to get away.*
5. Relate each word to students' knowledge and experience. *The dogs escape from their cages and run into the yard.* Have students work in pairs to **elaborate**.
6. Have students **record** each word in **My Vocabulary Notebook**.

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

Read and Integrate Ideas

Have students read independently. Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said _____. Does that sound right?*

Monitor students' understanding. As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

Form homogeneous discussion groups. Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each group member.

Monitor group discussions. Have students discuss the book they read, using the questions on the Discussion Guide. Use the build comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys on pages SG60–SG67.

Provide writing options. Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

BEFORE READING

Name _____ Date _____

Animal Intelligence
Make a concept map with the answers to the Big Question:
Just how smart are animals? Write your ideas on the bodies of the ducks.

Smart things animals can do . . .

PM2.1 Unit 2 | Animal Intelligence

Practice Masters
SG2.1, SG2.8, SG2.15, SG2.22

AFTER READING

Speaking and Listening Observation Log

Student Name	1	2	3	4	5	6	7	8	9	10

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in discussions and presentations, including expressing their ideas and opinions clearly about topics under study.
2. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
3. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
4. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
5. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
6. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
7. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
8. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
9. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.
10. Analyze a topic or issue, exploring several perspectives, listening to others with an open mind, and expressing their own ideas and opinions clearly.

SG2.29 Unit 2 | Animal Intelligence

Assessment Master
SG2.29

DURING CONFERENCES

Name _____ Date _____
Book Title _____ Page _____

Reading Strategy Assessment

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What did you do while you were reading?*
What part of the book that confused you or was hard to follow?
What did you do to understand better?
How did it work?

Reading Strategy Rubrics		
Plan and Monitor	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1
4 What did you do before you started reading the book? When you were reading, did you go back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you?	4 Did you use anything from the book that you refer to in your life? What was that, and how did it work? Did you read anything that reminded you of something else you read? What was that, and how did it work? Did you read anything you already knew about in the world around you? What was that, and how did it work?	4 How many parts of the book that made you visualize (see pictures in your mind) you were reading? How did the help you understand what you were reading? Are there particular words that helped you visualize?
3 Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently.	Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.	Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.
2 Sometimes previews and makes predictions, but may not confirm them. Can recognize when comprehension has broken down, but does not attempt to clarify text.	Attempts to make connections, but the connections are not relevant to understanding the text.	Describes few mental images directly related to text descriptions or pictures.
1 Does not preview or make predictions. Is not aware of when to clarify comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

SG2.30 Unit 2 | Animal Intelligence

Assessment Masters
SG2.30–SG2.32

Connect Across Texts

Form heterogeneous groups. Group students who have read different books. Include at least one representative for each book read that week.

Introduce the activity. Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about places in the world.

Have students summarize. Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.

Have students connect across texts. Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.

Monitor groups. Use Speaking and Listening Observation Log **Assessment Master SG2.29** to assess students' participation in discussions.

Conduct Conferences

Assess reading. Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Masters SG2.30** and **SG2.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG2.32**.

Assess writing. Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*

Plan intervention or acceleration. Ask the student to summarize what he or she has learned. Plan for further instruction:

- If the student needs additional support with planning and monitoring, identifying main idea and details, or comprehending plot, use the Assessment and Reteaching resources provided on pages RT2.1–RT2.13.
- If the student successfully applies the focus skills, use the Recommended Books on page SG68 to guide the student in choosing books for independent reading.

OBJECTIVES

Thematic Connection: Clever Animals

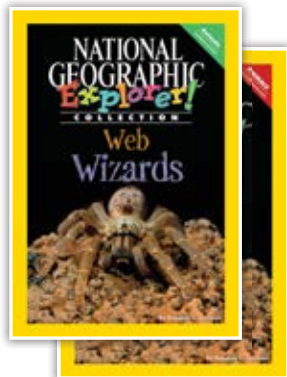
Read and Comprehend Informational Text

Use Details and Examples to Explain Text

Web Wizards

by Rebecca L. Johnson

Summary *Web Wizards* describes the fascinating characteristics and behavior of spiders. In “Web Wizards,” author Rebecca L. Johnson points out that spiders, with their eight legs and two body parts, are arachnids, not insects. She also explains that spiders spin silk not only to make webs for trapping food, but also to jump from one place to another and to make egg sacs. The diagram “A Spider Life Cycle” describes the five stages of a spider’s life: eggs hatch; spiderlings molt and come out of the egg sac; spiderlings crawl away or float in the wind to new homes; spiderlings molt again and spin webs; they become adults and females lay eggs. In “A Spinning Sampler,” students discover five different kinds of spider webs: the sheet, orb, tangle, funnel, and net. “Veggie Spider!” describes the exciting discovery that not all spiders eat other animals. A small spider in Central America eats plants. It enjoys the sweet tips of leaves of the acacia plant; and to get its tasty meal, it outsmarts the ants that guard the plant.



Activate Prior Knowledge Display the front cover and ask: *What is this?* (spider) *Where have you seen spiders?* (basement; yard) *How do you feel about them?* (Possible responses: They’re scary; they’re cool.)

Build Background Explain that about 40,000 different kinds of spiders roam the Earth. Most are harmless to humans, including the scary-looking tarantula. Use page 5 to point out three other types of spiders. Have volunteers tell why they think each was given its particular name.

PROGRAM RESOURCES

PRINT ONLY

Web Wizards, Pioneer Edition

Web Wizards, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Refer to Details and Examples When Explaining Text CC.4.Rinf.1

Read and Comprehend Informational Text CC.4.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.4.L.6

Mini Lesson

Use Details and Examples to Explain Text

Explain: *Details and examples in a text help prove something or help people understand new concepts.* Point out that good readers know how to use details and examples when explaining the ideas in a text.

Read aloud the following text from page 3 of the Pioneer Edition of *Web Wizards* as students listen.

Spiders are everywhere. They live in attics and basements. They live in forests and fields. Earth is home to about 40,000 kinds of spiders.

Text from Pioneer Edition

Then think aloud to model how to use details and examples to explain a text. Say: *I want to explain the idea in this paragraph that spiders are everywhere. So, I will use the following detail that tells that there are really a lot of spiders on Earth:*

- *There are about 40,000 kinds of spiders.*

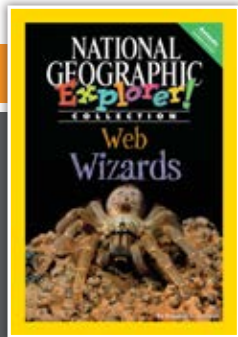
I will also use examples of the many places spiders live.

- *attics and basements*
- *forests and fields*

So, when I explain that spiders are everywhere, I will refer to both the detail and the examples that are in the text. When I list examples, I can introduce them with phrases such as “for example” or “such as.”

Have students use the detail and examples identified above to explain that spiders are everywhere. (Possible response: There are about 40,000 different kinds of spiders living on Earth. They live in lots of different places, such as attics, basements, forests, and fields.)

BL BELOW LEVEL 510L



PIONEER EDITION

Lexile: 510L | GR: P

Content Connection: Animal Adaptations

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

abdomen arachnid inherited trait life cycle molt spinneret

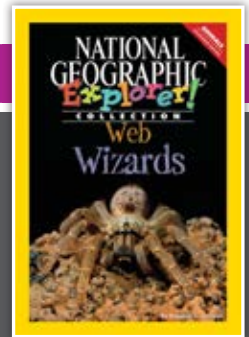
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Compare/Contrast** What are the differences between a spider and an insect? (A spider has eight legs, while an insect has six. A spider's body has two parts: head and abdomen. An insect's body has three parts: head, abdomen, and thorax.)
- Details** What are spinnerets? (Spinnerets are special structures on a spider's abdomen that make silk.)
- Use Details and Examples to Explain Text** How can a spider use silk? (A spider can use silk to make a web and to get down from high places. It can use silk to jump from one place to another. For example, it attaches a silk strand to a surface and then leaps. A female spider uses silk to make an egg sac that holds hundreds of eggs.)
- Main Idea** How do young spiders know what kind of web to build? (Young spiders spin the same kind of webs their parents spun. So, spinning webs is an inherited trait.)
- Analyze** Why is the veggie spider so special? (It is the only spider known to eat plants rather than other animals.)

OL ON LEVEL 710L



PATHFINDER EDITION

Lexile: 710L | GR: R

Content Connection: Animal Adaptations

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

abdomen arachnid inherited trait life cycle molt spinneret

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Compare/Contrast** How can you tell the difference between a spider and an insect? (A spider has eight legs, while an insect has six. A spider's body has two parts: a head and an abdomen. An insect's body has three parts: a head, an abdomen, and a thorax, which is in between.)
- Details** What are spinnerets? (Spinnerets are special structures that make silk. They are located on a spider's abdomen. A spinneret looks like a nozzle on a hose.)
- Use Details and Examples to Explain Text** Name three different ways that a spider can use silk. (A spider can use silk to spin a web. It uses silk to get from one place to another, such as to get down from a high place or to leap from one plant to another. A female spider uses silk to wrap up her eggs to keep them safe.)
- Main Idea** How do young spiders know what kind of web to build? (Young spiders spin the same kind of webs their parents spun. So, spinning webs is an inherited trait.)
- Analyze** Why is the veggie spider so special? (It is the first spider known to eat plants rather than other animals.)

Check & Reteach

OBJECTIVE: Use Details and Examples to Explain Text

Have partners take turns using details and examples to explain the text on page 10 about the veggie spider. (Details: eats leaf tips; ants guard the plants; Examples: jumps away if an ant moves in; leaps off a leaf and hangs on a silk strand)

For students who cannot use details and examples to explain a text, reteach with the paragraph describing Stage 1 on page 6. Say: *The paragraph says that a baby spider looks like its parents. What details and examples explain this idea?* Have students skim the paragraph for details and examples. Make a class list to record them. (Details: A spiderling's features are inherited—they come from its mother and father; Example: Eye color is an inherited trait.) Guide students to use the details and examples to explain what the text says.

BL BELOW LEVEL 510L



Anansi and the Box of Stories

by Stephen Krensky

Content Connection:
Insects

Folktale | Pages: 48 | Lexile: 510L | GR: N

BL BELOW LEVEL 600L



Fantastic Mr. Fox PART 1

by Roald Dahl

Content Connection:
Wild Animals

Fantasy | Pages: 96 | Lexile: 600L | GR: P

OBJECTIVES

Thematic Connection: Clever Animals

Read and Comprehend Literature

- Describe Characters
- Make Connections to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.3, page SG30
- Practice Master SG2.7, page SG34

TECHNOLOGY ONLY

Digital Library: Python, Hornets

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–27
- DAY 3 Read pages 28–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary In this retelling of a West African folk tale, Anansi the trickster is a man who can climb and spin webs like a spider. Nyame, the sky god, keeps all stories to himself. When Anansi asks for the stories, Nyame agrees to give them up only if Anansi can capture four fierce animals: python, hornets, leopard, and the invisible fairy Mmoatia. With the help of his wife, Aso, Anansi tricks each of these animals and brings them to Nyame, who gives up his treasure. Anansi shares the stories with the world.

Activate Prior Knowledge Ask: *When have you enjoyed telling stories to other people? When have you enjoyed listening to stories?*

Build Background Show the photo of a python and hornets from the **Digital Library**. Explain that a python is a large snake that is not poisonous. It kills by constricting, or squeezing, its prey. Hornets are a kind of wasp, a stinging insect like a bee.

Story Words Use **Practice Master SG2.1** to extend vocabulary.

- | | | |
|-----------------|-------------------|------------------|
| admit, page 37 | argue, page 7 | capture, page 38 |
| distant, page 5 | patience, page 17 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.4, page SG31
- Practice Master SG2.7, page SG34

TECHNOLOGY ONLY

Digital Library: Fox, Young Foxes

SUGGESTED PACING PART 1

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–23 and discuss
- DAY 4 Read pages 24–36 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG12–SG15.

Summary Mr. Fox steals chickens from three mean farmers—Boggis, Bunce, and Bean. When the farmers come after Mr. Fox and his family, they go underground. The farmers chase them, digging with shovels and then tractors. The family is trapped, along with rabbits, moles, badgers, and weasels. Then, Mr. Fox gets the fantastic idea to dig tunnels under the farmers' storehouses. The animals feast, while the farmers are left waiting.

Activate Prior Knowledge Ask: *When have you had a great idea? Did your idea work? How did people react?*

Build Background Display the photos of foxes from the **Digital Library**. Explain that foxes live in underground homes called dens. They are omnivores, which means they eat many different foods, and are known for being smart.

Story Words Use **Practice Master SG2.1** to extend vocabulary.

- | | | |
|------------------|--------------------|-----------------|
| admit, page 21 | desperate, page 24 | escape, page 21 |
| fantastic, title | furious, page 28 | |

OL ON LEVEL 680L



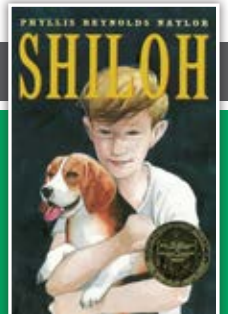
The Black Stallion PART 1

by Walter Farley

Content Connection:
Working Animals

Realistic Fiction | Pages: 200 | Lexile: 680L | GR: T

AL ABOVE LEVEL 890L



Shiloh PART 1

by Phyllis Reynolds Naylor

Content Connection:
Companion Animals

Realistic Fiction | Pages: 146 | Lexile: 890L | GR: R

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.4.Rlit.10
Describe a Character	CC.4.Rlit.3
Refer to Details and Examples When Explaining Literature	CC.4.Rlit.1
Summarize	CC.4.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.5, page SG32
- Practice Master SG2.7, page SG34

TECHNOLOGY ONLY

Digital Library: Wild Horse

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–24
- DAY 3 Read pages 25–69 and discuss
- DAY 4 Read pages 70–102 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG12–SG15.

Summary When Alec Ramsay’s ship is destroyed in a storm, he ties himself to a wild horse that was also on board. Both are saved when they reach a desert island. Slowly, Alec and the horse, called the Black, develop a bond. When Alec is rescued, he returns home and brings the Black with him. With the help of a neighbor, he trains the Black to be a race horse. Without a pedigree, the Black cannot enter most races, but rides to victory in a match race against the two fastest living race horses.

Activate Prior Knowledge Ask: *Where have you seen wild animals? How were these animals different from pets?*

Build Background Display photo of a wild horse from the **Digital Library**. Say: *Horses used for riding are domestic animals. Like farm animals and pets, they are used to being with people. However, some horses are wild, or not yet tamed by people.*

Story Words Use **Practice Master SG2.1** to extend vocabulary.

<i>escape</i> , page 83	<i>friendship</i> , page 27	<i>nervous</i> , page 40
<i>struggle</i> , page 17	<i>trust</i> , page 40	

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.1, page SG28
- Practice Master SG2.2, page SG29
- Practice Master SG2.6, page SG33
- Practice Master SG2.7, page SG34

TECHNOLOGY ONLY

Digital Library: Beagle

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–26
- DAY 3 Read pages 27–55 and discuss
- DAY 4 Read pages 56–71 and discuss
- DAY 5 Connect across texts

PART 2:
See pages SG12–SG15.

Summary* Marty Preston finds a beagle that has been treated cruelly by his owner, Judd Travers. When the dog, renamed Shiloh, runs away, Marty hides him. His secret is revealed when Shiloh is attacked by a dog and taken to a doctor. Shiloh must be returned to Judd. On the way to confront Judd, Marty sees him shoot a doe out of season. Judd lets Marty work to buy Shiloh, and then threatens to break the agreement. When Marty keeps working, Judd is impressed and allows him to keep Shiloh. *Note that this book contains references to alcohol and guns.

Activate Prior Knowledge Ask: *What pets have you known? How did these pets help the people they lived with?*

Build Background Display photo of a beagle from the **Digital Library**. Say: *A beagle is a breed, or kind, of dog. Bred to be scent hounds, they use their sense of smell to help hunters find animals.*

Story Words Use **Practice Master SG2.1** to extend vocabulary.

<i>afford</i> , page 7	<i>allow</i> , page 7	<i>promise</i> , page 17
<i>reason</i> , page 12	<i>truth</i> , page 22	

BL BELOW LEVEL 510L

Anansi and the Box of Stories

by Stephen Krensky

Build Comprehension

- **Analyze Characters** *How is Anansi both like a spider and a human in this story?* (Possible responses: He looks like a man, but he is able to spin webs like a spider. He is able to talk.)
- **Make Comparisons** *How is this book an example of the stories that Anansi gets from Nyame?* (Possible response: Nyame's stories tell about the mysteries of the world. This book tells amazing stories about a clever trickster.)

Writing Options

- **List** Have students list the animals that Anansi captures and briefly describe each animal's strengths and weaknesses.
- **Dialogue** Use **Anthology** page 82 to point out the features of dialogue. What might Anansi say to each animal after Nyame releases it? Have students write a dialogue between Anansi and an animal, such as about how Anansi tricked the animal and how the animal felt to be tricked.
- **Journal Entry** Have students describe their favorite art from *Anansi and the Box of Stories*. Students should explain what the art shows and tell why they like this illustration.

BL BELOW LEVEL 600L

Fantastic Mr. Fox PART 1

by Roald Dahl

Build Comprehension

- **Analyze Plot** *How do Mr. Fox's problems get worse in the first part of this book?* (Possible response: The three farmers really want to capture him, so they try shooting him. Then they start digging, and even use tractors to follow the Fox family as they dig deeper into the hill.)
- **Form Opinions** *Do you think it is fair of Mr. Fox to take food from the three farmers? Why or why not?* (Possible responses: It is fair because the farmers are very mean and greedy. It is not fair because Mr. Fox is stealing from them.)

Writing Options

- **Headlines** Have students write a series of headlines that tell what happens in this part of the story. Point out that a headline summarizes events in a news story.
- **Interview Questions and Answers** Have students imagine that they could interview Mr. Fox. Suggest that they write at least five questions about his life and story. Then, encourage students to exchange questions and write Mr. Fox's answers.
- **Journal Entry** Have students review story events and write a prediction about what will happen to Mr. Fox and the farmers.

Check & Reteach

Ask students to describe the main characters of each book.

If students have difficulty describing characters, review the character chart. Ask: *Who are the most important characters? What do they do and say? What do these details tell you about the characters?*

DURING READING

Name _____ Date _____

Character Chart
Story Characters

Use the character chart to take notes about your book as you read.

Add more details about the characters as you finish reading the book.

Character	What the Character Does	What the Character Says	What It Shows

Use your character chart to tell a partner about the book.

For use with TE p. 526-528 **SG2.2** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Anansi and the Box of Stories

Review the story words with your group. Then discuss these questions together.

1. Analyze Character Motivation Why does Anansi want to have Nyame's stories? Why doesn't Nyame want to share them?

2. Describe Characters Use these questions and the notes in the character chart to describe characters in the book.

- **What the Character Does** Review pages 4-19. What does Anansi do in this chapter?
- **What the Character Says** Who does Anansi talk to in this chapter? What does he say to these characters?
- **What It Shows** What do you learn about Anansi from the things he says and does?

3. Make Connections Anansi goes to Aso when he needs help. Who do you go to when you need help? What does this tell you about Anansi and Aso?

4. Think Question Generalize Which of the animals that Anansi captures is the cleverest? How does Anansi trick this animal?

For use with TE p. 526-528 **SG2.3** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Fantastic Mr. Fox, Part 1

Review the story words with your group. Then discuss these questions together.

1. Compare Characters How are Farmers Boggis, Bunce, and Bean similar? How are they different?

2. Analyze Character Motivation What makes the farmers furious?

3. Describe Characters Use these questions and the notes in the character chart to describe characters in the book.

- **What the Character Does** Review Chapter 10. What is Mr. Fox's plan and how does it turn out?
- **What the Character Says** How does Mr. Fox react to his own ideas?
- **What It Shows** What do you learn about Mr. Fox from the things he says and does?

4. Make Connections Describe a person or an animal you have met that you might call "fantastic." Explain your reasons. Then, tell how thinking about this person or animal helps you understand Mr. Fox.

5. Think Question Generalize Does Mr. Fox deserve to be called "fantastic"? Why or why not?

For use with TE p. 526-528 **SG2.4** Unit 2 | Animal Intelligence

OL ON LEVEL 680L

The Black Stallion PART 1
by Walter Farley

Build Comprehension

- **Identify Problem and Solution** *What problems does Alec solve on the island?* (Possible responses: He finds food for both himself and the Black. He builds a shelter. He builds a fire.)
- **Form Opinions** *Would Alec have survived the shipwreck without the Black? Support your answer with details from the book.* (Possible responses: No, Alec needed the horse to pull him safely to the island. The horse also helped Alec stay alive on the island by keeping him company.)

Writing Options

- **Character Diary** What if Alec had kept a journal on the island? Have students write entries for one or two days.
- **News Brief** Remind students that reporter Joe Russo first appears in Chapter 7. Have them write a news article that Joe might have written, that tells about Alec’s adventures with the Black on the island. Remind them to answer the questions *Who, What, Where, When, Why,* and *How* in their articles.
- **Journal Entry** Have students review story events and write a prediction about what will happen to the Black now that Alec is home.

AL ABOVE LEVEL 890L

Shiloh PART 1
by Phyllis Reynolds Naylor

Build Comprehension

- **Analyze Setting** *How are Shiloh and Marty both affected by their setting?* (Possible responses: They live in an area where there are woods and hills in which they can hide. The rules that people follow where they live are very important.)
- **Make Judgments** *Do you think Marty is right to hide Shiloh from Judd and not tell his family about the dog? Why or why not?* (Possible responses: Marty does the right thing because he is protecting the dog from being hurt badly. However, he should trust his family and tell them the truth about Shiloh.)

Writing Options

- **E-Mail** Have students write an e-mail to Marty, sharing their responses to his actions or giving him advice about how to help Shiloh.
- **Character Sketch** Have students review Shiloh’s actions and write a character sketch that describes the dog. Remind them to include details that describe Shiloh’s unique personality, and might not apply to other dogs.
- **Journal Entry** Have students summarize the events of part 1 and then write a prediction about what will happen to Shiloh by the end of the book.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG2.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide
The Black Stallion, Part 1
Review the story words with your group. Then discuss these questions together.

Story Words
escape
friendship
nervous
struggle
trust

1. **Compare Characters** How are Alec and the Black similar? How are they different?
2. **Analyze Character Motivation** Why does Alec want to form a friendship with the Black?
3. **Describe Characters** Use these questions and the notes in the character chart to describe characters in the book.
 - **What the Character Does** Review Chapters 3 and 4. How does Alec form a friendship with the Black?
 - **What the Character Says** Review Chapter 7. Why does Alec need to persuade people when he gets home?
 - **What It Shows** What do you learn about Alec from the things he says and does?
4. **Make Connections** Describe a wild animal you have seen at a zoo or in a movie. How does thinking about this animal help you understand what happens in *The Black Stallion*?
5. **Write Question** **Generalize** How does the Black help Alec survive? What does this tell you about the horse’s intelligence?

For use with TE, p. 526–528 **SG2.5** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Shiloh, Part 1
Review the story words with your group. Then discuss these questions together.

Story Words
afford
allow
promise
reason
truth

1. **Analyze Character Motivation** Why does Marty keep his friendship with Shiloh a secret?
2. **Compare Characters** How do Marty and Judd treat Shiloh differently?
3. **Describe Characters** Use these questions and the notes in the character chart to describe characters in the book.
 - **What the Character Does** Review Chapters 1 and 2. How does Marty gain Shiloh’s trust?
 - **What the Character Says** What does Marty say about his feelings for Shiloh?
 - **What It Shows** What do you learn about Marty from the things he says and does?
4. **Make Connections** Describe a pet that has been important to you or someone you know. How does thinking about this pet help you understand what happens in *Shiloh*?
5. **Write Question** **Generalize** How does Shiloh act when he is around Judd? How does he act around Marty? How do these actions show that Shiloh is smart?

For use with TE, p. 526–528 **SG2.6** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Connect Across Texts
Share the story words with your group. Then take notes as you listen to each summary.

Anansi and the Box of Stories
Fantastic Mr. Fox, Part 1
The Black Stallion, Part 1
Shiloh, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the animals in these books show that they are clever?
2. How do your own experiences with animals help you understand the animals in these books?
3. **Write Question** Which animal in these books do you think is the smartest? Support your opinion with details from the story.

For use with TE, p. 526–528 **SG2.7** Unit 2 | Animal Intelligence

OBJECTIVES

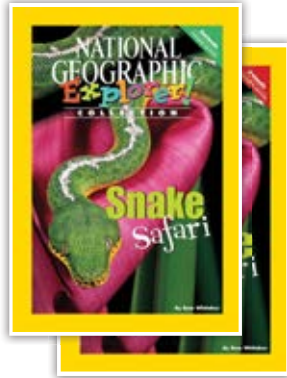
Thematic Connection: Clever Animals

Read and Comprehend Informational Text

Determine Word Meanings

Snake Safari by Rom Whitaker

Summary *Snake Safari* describes the sometimes surprising physical characteristics of cold-blooded snakes, as well as their often sneaky ways to survive. In “Snake Safari,” a scientist named Rom Whitaker tells about his adventures looking for and studying some of the 2400 types of snakes that exist in the world. He includes encounters with a poisonous cobra in India and a lyre snake in Arizona that fell on his car as it was eating. The author also describes the varied diet of snakes: birds, fish, frogs, lizards, rats, and even monkeys. In “Snakes Alive!” students discover remarkable ways snakes stay safe from enemies. Some blend into their environment, while others squeeze into small places where bigger animals cannot fit. The hognose snake puts on an act: it pretends it is sick or dead, so it is not eaten. At times, snakes rely on their fierce fangs to fight off threats.



Activate Prior Knowledge Display the front cover and ask: *What is this?* (snake) Trace the snake’s body. Then have students describe snakes they have seen in real-life or in books, on TV, or in movies.

Build Background Explain that long ago, Egyptians thought of snakes as goddesses. Although people greatly fear snakebites, point out that only about one-tenth of all the snakes in the world are poisonous. Use pages 4–6 to describe characteristics of snakes. Have volunteers point to the snake’s hood, tail, fork-shaped tongue, and egg tooth.

PROGRAM RESOURCES

PRINT ONLY

Snake Safari, Pioneer Edition

Snake Safari, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Determine Meanings of Domain-Specific Words CC.4.Rinf.4

Read and Comprehend Informational Text CC.4.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.4.L.6

Mini Lesson

Determine Word Meanings

Explain: *In a text, an author often gives clues to the meaning of unfamiliar words. Clues include definitions, synonyms, and descriptions.* Point out that good readers know how to determine word meanings by using clues in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Snake Safari* as students listen.

Meeting a King

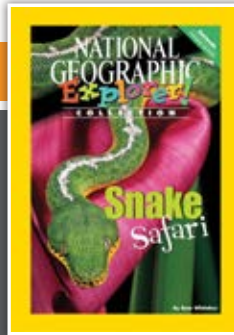
...But it was not a rat snake. It was a dangerous king cobra! Cobras make **venom**, or poison. I quickly let go.

Text from Pioneer Edition

Then, think aloud to model how to determine word meanings in a text. Say: *As I read about the king cobra in this science article, I come across the word venom. I’m not sure what it means, but as I read on, I see that the phrase “or poison” follows the word venom. The author has included a synonym, poison, as a clue to the word’s meaning.*

Have students explain how to determine the meaning of the word *venom* in the above text. (Possible response: The phrase “or poison” follows the word *venom*. That tells me that *venom* and *poison* have the same meaning. Venom is poison.)

BL BELOW LEVEL 380L



PIONEER EDITION

Lexile: 380L | GR: P

Content Connection: Survival Strategies

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

cold-blooded prey safari venom

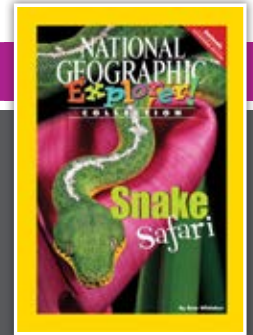
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why does Rom Whitaker catch snakes? (He catches snakes so that he can study them.)
- Determine Word Meanings** What does it mean to be cold-blooded? (If an animal is cold-blooded, then its body does not make heat. It gets heat from the air and ground.)
- Details** What do snakes eat? (They eat many kinds of animals, such as birds, fish, frogs, lizards, rats, and even monkeys.)
- Main Idea** How do snakes stay safe? (They blend in with their environment so other animals cannot easily see them. They also hide in small places or curl into a ball. Some use tricks, such as pretending to be dead. Sometimes they use their fangs to fight off or bite animals that attack them.)
- Evaluate** What snake was most interesting? (Possible response: the hognose snake) Why? (Possible response: It can play tricks, such as pretending to be sick by throwing up or bleeding. It can even pretend to be dead.)

OL ON LEVEL



PATHFINDER EDITION

GR: Q

Content Connection: Survival Strategies

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

cold-blooded extinct herpetologist pit viper venomous

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What is a scientist who studies snakes called? (A scientist who studies snakes is a herpetologist.)
- Determine Word Meanings** What does it mean to be cold-blooded? (If an animal is cold-blooded, then its body does not make heat. It gets heat from the air and ground.)
- Cause/Effect** Why can snakes go so long between meals? (They are cold-blooded. They don't need a lot of food to keep their bodies warm.)
- Main Idea** How do snakes protect themselves? (They blend in with their environment so they cannot be easily seen. They also hide in small places or curl into a ball to protect their heads. One type of snake uses tricks, such as pretending to be sick or dead. Sometimes snakes use fangs to fight off or bite animals that attack them. Some spit venom at attackers to try to blind them.)
- Make Inferences** Why do some people want to keep snakes from extinction? (Possible response: Snakes are an important part of the natural environment. They help keep people healthy by eating rats and other animals that carry diseases.)

Check & Reteach

OBJECTIVE: Determine Word Meanings

Have partners take turns determining the meaning of the word *prey* on page 6. (*Prey* means "other animals." Pioneer: The phrase "or other animals" follows the word *prey* and defines it. Pathfinder: The word *animal* later in the paragraph is a synonym for *prey*.)

For students who cannot determine word meanings, reteach with the term *pit viper* in the third paragraph on page 5. Say: *The paragraph discusses rattlesnakes. It says that a rattlesnake is a pit viper. What description in the text helps you understand what pit viper means?* Have students skim the paragraph for the description. Record it. (The snake's body can sense heat.) Guide students to determine the meaning of *pit viper*. (Possible response: A pit viper is a type of snake, like a rattlesnake, that can sense heat.)

BL BELOW LEVEL 450L



Black Beauty

by Anna Sewell, retold by L. L. Owens, illustrated by Jennifer Tanner

Content Connection: **Working Animals**

Fantasy | Pages: 72 | Lexile: 450L | GR: T

BL BELOW LEVEL 600L



Fantastic Mr. Fox PART 2

by Roald Dahl

Content Connection:
Wild Animals

Fantasy | Pages: 60 | Lexile: 600L | GR: P

OBJECTIVES

Thematic Connection: Clever Animals

Read and Comprehend Literature

Describe Characters

Make Connections to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.8, page SG35

Practice Master SG2.9, page SG36

Practice Master SG2.10, page SG37

Practice Master SG2.14, page SG41

TECHNOLOGY ONLY

Digital Library: Horse in Bit and Reins

SUGGESTED PACING

DAY 2 Introduce and read pages 1–43

DAY 3 Read pages 44–72 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Black Beauty is a young horse in 19th-century England. His first home is with Farmer Grey, where Black Beauty is treated well. There he meets the horses Ginger and Merrylegs. But then he is sold many times and experiences cruel treatment. One owner makes horses wear painful checkreins to keep their heads high. Later, as a London cab horse, Black Beauty sees Ginger, who has been worked nearly to death. Finally, Black Beauty is sold to owners who recognize him from his younger days. They treat him with respect and he is happy again.

Activate Prior Knowledge Ask: *When have you seen someone treating an animal very well? What was the person doing?*

Build Background Show the photo of a horse in reins and a bit from the **Digital Library**. Say: *People use many kinds of equipment when they want to ride a horse. A bit is a bar that goes in the horse's mouth. Reins are straps that attach to the ends of the bar. The rider holds the reins to control the horse.*

Story Words Use **Practice Master SG2.8** to extend vocabulary.

advantage, page 13

blame, page 39

ignore, page 51

insist, page 29

remind, page 7

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.8, page SG35

Practice Master SG2.9, page SG36

Practice Master SG2.11, page SG38

Practice Master SG2.14, page SG41

TECHNOLOGY ONLY

Digital Library: Badger

SUGGESTED PACING, PART 2

DAY 2 Introduce and read pages 37–49

DAY 3 Read pages 50–71 and discuss

DAY 4 Read pages 72–96 and discuss

DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of Fantastic Mr. Fox, see page SG6. Remind students to use the character chart to describe important characters. To review plot events, ask: *What do Farmers Boggis, Bunce, and Bean want? Why?* (They want to catch and kill Mr. Fox because he has been stealing from them.) *How do they chase Mr. Fox and his family?* (They chase him underground, first with shovels, then with tractors.) *What problem do Mr. Fox and his family face because they must stay underground?* (They have no food, so they begin to starve.) *What is Mr. Fox's escape plan?* (He plans to dig underground tunnels to get away from the farmers.)

Activate Prior Knowledge Ask: *When have you chased someone or something? What did you chase? How did you feel?*

Build Background Display the photos of a badger from the **Digital Library**. Explain that, like foxes, badgers are animals that live underground. Also like foxes, badgers are omnivores, which means they eat many different foods.

Story Words Use **Practice Master SG2.8** to extend vocabulary.

arrangements, page 42

doubt, page 58

fault, page 47

invite, page 48

solid, page 60

OL ON LEVEL 680L



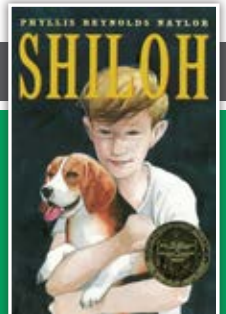
The Black Stallion PART 2

by Walter Farley

Content Connection:
Working Animals

Realistic Fiction | Pages: 98 | Lexile: 680L | GR: T

AL ABOVE LEVEL 890L



Shiloh PART 2

by Phyllis Reynolds Naylor

Content Connection:
Companion Animals

Realistic Fiction | Pages: 66 | Lexile: 890L | GR: R

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.4.Rlit.10
Refer to Details and Examples When Explaining Literature	CC.4.Rlit.1
Tell a Story	CC.4.SL.4
Summarize	CC.4.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.8, page SG35
- Practice Master SG2.9, page SG36
- Practice Master SG2.12, page SG39
- Practice Master SG2.14, page SG41

TECHNOLOGY ONLY

Digital Library: Horse Race

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 103–139
- DAY 3 Read pages 140–174 and discuss
- DAY 4 Read pages 175–200 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *The Black Stallion*, see page SG7. Remind students to use the character chart to describe important characters. To review plot events, ask: *Where did Alec first see the black stallion?* (He and the horse were both on board a ship going from India to the United States.) *How did the Black help Alec survive?* (When the ship sank in a storm, Alec tied himself to the horse’s reins and was pulled to a desert island.) *How did Alec form a friendship with the Black?* (He gave the horse food and tamed the horse enough to ride.)

Activate Prior Knowledge Ask: *What kinds of races have you seen? How does it feel to watch the end of a race?*

Build Background Display photo of a horse race from the **Digital Library**. Say: *Like any sport, horse racing has rules that help make the races fair. In order to enter a race, a horse must meet the requirements of the race. The owners of race horses usually need to have papers that identify the horse’s parents.*

Story Words Use **Practice Master SG2.8** to extend vocabulary.

- | | | |
|-------------------------------|----------------------------|---------------------------------|
| <i>confidence</i> , page 167 | <i>consider</i> , page 197 | <i>determination</i> , page 143 |
| <i>experienced</i> , page 124 | <i>manage</i> , page 114 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.8, page SG35
- Practice Master SG2.9, page SG36
- Practice Master SG2.13, page SG40
- Practice Master SG2.14, page SG41

TECHNOLOGY ONLY

Digital Library: Wood Pile

SUGGESTED PACING, PART 2

- DAY 2 Introduce and read pages 72–96
- DAY 3 Read pages 97–121 and discuss
- DAY 4 Read pages 122–137 and discuss
- DAY 5 Connect across texts

PART 1:

See pages SG6–SG9.

Review Part 1 For a complete summary of *Shiloh*, see page SG7. Remind students to use the character chart to describe important characters. To review plot events, ask: *How does Marty first meet Shiloh?* (He finds the dog wandering in the woods.) *Why does Marty want to adopt the dog?* (He thinks that Judd is a mean owner who treats Shiloh badly.) *When Marty is taking care of Shiloh, why does he keep the dog a secret from his family?* (He knows his parents would make him return Shiloh to Judd.)

Activate Prior Knowledge Ask: *When have you worked hard for something? How did you feel when you were done working?*

Build Background Display photo of a wood pile from the **Digital Library**. Say: *Many people chop and store wood to use in fires during the winter. This chore can take a long time and be hard work. Some people sort the wood into smaller and larger pieces. The small pieces are used to start fires. Then larger pieces are added to keep the fire burning.*

Story Words Use **Practice Master SG2.8** to extend vocabulary.

- | | | |
|---------------------------|-----------------------------|-------------------------|
| <i>bargain</i> , page 115 | <i>intention</i> , page 113 | <i>legal</i> , page 130 |
| <i>mistreat</i> , page 74 | <i>serious</i> , page 92 | |

BL > BELOW LEVEL 450L

Black Beauty by Anna Sewell

Build Comprehension

- **Form Generalizations** *What lessons does Black Beauty learn while living with many different owners?* (Possible responses: Some people are kind and treat animals fairly. Others are cruel, treating animals badly and making them work too hard.)
- **Identify Theme** *What theme, or message, does the writer want to share with readers?* (Possible response: Animals have feelings and should be treated kindly and with respect.)

Writing Options

- **List** Have students list four places that Black Beauty lives. For each place, students can write one or two sentences describing what happens there.
- **E-Mail** Have students write an e-mail to a friend about *Black Beauty*. They can tell about the book and tell whether or not they think their friend would enjoy reading it.
- **Journal Entry** Have students write in their journals about reading a graphic novel. Encourage them to tell how a graphic novel is different from other kinds of books. Then students can give their opinion of this form and tell whether or not they would like to read more graphic novels.

BL > BELOW LEVEL 600L

Fantastic Mr. Fox PART 2 by Roald Dahl

Build Comprehension

- **Analyze Character Motivation** *Why does Mr. Fox decide to help all of the animals trapped underground?* (Possible response: He knows it is his fault they are trapped; he is generous and wants to help others.)
- **Identify Problem and Solution** *Which characters solve their problems at the end? Which do not?* (Mr. Fox and the animals solve their problems by finding a way to get food and stay underground. The farmers do not solve their problem because they are still waiting to catch Mr. Fox.)

Writing Options

- **Review** Have students imagine that they are an animal at Mr. Fox's feast and write a review of the meal. Reviews should include details about what food Mr. Fox serves at the meal and the smart ways he got each food.
- **Thank-You Note** Have students write a thank-you note from Mr. Fox to the three farmers, thanking them for their food. Review the parts of a letter and remind students to include details from the book that show Mr. Fox's character.
- **Journal Entry** Have students review their predictions and how they felt about the ending of the book.

Check & Reteach

Ask students to connect pairs of characters in each book.

If students have difficulty connecting characters, review the character connection chart. Say: *Choose two characters. How are these characters connected? What is their relationship? What brings these two characters together?*

DURING READING

Name _____ Date _____

Character Connection
Character Connections
Use the character connection chart to take notes about your book as you read. Add key events as you finish reading the book.

Two Characters	How They Connect

Use your character connection chart to tell a partner about the book.

For use with TE p. SG25-SG29 Unit 2 | Animal Intelligence **SG2.9**

AFTER READING

Name _____ Date _____

Discussion Guide
Black Beauty
Review the story words with your group. Then discuss these questions together.

1. Compare Characters Review Chapters 2 and 4. How are Black Beauty and Ginger similar and different?

2. Connect Characters Use these questions and the notes in the character connection chart to describe characters in the book.

- **Two Characters** Who are two of the horses in this book?
- **How They Connect** What brings these characters together?
- **Two Characters** What person is most important to Black Beauty?
- **How They Connect** What is the relationship between this person and Black Beauty?

3. Make Connections Recall an animal that you have seen. How did people treat the animal? How does thinking about this animal help you understand Black Beauty?

4. Use Question Generalize Compare Black Beauty with some of the people he meets. Do you think Black Beauty is smarter than they are? Why or why not?

Story Words: advantage, blame, ignore, insist, remind

For use with TE p. SG25-SG29 Unit 2 | Animal Intelligence **SG2.10**

AFTER READING

Name _____ Date _____

Discussion Guide
Fantastic Mr. Fox, Part 2
Review the story words with your group. Then discuss these questions together.

1. Compare Characters How are the three farmers and Mr. Fox similar? How are they different?

2. Connect Characters Use these questions and the notes in the character connection chart to describe characters in the book.

- **Two Characters** Which character has a strong connection with Mr. Fox?
- **How They Connect** How are these characters connected?
- **Two Characters** Choose two of the farmers.
- **How They Connect** What is the relationship between these two characters?

3. Make Connection Think of a time when you reached a difficult goal. How did you feel? How does thinking about your experience help you understand this book?

4. Use Question Generalize How does Mr. Fox show that he is smarter than the three farmers?

Story Words: arrangements, doubt, fault, invite, void

For use with TE p. SG25-SG29 Unit 2 | Animal Intelligence **SG2.11**

OL ON LEVEL 680L

The Black Stallion PART 2
by Walter Farley

Build Comprehension

- **Analyze Character** *How does Alec show his determination?* (Possible responses: He works hard to learn how to ride the Black. He achieves his goal of racing the horse and wins.)
- **Make Comparisons** *Which challenge do you think was greater: surviving on the island or winning the match race? Explain your answer.* (Possible responses: Surviving on the island was difficult because there was no person to help Alec. Winning the race was hard because the other two horses were so fast.)

Writing Options

- **Speech** Have students write a speech that Alec might give, describing what he learned from the Black. Encourage students to mention at least two events from the novel.
- **Sequel** Have students write about what happens to the Black and Alec after they win the match race.
- **Journal Entry** Have students review their predictions and tell whether or not they would like to watch a race like the match race at the end of the novel.

AL ABOVE LEVEL 890L

Shiloh PART 2
by Phyllis Reynolds Naylor

Build Comprehension

- **Analyze Character Motivation** *Why does Judd agree to keep his bargain with Marty and let him work for Shiloh?* (Possible response: Even though he says the bargain is not legal, Judd is impressed by Marty's determination and hard work.)
- **Goal and Outcome** *How does Marty achieve what we want most?* (Possible response: Marty wants to keep Shiloh and treat him well. He first keeps the dog away from Judd, but then he makes a bargain with Judd and sticks to his side of the deal, even when Judd says he is going to break his promise.)

Writing Options

- **Persuasive Letter** Have students write a letter from Marty to Judd, telling why Shiloh should live with Marty's family. Ask students to support their opinions with details from the story.
- **Dialogue** Point out dialogue between people and talking animals on **Anthology** page 102. Have students imagine that Shiloh could speak and write a dialogue between him and Marty. Encourage students to show Shiloh's animal intelligence.
- **Journal Entry** Have students review their predictions and predict what will happen to Shiloh after the end of the book.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG2.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide
The Black Stallion, Part 2
Review the story words with your group. Then discuss these questions together.

Story Words
confidence
consider
determination
experienced
manage

1. **Compare Characters** What do Alec and Henry have in common? How are they different?
2. **Connect Characters** Use these questions and the notes in the character connection chart to describe characters in the book.
 - **Two Characters** Which horse in the book has the strongest relationship with the Black?
 - **How They Connect** How are these two horses connected?
 - **Two Characters** Name a character who helps Alec achieve his goals.
 - **How They Connect** Describe the relationship between Alec and this character.
3. **Make Connections** Think of a time when you were in a race. How does thinking about your experience help you understand the race at the end of the book?
4. **Read Question Generalize** What does *The Black Stallion* tell you about how smart horses can be?

For use with TE p. 502-505 **SG2.12** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Shiloh, Part 2
Review the story words with your group. Then discuss these questions together.

Story Words
bargain
intention
legal
mistreat
serious

1. **Compare Characters** How is Marty like the other people in his family? How is he different?
2. **Connect Characters** Use these questions and the notes in the character connection chart to describe characters in the book.
 - **Two Characters** Which character does Marty fight against?
 - **How They Connect** How are these two characters connected? How does their connection change by the end of the book?
 - **Two Characters** Name a family member who has a strong effect on Marty.
 - **How They Connect** What is the relationship between Marty and this character? How does their relationship change during the story?
3. **Make Connections** Think of a time when you bargained with someone. What was your bargain? How does thinking about your experience help you understand the bargain between Marty and Judd?
4. **Read Question Generalize** What does *Shiloh* tell you about what happens to smart animals if they are mistreated?

For use with TE p. 502-505 **SG2.13** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Connect Across Texts
Share the story words with your group. Then take notes as you listen to each summary.

Anansi and the Box of Stories
Fantastic Mr. Fox, Part 1
The Black Stallion, Part 1
Shiloh, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the animals in these books show that they are clever?
2. How do your own experiences with animals help you understand the animals in these books?
3. **Read Question** Which animal in these books do you think is the smartest? Support your opinion with details from the story.

For use with TE p. 506-509 **SG2.7** Unit 2 | Animal Intelligence

OBJECTIVES

Thematic Connection: Animal Behavior

Read and Comprehend Informational Text

Explain How the Main Idea Is Supported by Details

Do Elephants Talk? by Peter Winkler

Summary *Do Elephants Talk?* describes how African elephants communicate and how their strong physical characteristics help them survive and also help support a healthy ecosystem. In “Do Elephants Talk?” author Peter Winkler explains that elephants “talk” by making a low sound called “infrasound,” inaudible by humans. Elephants use the sound as alarm calls and as a long-distance system to announce their location. Winkler also points out that hunting and loss of habitats are threatening the African elephants’ existence.



“Supersize” describes how the immense size of an elephant’s ears, trunk, and tusks helps keep the creature alive. In “Ecosystems and Elephants,” students discover that elephants change their physical environments. Knocking down young trees, for example, helps keep grasslands and forests healthy. The map of Africa in “Elephants in Africa” shows the continent’s land regions and where elephants live.

Activate Prior Knowledge Display the front cover and ask: *Where have you seen elephants?* (Possible responses: zoo, TV) *What do you know about them?* (Possible responses: big, strong, smart, move in herds)

Build Background Explain that elephants are the largest animals living on land today and that they are in danger of dying out. People estimate that in 2007, about 500,000 elephants lived in Africa. Use the map on pages 10–11 to describe Africa’s geographical features. Then, have students point to the areas of Africa where elephants live.

PROGRAM RESOURCES

PRINT ONLY

Do Elephants Talk? Pioneer Edition

Do Elephants Talk? Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain How the Main Idea Is Supported by Details CC.4.Rinf.2

Read and Comprehend Informational Text CC.4.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.4.L.6

Mini Lesson

Explain How the Main Idea Is Supported by Details

Explain: *Authors provide details, such as facts and examples, to support main ideas, or show they are true.* Point out that good readers can explain how details support a main idea.

Read aloud the following text from page 5 of the Pioneer Edition of *Do Elephants Talk?* as students listen.

HEARING AIDS

Elephant ears are good for catching sound. Elephants can stretch their ears out wide. This lets them hear many noises.

Text from Pioneer Edition

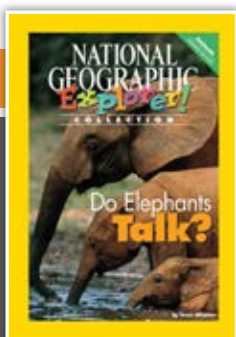
Then, think aloud to model how the main idea is supported by details. Say: *The main idea, stated in the first sentence of this paragraph, is that elephant ears catch sounds well. This means they can hear a lot of sounds. The sentences that follow the first sentence give details that support, or explain, the main idea. The details are:*

- *Elephants can stretch their ears out wide.*
- *Stretching out their ears lets elephants hear many noises.*

You can use the details to explain how the main idea is true.

Have students explain how the details identified above support the main idea in the paragraph. (Possible response: The details tell exactly how elephants use their ears to catch sounds. The first detail explains that elephants can stretch their ears wide. The second detail explains that, because elephants can stretch out their ears, their ears can hear many sounds.)

BL BELOW LEVEL 370L



PIONEER EDITION

Lexile: 370L | GR: P

Content Connection: Animal Communication

Science Vocabulary

Use Wordwise on page 5 to introduce new words:

calf extinct habitat herd infrasound tusk warning call

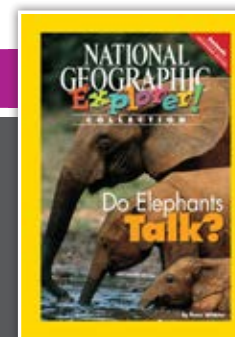
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What kinds of things might elephants say to one another? (Elephants warn each other about danger. They tell each other where they are. They also tell lost calves that help is on the way.)
- Main Idea** Why do elephants use infrasound? (They use it to talk to each other when they are far apart.)
- Details** How do people study infrasound? (They use a machine to record the elephants' sounds. Then, another machine makes pictures of the sounds. These pictures let people see what the elephants are saying.)
- Cause/Effect** Why are elephants in danger of dying out? (Some people are killing elephants for their tusks, which are valuable. Also, elephants are losing their habitats because people build on the land where elephants live.)
- Explain How the Main Idea Is Supported by Details** How do elephants change the places where they live? (They make paths in grass and knock over young trees, which helps keep the grassland healthy. They also make trails and clearings in forests, which keeps forests strong.)

OL ON LEVEL 750L



PATHFINDER EDITION

Lexile: 750L | GR: Q

Content Connection: Animal Communication

Science Vocabulary

Use Wordwise on page 5 to introduce new words:

*calf conservationist extinction habitat herd
infrasound matriarch pitch poacher spectrograph*

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What kinds of things might elephants say to each other? (Elephants warn each other about danger and tell relatives where they are. They also tell their lost calves that help is on the way. Female elephants tell males their location during mating time.)
- Details** What parts of an elephant help it survive in its environment? (An elephant's ears, trunk, and tusks help it.)
- Explain How the Main Idea Is Supported by Details** In what ways are elephants threatened by people? (Poachers kill elephants for their valuable ivory tusks. People have destroyed the elephant's habitat by building farms and towns for the growing population.)
- Make Inferences** What elephant activities could cause problems for farmers? (Possible response: Tearing up grass for food and knocking over trees to eat leaves and roots could cause farmers problems.)
- Analyze** If elephants became extinct, how would their ecosystem change? (Grasslands would be overrun with trees, and the forests would not be as healthy since young trees would not be able to grow.)

Check & Reteach

OBJECTIVE: Explain How the Main Idea Is Supported by Details

Have partners take turns explaining how details support the main idea that trunks are useful, from "A Neat Nose" on page 7. (Possible response: The details tell the specific ways that elephants use their trunks, such as for eating, drinking, and lifting fallen trees.)

For students who cannot explain how the main idea is supported by details, reteach with the first paragraph on page 7. Say: *The main idea in this text is that elephants are really big. How do details support, or explain, this important idea?* Have students skim the paragraph for details. Make a class list to record them. (can be ten feet tall; weigh up to 12,000 pounds) Guide students as they explain how the details support the main idea. (Possible response: The details give an elephant's height and weight, proving that it is big.)

BL BELOW LEVEL 550L



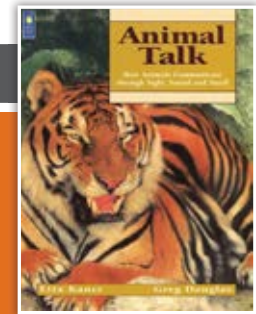
Animal Masterminds

by Catherine Nichols

Content Connection:
Animal Intelligence

Expository Nonfiction | Pages: 48 | Lexile: 550L | GR: N

BL BELOW LEVEL



Animal Talk

by Etta Kaner

Content Connection:
Animal Communication

Expository Nonfiction | Pages: 40 | GR: O

OBJECTIVES

Thematic Connection: Animal Behavior

- Make Connections to Comprehend Text
- Determine the Main Idea and Supporting Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.15, page SG42
- Practice Master SG2.16, page SG43
- Practice Master SG2.17, page SG44
- Practice Master SG2.21, page SG48

TECHNOLOGY ONLY

Digital Library: Chimp

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–19
- DAY 3 Read pages 20–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Smart animals reveal important ideas about animal intelligence. Hans the horse could answer math questions and tell time. However, scientists found out that Hans did not really know the answers. He was picking up on cues given by the people asking him questions. Now, scientists are careful when they study animal intelligence. Alex the parrot learned to use words and compare objects. Betty the crow bent wire to make a tool she used to grab food. Washoe the chimp learned to use American Sign Language.

Activate Prior Knowledge Say: *Describe the smartest animal you ever met. What did this animal do that was so smart?*

Build Background Display **Digital Library** photo of a chimp mother and child. Say: *Chimpanzees, or chimps, are members of the ape family. They walk upright and are about five feet tall. They communicate with sounds, facial expressions, and gestures.*

Story Words Use **Practice Master SG2.15** to extend vocabulary.

- | | | |
|-------------------------|--------------------------|------------------------|
| <i>agree</i> , page 8 | <i>gesture</i> , page 33 | <i>study</i> , page 30 |
| <i>subject</i> , page 6 | <i>unusual</i> , page 23 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.15, page SG42
- Practice Master SG2.16, page SG43
- Practice Master SG2.18, page SG45
- Practice Master SG2.21, page SG48

TECHNOLOGY ONLY

Digital Library: Calm Cat, Angry Cat

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–13
- DAY 3 Read pages 14–31 and discuss
- DAY 4 Read pages 32–40 and discuss
- DAY 5 Connect across texts

Summary Animals communicate in many ways. Monkeys, birds, sea lions, and elephants use sound to send warnings or find each other. The lemur and the hyena mark their territory with smells. Scent markings help other animals remember where food is located. Body language is especially important in mammals. The positions of their ears, eyes, and mouth, as well as their gestures, tell you how they feel. Some animals glow. Fireflies light up to attract a mate. Scientists have taught dolphins, chimps, and apes to recognize some human words.

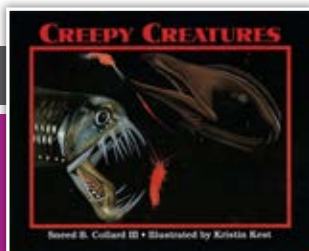
Activate Prior Knowledge Ask: *When have you seen a dog that was happy, angry, or afraid? How did the dog communicate the feeling?* (Possible responses: wagging, barking, whining)

Build Background Use photos of cats from the **Digital Library** to model how one animal communicates its feelings. Point out that cats use body language and sound to send messages.

Story Words Use **Practice Master SG2.15** to extend vocabulary.

- | | | |
|--------------------------|--------------------------|-----------------------|
| <i>attract</i> , page 14 | <i>avoid</i> , page 16 | <i>code</i> , page 34 |
| <i>reduce</i> , page 16 | <i>similar</i> , page 18 | |

OL ON LEVEL

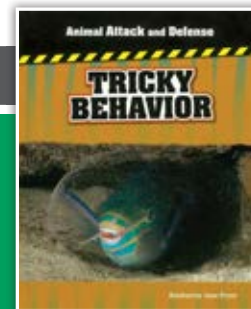


Creepy Creatures
by Sneed B. Collard III

Content Connection:
Animal Adaptations

Expository Nonfiction | Pages: 32 | GR: Q

AL ABOVE LEVEL 920L



Tricky Behavior
by Kimberley Jane Pryor

Content Connection:
Animal Intelligence

Expository Nonfiction | Pages: 32 | Lexile: 920L | GR: O

COMMON CORE STANDARDS

Reading

- Read and Comprehend Literature CC.4.Rinf.2
- Refer to Details and Examples When Explaining Text CC.4.Rinf.1
- Determine the Main Idea of Text and Summarize CC.4.Rinf.2
- Paraphrase Text CC.4.SL.2

Writing

- Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

- Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

- Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.15, page SG42**
- Practice Master SG2.16, page SG43**
- Practice Master SG2.19, page SG46**
- Practice Master SG2.21, page SG48**

TECHNOLOGY ONLY

Digital Library: Garter Snake, Tarantula, Bat

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Animals that seem scary are simply trying to survive. No animals exist simply to scare, hurt, or disgust people. From tarantulas and piranhas to bats, pythons, moray eels, and leeches, creepy creatures use their looks and habits for protection and to get food. Learning about “creepy creatures” can help readers appreciate how these animals live in their own special ways and places.

Activate Prior Knowledge Ask: *What animals do you think are most frightening? Why?*

Build Background Display photos of a snake, tarantula, and bat from the **Digital Library** and explain: *Many animals are frightening, or “creepy.” These animals may look strange, and are sometimes dangerous. However, there are no animals that exist only to scare people.*

Story Words Use **Practice Master SG2.15** to extend vocabulary.

- capture, page 21
- confuse, page 23
- disguise, page 28
- powerful, page 13
- sensitive, page 4

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.15, page SG42**
- Practice Master SG2.16, page SG43**
- Practice Master SG2.20, page SG47**
- Practice Master SG2.21, page SG48**

TECHNOLOGY ONLY

Digital Library: Owl, Lion, Polar Bear

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–32 and discuss
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Animals use tricky behaviors to defend themselves. For each animal, readers learn about a behavior strategy, as well as the animal’s size, habitat, distribution, and predators. Some behaviors make whole groups safer, while others help individuals. Some tricks rely on sight, such as grouping, mobbing, camouflage, or scary colors. Another trick is to puff up, spread out, or raise fur to look bigger. Other tricks depend on smells. For some animals, the best trick is to run away.

Activate Prior Knowledge Ask: *When have you seen an animal in the wild run away from you? Why do you think the animal ran away?* (Possible response: to escape danger)

Build Background Display the photos of an owl, lion, and polar bears from the **Digital Library**. Say: *Some animals use camouflage to hide. Their colors help them blend in and avoid being seen. Camouflage can help both predators and prey.*

Story Words Use **Practice Master SG2.15** to extend vocabulary.

- avoid, page 13
- depend, page 8
- disturb, page 17
- ignore, page 17
- seize, page 7

BL > BELOW LEVEL 550L

Animal Masterminds

by Catherine Nichols

Build Comprehension

- **Explain** *How do scientists use experiments to find out about animal intelligence?* (Possible responses: They test animals to see how well they do things like communicate and use tools. Scientists make sure that the animals they study are not reading cues from people.)
- **Make Comparisons** *How are Alec the parrot and Kanzi the chimp similar? How are they different?* (Possible responses: They both learned to communicate with words. Alec was taught all of his words; Kanzi learned some just by hearing them.)

Writing Options

- **List** Have students list the animals in the book. For each animal, students can write one or two sentences describing how the animal showed its intelligence.
- **Explanation** Have students write an explanation of why one of the animal masterminds deserves an award.
- **Journal Entry** Invite students to write about the mind of an animal they have known. Students can tell what the animal was doing and what it might have been thinking.

BL > BELOW LEVEL

Animal Talk

by Etta Kaner

Build Comprehension

- **Make Generalizations** *How do animals use both good and bad smells to communicate?* (Possible response: Animals use strong smells to mark their territory. People or other animals might not like these smells. They use smells to attract a mate and to show where food is located.)
- **Explain** *When can you tell how an animal is feeling by looking at it?* (Possible responses: Some animals, especially mammals, use body language to communicate. Their gestures might say they feel relaxed, are in danger, feel playful, or want to fight.)

Writing Options

- **Chart** Have students create a two-column chart to “translate” different animals’ messages. In one column, students can describe what animals do, how they look, or other signals they send. In the second column, they can show what this means.
- **Zoo Brochure** Have students write a zoo guide that compares two animals from the book.
- **Journal Entry** Invite students to describe an animal they will watch and tell what communication they think they will see.

Check & Reteach

Ask students to state the main idea of each book and to identify details from each chapter or section that support that idea. If students have difficulty identifying the main idea and details, refer them to their main idea and details diagram. Ask: *What is the biggest idea of the book? What details from the book go with that idea?*

DURING READING

Name _____ Date _____

Main Idea Diagram

Compare and Contrast

Use the main idea diagram to take notes about your book as you read.

Main Idea	Details

Use your main idea diagram to tell a partner about the book.

For use with TE p. 5248–5251 **SG2.16** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide

Animal Masterminds

Review the story words with your group. Then discuss these questions together.

Story Words

agree
gesture
study
subject
unusual

1. **Analyze Text Features** Look at the photos in Chapter 3. Which photos show how smart Betty the crow was? Explain.
2. **Determine the Main Idea and Supporting Details** Use these questions and the notes in the main idea diagram to determine the main idea and supporting details.
 - **Main Idea** What does the title of the book mean?
 - **Detail** Why did scientists study Hans the horse?
 - **Detail** How did Alex the parrot show that he was smart?
 - **Detail** Why was Betty the crow unusual?
 - **Detail** How did Washoe the chimp communicate?
3. **Make Connections** How does reading about the animals in this book help you understand animals you have known?
4. **Write a Question** **Generalize** Which of the animals in the book do you think shows the most intelligence? Why?

For use with TE p. 5248–5251 **SG2.17** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide

Animal Talk

Review the story words with your group. Then discuss these questions together.

Story Words

attract
avoid
code
reduce
similar

1. **Analyze Text Features** How do the experiments on pages 11, 17, and 31 help you understand the ways animals communicate?
2. **Compare Text Features** Review pages 7, 15, 20, 27, and 33. How are all of the “If you were a...” features similar?
3. **Determine the Main Idea and Supporting Details** Use these questions and the notes in the main idea diagram to determine the main idea and supporting details.
 - **Main Idea** What are the main ways that animals communicate?
 - **Detail** What do some animals do to attract attention?
 - **Detail** How do some animals communicate to find each other?
 - **Detail** How do some animals send warnings?
 - **Detail** How do some animals use codes?
4. **Make Connections** Review pages 22–23. How can this information help you understand dogs and cats?
5. **Write a Question** **Generalize** Why don’t all animals communicate the same way?

For use with TE p. 5248–5251 **SG2.18** Unit 2 | Animal Intelligence

OL ON LEVEL

Creepy Creatures

by Sneed B. Collard III

Build Comprehension

- **Draw Conclusions** *Why does the book end with a description of terrible “razor-tooth slime-encrusted bone munchers”?* (This animal does not exist. The author is making the point that no animal exists only to scare people.)
- **Form Opinions** *How did this book change your opinion about one creepy creature?* (Students should recognize that animals that they thought were scary are actually that way to survive.)

Writing Options

- **Persuasive Paragraph** Have students write a paragraph to persuade readers that a “creepy” creature is not scary after all. Ask them to use facts from the book to support their opinion.
- **Interview Questions and Answers** What if a creepy creature in this book could talk? Invite students to write an interview with a creature and include details from the book in their answers. Suggest that they write five questions about where and how the animal lives, what it looks like, and what it does.
- **Journal Entry** Invite students to describe how they feel when they see one of the creatures in this book in an illustration, a photograph, a zoo, or real life.

AL ABOVE LEVEL

Tricky Behavior

by Kimberley Jane Pryor

Build Comprehension

- **Form Generalizations** *How do tricky behaviors use different senses?* (Possible responses: Tricky behaviors like mobbing, schooling, and playing dead involve sight. Using bad scents or masking scents involves smell. Shooting sticky threads involves touch. Rattlesnakes use sounds.)
- **Identify Problem and Solution** *What kinds of problems do animals solve by using tricky behaviors?* (Possible response: Small animals can be easily caught and killed, so they use tricky behaviors to avoid being seen or captured.)

Writing Options

- **Map** Have students use details in the Vital Statistics boxes to create a Tricky Behavior map of a continent and the tricky animals that live there. Encourage them to write a brief description of each animal on the map.
- **Description** Have students choose a photo from the book and write a description of what they observe and what they have learned about the animal.
- **Journal Entry** Invite students to write about their favorite animal from the book and explain the reasons for their choice.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG2.25** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Creepy Creatures

Review the story words with your group. Then discuss these questions together.

Story Words
capture
confuse
disguise
powerful
sensitive

- Analyze Text Features** Review the map on pages 30–31. What does this map tell you about the world of “creepy creatures”?
- Compare Text Features** Choose two illustrations. Explain how each one helps you understand the text.
- Determine the Main Idea and Supporting Details** Use these questions and the notes in the diagram to determine the main idea and supporting details.
 - **Main Idea** Which creatures try to frighten us on purpose?
 - **Detail** Why are tarantulas less frightening than they look?
 - **Detail** Why do moray eels look more dangerous than they really are?
 - **Detail** What makes scorpions seem dangerous?
 - **Detail** What information tells you if goliath beetles harm people?
- Make Connections** How could this book help someone you know who is afraid of spiders, snakes, or other animals?
- Write Question Generalize** Which animals in this book show signs of being intelligent? What do they do that is smart?

For use with TE, p. 502B–502T **SG2.19** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide

Tricky Behavior

Review the story words with your group. Then discuss these questions together.

Story Words
avoid
depend
disturb
ignore
notice

- Analyze Text Features** How do the “Vital Statistics” boxes for each animal help you understand each tricky behavior?
- Evaluate Text Features** Why are the photo captions important? How do the captions make the book useful?
- Determine the Main Idea and Supporting Details** Use these questions and the notes in the main idea diagram to determine the main idea and supporting details.
 - **Main Idea** What is a tricky behavior?
 - **Detail** What are some tricky behaviors used by groups of animals?
 - **Detail** How can smells be used to trick other animals?
 - **Detail** What do some animals do to appear larger or more frightening?
 - **Detail** How do some animals distract predators?
- Make Connections** When have you seen human or animal characters, such as in movies, do things that reminded you of these tricky behaviors?
- Write Question Generalize** How do tricky behaviors help smaller or weaker animals outsmart larger predators?

For use with TE, p. 502B–502T **SG2.20** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Animal Masterminds
Animal Talk
Creepy Creatures
Tricky Behavior

Compare and contrast the books you have read. Discuss these questions with your group.

- Which animal behaviors in these books surprised you the most? Why?
- Did these books change your mind about any animals you know about? Why or why not?
- Write Question** Which details support the idea that animals are smart?

For use with TE, p. 502B–502T **SG2.21** Unit 2 | Animal Intelligence

OBJECTIVES

Thematic Connection: Animal Behavior

Read and Comprehend Informational Text

Explain Events in Text

Watching Chimps

by Peter Winkler

Summary *Watching Chimps* explores Jane Goodall's groundbreaking work with chimpanzees in Africa and describes the life of these social animals. In "Hanging Out With Chimps," author Peter Winkler points out that by carefully watching chimps in the wild, Goodall learned that they eat, play, and nap together. Her most amazing discovery was that chimps make and use tools. Earlier, people thought only humans made tools. "Chimp Ranges" reveals that African chimps are dying out because people are destroying the forests where chimps live. Also, hunters illegally kill chimps. A map of Africa shows how the land where chimps live has been greatly reduced. In "Wild About Each Other," students discover that chimps "talk" by making sounds. They also smile, frown, and use gestures to communicate. "Observing Animals" describes scientists' use of observation to study chimps and includes an activity in which students observe a pet.



Activate Prior Knowledge Display the front cover and ask: *Have you seen chimpanzees like this one? Where?* (the zoo, on TV, in movies) Have students describe the chimps they saw and how the chimps behaved.

Build Background Explain that about one hundred years ago, two million chimps lived in Africa. Now only about 150,000 exist. Explain that scientist Jane Goodall studied chimps and works to protect them. Use page 6 to point out Gombe National Park where Goodall observed apes. Guide students to point out where chimps live now and in the last century.

PROGRAM RESOURCES

PRINT ONLY

Watching Chimps, Pioneer Edition

Watching Chimps, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain Events CC.4.Rinf.3

Read and Comprehend Informational Text CC.4.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.4.L.6

Mini Lesson

Explain Events in Text

Explain: *Scientific texts contain explanations of events. An author includes specific information about what happened and why.* Read aloud the following text from page 3 of the Pioneer Edition of *Watching Chimps* as students listen.

From Chickens to Chimps

Leakey sent Goodall to a place called Gombe (GAHM bee). It is a wildlife reserve.

Her job was to study chimpanzees.... At first, the chimps ran off when they saw Goodall. Soon they got used to her.

Goodall watched chimps day after day.... Her work gave the world a new picture of chimps.

Text from Pioneer Edition

Then, think aloud to model how to explain events in text. Say: *The author says that Leakey sent Goodall to a wildlife reserve. The author then gives specific information about why she went there.*

- *Her job was to study chimps.*

The author also tells what happened while Goodall was there:

- *At first, the chimps ran away, but they got used to her.*
- *She watched the chimps and gave the world a new picture of them.*

So, I can use this specific information to explain the events.

Have students use the specific information above to explain why Leakey sent Goodall to Gombe and what happened there. (Leakey sent Goodall to Gombe so that she could study chimps. At first, they ran away. Over time, they got used to her. So, she studied them. Her work gave people a new picture of chimps.)

BL BELOW LEVEL 480L



PIONEER EDITION

Lexile: 480L | GR: P

Content Connection: Primates

Science Vocabulary

Use Wordwise on page 5 to introduce new words:

ape data grooming

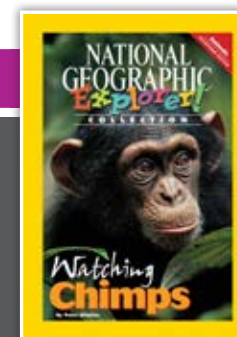
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** Why did Goodall create the Gombe Stream Research Center? (She created the center so that scientists could come together to study chimps.)
- Explain Events in Text** What was Goodall's most important discovery? (Her most important discovery was learning that chimps make and use tools.) Explain. (Before Goodall's discovery, people thought that only humans made tools.)
- Details** Why do scientists say that chimps are social animals? (Chimps live in groups and like to be with each other. They communicate with each other, too.)
- Explain** What tools do people use to study chimps? (People use binoculars, whistles, notepads, and cameras. People also need ponchos to stay dry.)
- Main Idea** How do you observe an animal? (You watch it carefully to study its behavior. You listen to the sounds it makes and watch how it acts with other animals. You take notes about what you have seen and heard.)

OL ON LEVEL



PATHFINDER EDITION

GR: Q

Content Connection: Primates

Science Vocabulary

Use Wordwise on page 5 to introduce new words:

ape data groom species

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain Events in Text** How was Jane Goodall's childhood important to her career as a scientist? (As a child, Goodall watched hens to see how they lay eggs. Goodall's mother encouraged this interest, which led to her career.)
- Details** Why do scientists say that chimps are social animals? (Chimps like to be with each other, just as people do.)
- Draw Conclusions** What is the most important tool used by Gombe researchers? (Possible response: their brains) Why? (To learn about chimps, researchers must use their brains to watch the animals, write about them, and think about them.)
- Make Inferences** Why do people say that chimps are good, bad, and complicated? (Chimps can show caring and playful behavior, as well as mean and vicious behavior. So, these opposite behaviors make them complicated.)
- Main Idea** How do chimps communicate? (Chimps make sounds and use facial expressions, such as grinning. They also use gestures, such as waving or throwing their bodies around.)

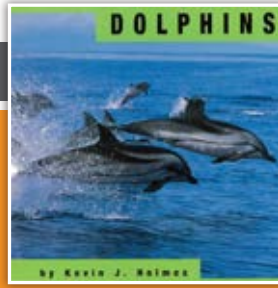
Check & Reteach

OBJECTIVE: Explain Events in Text

Have partners take turns explaining the section "At Work In the Wild" on pages 3–4, which tells about Goodall's creation of the research center. (Goodall created it so other scientists could come together to study chimps. They gathered data and learned a lot.)

For students who cannot explain events in a text, reteach with "Tomorrow at Gombe" on page 5. Have students scan the text. Say: *The text says that Goodall spends most of her time traveling. The author gives specific information telling what she does while traveling and why.* Make a class list of the specific information. Have students use it to explain why Goodall travels and the result of her travels. (Possible response: Goodall spends most of her time traveling so she can tell people everywhere about chimps. She wants to help save these amazing apes.)

BL BELOW LEVEL 500L



Dolphins

by Kevin J. Holmes

Content Connection:
Marine Mammals

Expository Nonfiction | Pages: 24 | Lexile: 500L | GR: N

BL BELOW LEVEL 610L



Koko's Kitten

by Francine Patterson

Content Connection:
Primates

Expository Nonfiction | Pages: 32 | Lexile: 610L | GR: O

OBJECTIVES

Thematic Connection: Animal Behavior

Make Connections to Comprehend Text

Determine the Main Idea and Supporting Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.22, page SG49

Practice Master SG2.23, page SG50

Practice Master SG2.24, page SG51

Practice Master SG2.28, page SG55

TECHNOLOGY ONLY

Digital Library: Dolphins

SUGGESTED PACING

DAY 2 Introduce and read pages 1–11

DAY 3 Read pages 12–24 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Dolphins are unusual mammals that live in water. Some dolphins live in freshwater rivers in Asia and South America, others in saltwater oceans around the world. Their streamlined bodies help them swim quickly. Like all mammals, dolphins breathe air. They breathe through a blowhole on the top of their head and close it underwater. Echolocation allows dolphins judge distances and other features based on echoes of the sounds they make. They live in groups called pods.

Activate Prior Knowledge Say: *What animals have you seen breathing? How did they breathe?* (Possible response: Dogs, cats, and other mammals breathe through their mouths and noses.)

Build Background Display Digital Library photos of dolphins. Say: *Not all animals that live in water are fish. Dolphins are mammals. They have warm blood and a backbone.*

Story Words Use Practice Master SG2.22 to extend vocabulary.

active, page 7

appearance, page 9

bond, page 19

popular, page 17

prefer, page 13

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG2.22, page SG49

Practice Master SG2.23, page SG50

Practice Master SG2.25, page SG52

Practice Master SG2.28, page SG55

TECHNOLOGY ONLY

Digital Library: Gorilla, Kitten

SUGGESTED PACING

DAY 2 Introduce and read pages 1–11

DAY 3 Read pages 12–25 and discuss

DAY 4 Read pages 26–32 and discuss

DAY 5 Connect across texts

Summary Dr. Francine Patterson taught Koko the gorilla to communicate using American Sign Language. When Francine asked Koko what gift she wanted, Koko made the sign for kitten. Francine bought a cat toy, but Koko was disappointed. Then Koko got her wish, a real kitten. Koko named it All Ball and treated it with love and care. They played games, and Koko tolerated All Ball's biting and scratching. When All Ball died in a car accident, Koko was sad. Then a cat breeder sent a wonderful gift—another kitten for the remarkable gorilla.

Activate Prior Knowledge Ask: *How does it feel to take care of a pet?* (Possible responses: It is fun, but can be hard work, too.)

Build Background Display the photos of a gorilla and a cat from the Digital Library. Explain that both of these animals are mammals, but they do not usually live together. Gorillas live in Africa and are not usually comfortable around people.

Story Words Use Practice Master SG2.22 to extend vocabulary.

attached, page 27

capable, page 4

conversation, page 22

respond, page 27

separate, page 4

OL ON LEVEL 750L



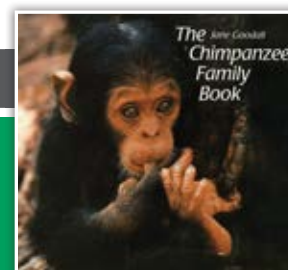
Crows

by Natalie Lunis

Content Connection:
Birds

Narrative Nonfiction | Pages: 32 | Lexile: 750L | GR: R

AL ABOVE LEVEL 810L



The Chimpanzee Family Book

by Jane Goodall

Content Connection:
Primates

Expository Nonfiction | Pages: 72 | Lexile: 810L | GR: S

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.4.Rinf.2
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text and Summarize	CC.4.Rinf.2
Paraphrase Text	CC.4.SL.2
Summarize	CC.4.Rinf.2

Writing

Write Over Shorter Time for Specific Tasks CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas CC.4.SL.1.a

Language and Vocabulary

Acquire and Use Academic Words CC.4.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.22, page SG49
- Practice Master SG2.23, page SG50
- Practice Master SG2.26, page SG53
- Practice Master SG2.28, page SG55

TECHNOLOGY ONLY

Digital Library: Crows

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–21 and discuss
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

Summary Crows—and their relatives, ravens—are smart birds. Unlike most animals, they make and use tools. They also use their intelligence to play tricks. They can imitate the sounds of dangerous birds to scare smaller birds away from food. While some farmers use scarecrows to keep them away from corn, most crows are not fooled. They are social animals and help one another stay safe, get food, and play.

Activate Prior Knowledge Ask: *What animals do you think are smart? Why do you think so?*

Build Background Display photos of a crows from the **Digital Library** and explain: *Both crows and ravens are common throughout the United States. The two species are related—they belong to the same family of birds.*

Story Words Use **Practice Master SG2.22** to extend vocabulary.

<i>avoid</i> , page 25	<i>combination</i> , page 17	<i>common</i> , page 8
<i>evidence</i> , page 27	<i>social</i> , page 16	

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG2.22, page SG49
- Practice Master SG2.23, page SG50
- Practice Master SG2.27, page SG54
- Practice Master SG2.28, page SG55

TECHNOLOGY ONLY

Digital Library: Female Chimpanzee and Baby

SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–49 and discuss
- DAY 4 Read pages 50–72 and discuss
- DAY 5 Connect across texts

Summary Jane Goodall describes chimpanzees she observes during a typical day at Gombe National Park in Tanzania, East Africa. The book follows Gremlin and her baby, Galahad, as they wake up, feed, and play with other chimps in their group. The mother's brothers include Goblin, the number-one male of this community. As Goodall follows the chimps, she describes their social behaviors, use of tools, and methods of communication.

Activate Prior Knowledge Ask: *What do people need to do to take care of babies?* (Possible responses: feed them, give them clothing, provide safe places to sleep and play)

Build Background Display the photos of a female chimpanzee and her baby from the **Digital Library**. Say: *Like people, every chimp has its own personality. Scientists who study chimpanzees study individual animals to learn their unique characteristics.*

Story Words Use **Practice Master SG2.22** to extend vocabulary.

<i>affectionate</i> , page 9	<i>challenge</i> , page 14	<i>companion</i> , page 18
<i>decision</i> , page 39	<i>distract</i> , page 25	

BL > BELOW LEVEL 500L

Dolphins

by Kevin J. Holmes

Build Comprehension

- **Explain** *How do dolphins use sound?* (Possible response: Dolphins make many different noises. They make clicks and listen for the echoes. This echolocation helps them locate and confuse prey.)
- **Make Comparisons** *How are dolphins different from many other animals that live in water?* (Possible responses: Unlike many water animals, dolphins are mammals. They are warm-blooded and breathe air. Their young are born alive.)

Writing Options

- **Trading Cards** Have students write and illustrate dolphin trading cards. Each card should list facts about dolphins.
- **Opinion Sentences** Have students write opinion statements about dolphins. Encourage them to share how they feel about these animals and the laws passed to protect them.
- **Journal Entry** Ask students to write about how reading the book and studying the photos changed their view of dolphins.

BL > BELOW LEVEL 610L

Koko's Kitten

by Francine Patterson

Build Comprehension

- **Draw Conclusions** *What does Francine Patterson learn about gorillas by studying Koko?* (Possible responses: She learns how gorillas communicate and play; how they can be loving and understanding; and how they express emotions, such as love or disappointment.)
- **Form Opinions** *What opinion did you form of Koko from reading this book? What details support your opinion?* (Possible responses: Koko is an amazing animal. She can communicate with humans and show her emotions and love clearly.)

Writing Options

- **Interview Questions** Have students write five questions they could ask Francine Patterson about her study. Ask students to discuss how the doctor might answer each question.
- **E-mail** Invite students to write an e-mail to Koko. Encourage them to describe how they felt about the story of Koko and All Ball. They can send their notes to kids@koko.org.
- **Journal Entry** Ask students to write about a pet they have known. Suggest that students compare their feelings about this pet with Koko's feelings for her kittens.

Check & Reteach

Ask students to state the important facts and opinions in each book.

If students have difficulty identifying facts and opinions, refer them to their fact and opinion chart. Ask: *What information in the book do you know is true? What statements are opinions? How do you know?*

DURING READING

Name _____ Date _____

Fact and Opinion
Facts and Opinions
Use the fact and opinion chart to take notes about your book as you read.

Topic: _____

Fact	Opinion

Use your fact and opinion chart to tell a partner about the book.

For use with TE p. 5024-5027 **SG2.23** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Dolphins
Review the story words with your group. Then discuss these questions together.

Story Words
active
appearance
bond
popular
prefer

1. **Analyze a Science Article** Review pages 4 and 5. How do the photo labels and fast facts help you get ready to read the book?
2. **Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** What are some facts that are true about all dolphins?
 - **Fact** What are some facts that are true about only some kinds of dolphins?
 - **Opinion** Review page 17. What opinion led people to pass laws to protect dolphins?
 - **Opinion** Review page 19. What opinion do some people have about the bond between dolphins and people?
3. **Make Connections** How are dolphins like animals you have known?
4. **Write/Question Generalize** What do dolphins do that is smart? How do they do it?

For use with TE p. 5024-5027 **SG2.24** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide
Koko's Kitten
Review the story words with your group. Then discuss these questions together.

Story Words
attached
capable
conversation
respond
separate

1. **Analyze a Science Article** Review pages 4 and 5. How is Koko's story part of a scientific study?
2. **Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** How does Francine find out that Koko wants a cat?
 - **Fact** How does Koko treat All Ball?
 - **Opinion** Review page 18. What is Koko's opinion of All Ball? How do you know?
 - **Opinion** Review page 30. What opinion does Francine share about the day that Koko meets the new Manx kitten?
3. **Make Connections** How is Koko like pet owners you have known?
4. **Write/Question Generalize** What does Koko's story tell you about gorilla intelligence? What smart actions are gorillas capable of?

For use with TE p. 5024-5027 **SG2.25** Unit 2 | Animal Intelligence

OL ON LEVEL 750L

Crows
by Natalie Lunis

Build Comprehension

- **Draw Conclusions** *Why do you think crows are common throughout the United States?* (Possible response: They are very smart and have been able to adapt to living in many different areas. Their intelligence helps them survive.)
- **Make Comparisons** *How do crows compare with other birds you have seen?* (Students should compare crows with other birds, such as pigeons. They might point out that crows are unusual because young crows help parents care for babies.)

Writing Options

- **Dialogue** Have students review pages 14–15 and write a dialogue among crows who see a farmer’s new scarecrow. The dialogue should show how the crows react to the scarecrow.
- **Persuasive Speech** Invite students to write a paragraph in which they try to persuade others that crows are the smartest animal. Remind them to support the opinion with details from the book.
- **Journal Entry** Invite students to share the most surprising fact they learned about crows and why it surprised them.

AL ABOVE LEVEL 810L

The Chimpanzee Family Book
by Jane Goodall

Build Comprehension

- **Form Generalizations** *What decisions does Jane Goodall watch chimps make during the day?* (Possible responses: She watches chimpanzees decide where to go, when to eat, when to rest, and when to play.)
- **Form Opinions** *What makes Jane Goodall’s study of chimpanzees unusual and important?* (Possible responses: Her study is unusual because she has watched the chimps for many years. It is important because it gives new information about animal behavior and intelligence.)

Writing Options

- **Summary** Have students write a paragraph in which they summarize what the chimps did that day.
- **Character Sketch** Jane Goodall points out that each chimp has its own personality. Have students write a character sketch of one chimp at Gombe. Remind students to include physical descriptions as well as personality traits.
- **Journal Entry** Invite students to write about their favorite photo from the book and explain why they like it.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG2.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Crows

Review the story words with your group. Then discuss these questions together.

Story Words
avoid
combination
common
evidence
social

1. **Analyze a Science Article** Look at the information in white circles throughout the book. How does this information add to the information about crows?
2. **Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** Review pages 12–15. How do crows trick other animals? How do they outsmart farmers?
 - **Fact** Review pages 16–19. How does being social help crows?
 - **Opinion** Review page 26. What opinion about crows is common in Native American cultures?
 - **Opinion** What opinion about crows on page 27 is supported by facts in this book?
3. **Make Connections** How do scientists test a crow’s intelligence? How could you use a similar test on an animal you have known?
4. **Think/Question Generalize** Do you agree that the crow and the raven belong in a “smart animal hall of fame”? Why or why not?

For use with TE p. 5624–5627 **SG2.26** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide

The Chimpanzee Family Book

Review the story words with your group. Then discuss these questions together.

Story Words
affectionate
challenge
companion
decision
distract

1. **Analyze a Science Article** Review page 9. What does Jane Goodall do each day at Gombe? How does this activity shape the book?
2. **Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** What are the relationships between the chimpanzees whose names begin with the letter G?
 - **Fact** How does Gremlin show that she is affectionate?
 - **Opinion** Review page 39. What opinion does Jane Goodall share about what chimpanzees might think about? How might she have formed this opinion?
 - **Opinion** Review pages 44–45. What is Goodall’s opinion of the flavor of palm pith? Do chimpanzees seem to agree or disagree with her?
3. **Make Connections** How do the chimpanzees in this book act like animals or people you have known?
4. **Think/Question Generalize** Why might Jane Goodall have made the decision to spend more than 30 years studying chimpanzee intelligence?

For use with TE p. 5624–5627 **SG2.27** Unit 2 | Animal Intelligence

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Dolphins
Koko’s Kittens
Crows
The Chimpanzee Family Book

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the animals in these books show that they are social animals?
2. How did these books help you understand other social animals, such as dogs?
3. **Think/Question** Why is it important for scientists to study smart animals?

For use with TE p. 5624–5627 **SG2.28** Unit 2 | Animal Intelligence

Academic Vocabulary

Story Words

Anansi and the Box of Stories

admit (ud-mit) *verb*

To **admit** means to confess to something. *You should **admit** that you lied.*

argue (ar-gyoo) *verb*

When you **argue**, you strongly disagree with someone. *My sister and I often **argue** about what to watch on TV.*

capture (kap-chur) *verb*

To **capture** means to take a person or animal by force. *I will **capture** a fly in this jar, but then I will let it go.*

distant (dis-tunt) *adjective*

Distant means long ago or far away. *In the **distant** past, this city was a giant forest.*

patience (pā-shunts) *noun*

If you have **patience**, you can put up with problems or delays without getting upset. *It takes a lot of **patience** to put together a puzzle with 1,000 pieces.*

Fantastic Mr. Fox PART 1

admit (ud-mit) *verb*

To **admit** means to confess to something. *Who will **admit** to taking the cookies from the kitchen?*

desperate (des-pu-rut) *adjective*

Something **desperate** needs action right away or it will get worse. *I was on a **desperate** hunt for my lost homework because I didn't want to do it again.*

escape (is-kāp) *verb*

To **escape** means to get away. *Our dog can **escape** from the yard because the fence is broken.*

fantastic (fan-tas-tik) *adjective*

Fantastic means great or excellent. *The pizza was so **fantastic** that people wanted another one right away.*

furious (fyur-ē-us) *adjective*

Furious means very angry. *I was **furious** because my brother stepped on my toes.*

The Black Stallion PART 1

escape (is-kāp) *verb*

To **escape** means to get away. *The lions cannot **escape** from the zoo.*

friendship (frend-ship) *noun*

A **friendship** is a strong, good relationship. *Our **friendship** began when we met at summer camp.*

nervous (nur-vus) *adjective*

To be **nervous** means to be upset or frightened. *I am usually **nervous** before going to the dentist.*

struggle (stru-gul) *verb*

To **struggle** means to do something with great difficulty. *My sister and I **struggle** to carry the heavy box upstairs.*

trust (trust) *verb*

To **trust** means to believe. *Our dogs **trust** us to feed them every morning.*

Shiloh PART 1

afford (uh-ford) *verb*

If you can **afford** something, you have enough money to buy it. *I would love to have that bicycle, but I can't **afford** it.*

allow (uh-low) *verb*

To **allow** means to let something happen. *My parents **allow** me to decide what we do after dinner every Saturday.*

promise (pro-mis) *verb*

If you **promise** to do something, you give your word that you will do it. *I **promise** to clean my room.*

reason (rēz-un) *noun*

A **reason** is an explanation. *The **reason** I like singing is it makes me feel happy.*

truth (trüth) *noun*

The **truth** is the real facts. *I told the **truth**, but everyone thought I was lying.*

COPY READY

Name _____ Date _____

Character Chart

Story Characters

Use the character chart to take notes about your book as you read.

Add more details about the characters as you finish reading the book.

COPY READY

Character	What the Character Does	What the Character Says	What It Shows

 Use your character chart to tell a partner about the book.

Discussion Guide

Anansi and the Box of Stories

Story Words

admit


argue

capture

distant

patience

Review the story words with your group. Then discuss these questions together.

- 1. Analyze Character Motivation** Why does Anansi want to have Nyame's stories? Why doesn't Nyame want to share them?
- 2. Describe Characters** Use these questions and the notes in the character chart to describe characters in the book.
 - **What the Character Does** Review pages 4–19. What does Anansi do in this chapter?
 - **What the Character Says** Who does Anansi talk to in this chapter? What does he say to these characters?
 - **What It Shows** What do you learn about Anansi from the things he says and does?
- 3. Make Connections** Anansi goes to Aso when he needs help. Who do you go to when you need help? What does this tell you about Anansi and Aso?
- 4.  BIG Question Generalize** Which of the animals that Anansi captures is the cleverest? How does Anansi trick this animal?

Discussion Guide

Fantastic Mr. Fox, Part 1

Review the story words with your group. Then discuss these questions together.

Story Words

admit

desperate

escape

fantastic

furious

COPY READY

1. **Compare Characters** How are Farmers Boggis, Bunce, and Bean similar? How are they different?
2. **Analyze Character Motivation** What makes the farmers furious?
3. **Describe Characters** Use these questions and the notes in the character chart to describe characters in the book.
 - **What the Character Does** Review Chapter 10. What is Mr. Fox's plan and how does it turn out?
 - **What the Character Says** How does Mr. Fox react to his own ideas?
 - **What It Shows** What do you learn about Mr. Fox from the things he says and does?
4. **Make Connections** Describe a person or an animal you have met that you might call "fantastic." Explain your reasons. Then, tell how thinking about this person or animal helps you understand Mr. Fox.
5. **Big Question** **Generalize** Does Mr. Fox deserve to be called "fantastic"? Why or why not?

Discussion Guide

The Black Stallion, Part 1

Review the story words with your group. Then discuss these questions together.

Story Words

escape

friendship

nervous

struggle

trust

- 1. Compare Characters** How are Alec and the Black similar? How are they different?
- 2. Analyze Character Motivation** Why does Alec want to form a friendship with the Black?
- 3. Describe Characters** Use these questions and the notes in the character chart to describe characters in the book.
 - **What the Character Does** Review Chapters 3 and 4. How does Alec form a friendship with the Black?
 - **What the Character Says** Review Chapter 7. Why does Alec need to persuade people when he gets home?
 - **What It Shows** What do you learn about Alec from the things he says and does?
- 4. Make Connections** Describe a wild animal you have seen at a zoo or in a movie. How does thinking about this animal help you understand what happens in *The Black Stallion*?
- 5. BIG Question Generalize** How does the Black help Alec survive? What does this show about the horse's intelligence?

Discussion Guide

Shiloh, Part 1

Review the story words with your group. Then discuss these questions together.

Story Words

afford

allow

promise

reason

truth

1. **Analyze Character Motivation** Why does Marty keep his friendship with Shiloh a secret?
2. **Compare Characters** How do Marty and Judd treat Shiloh differently?
3. **Describe Characters** Use these questions and the notes in the character chart to describe characters in the book.
 - **What the Character Does** Review Chapters 1 and 2. How does Marty gain Shiloh's trust?
 - **What the Character Says** What does Marty say about his feelings for Shiloh?
 - **What It Shows** What do you learn about Marty from the things he says and does?
4. **Make Connections** Describe a pet that has been important to you or someone you know. How does thinking about this pet help you understand what happens in *Shiloh*?
5. **BIG Question** **Generalize** How does Shiloh act when he is around Judd? How does he act around Marty? How do these actions show that Shiloh is smart?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Anansi and the Box of Stories
Fantastic Mr. Fox, Part 1
The Black Stallion, Part 1
Shiloh, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the animals in these books show that they are clever?
2. How do your own experiences with animals help you understand the animals in these books?
3. **Big Question** Which animal in these books do you think is the smartest? Support your opinion with details from the story.

Academic Vocabulary

Story Words

COPY READY

Black Beauty

advantage (ud-vant-ij) *noun*

An **advantage** is something that helps you or is useful to you. *Being very tall is an **advantage** for playing basketball.*

blame (blām) *verb*

When you **blame** someone for something, you say that he or she did something bad. *You picked the movie, so I can **blame** you if it is boring.*

ignore (ig-nor) *verb*

When you **ignore** something, you do not pay attention to it. *I tried to **ignore** the sounds of children playing outside while we were taking our spelling test.*

insist (in-sist) *verb*

To **insist** means to demand. *My parents **insist** that I wear a helmet when I ride my bicycle.*

remind (ri-mind) *verb*

To **remind** means to make someone remember something. *Please **remind** me to bring my sweater to the football game.*

Fantastic Mr. Fox PART 2

arrangements (u-ranj-munts) *noun*

Arrangements are plans. *We made **arrangements** to go on a field trip next week.*

doubt (dout) *noun*

A **doubt** is a feeling of not being sure of something. *I had many **doubts** about the trip because the weather looked bad.*

fault (fawlt) *noun*

If something is your **fault**, you are the one who did something wrong. *It is my **fault** our cat got out because I left the door open.*

invite (in-vit) *verb*

To **invite** means to ask someone to do something or go somewhere. *I will **invite** six friends to my birthday party.*

solid (sol-id) *adjective*

Something **solid** is not empty inside. *The fort wall is made of **solid** blocks of ice.*

The Black Stallion PART 2

confidence (kahn-fud-unts) *noun*

Confidence is a strong belief in yourself. *My **confidence** was high before the test because I had studied a lot.*

consider (kun-sid-ur) *verb*

To **consider** means to think about. *My family has to **consider** where to go for our next vacation.*

determination

(di-tur-mu-nā-shun) *noun*

Determination is a strong will to do something. *She shows her **determination** to win by practicing every day.*

experienced

(ik-spear-ē-untst) *adjective*

Someone is **experienced** if they have gained a skill by doing it many times. *My best friend is an **experienced** runner who has won several races.*

manage (man-ij) *verb*

To **manage** means to handle well. *I can **manage** our dog, even though he weighs a lot more than I do.*

Shiloh PART 2

bargain (bar-gun) *verb*

To **bargain** means to make a deal. *We **bargain** at the yard sale so we can save money and the owner can sell quickly.*

intention (in-ten-shun) *noun*

An **intention** is a goal. *The **intention** of the poster is to tell people about our school play.*

legal (lē-gul) *adjective*

Something **legal** is allowed by law. *In my town, it is **legal** for people to own dogs, but not wild animals.*

mistreat (mis-trēt) *verb*

To **mistreat** means to act badly or meanly. *People who **mistreat** animals should not have pets.*

serious (sihr-ē-us) *adjective*

When you are **serious**, you are thoughtful and not joking. *Our mood is **serious** because we must make a hard decision.*

Character Connection

Character Connections

Use the character connection chart to take notes about your book as you read. Add key events as you finish reading the book.

Two Characters	How They Connect

COPY READY

 Use your character connection chart to tell a partner about the book.

Discussion Guide

Black Beauty

Review the story words with your group. Then discuss these questions together.

Story Words

advantage

blame

ignore

insist

remind

COPY READY

1. **Compare Characters** Review Chapter 2 and Chapter 4. How are Black Beauty and Ginger similar and different?
2. **Connect Characters** Use these questions and the notes in the character connection chart to describe characters in the book.
 - **Two Characters** Who are two of the horses in this book?
 - **How They Connect** What brings these characters together?
 - **Two Characters** What person is most important to Black Beauty?
 - **How They Connect** What is the relationship between this person and Black Beauty?
3. **Make Connections** Recall an animal that you have seen. How did people treat the animal? How does thinking about this animal help you understand Black Beauty?
4. **BIG Question** **Generalize** Compare Black Beauty with some of the people he meets. Do you think Black Beauty is smarter than they are? Why or why not?

Discussion Guide

Fantastic Mr. Fox, Part 2

Review the story words with your group. Then discuss these questions together.

Story Words


arrangements

doubt

fault

invite

solid

- 1. Compare Characters** How are the three farmers and Mr. Fox similar? How are they different?
- 2. Connect Characters** Use these questions and the notes in the character connection chart to describe characters in the book.
 - **Two Characters** Which character has a strong connection with Mr. Fox?
 - **How They Connect** How are these characters connected?
 - **Two Characters** Choose two of the farmers.
 - **How They Connect** What is the relationship between these two characters?
- 3. Make Connection** Think of a time when you reached a difficult goal. How did you feel? How does thinking about your experience help you understand this book?
- 4.  BIG Question Generalize** How does Mr. Fox show that he is smarter than the three farmers?

Discussion Guide

The Black Stallion, Part 2

Review the story words with your group. Then discuss these questions together.

Story Words

confidence

consider

determination

experienced

manage

1. **Compare Characters** What do Alec and Henry have in common? How are they different?
2. **Connect Characters** Use these questions and the notes in the character connection chart to describe characters in the book.
 - **Two Characters** Which horse in the book has the strongest relationship with the Black?
 - **How They Connect** How are these two horses connected?
 - **Two Characters** Name a character who helps Alec achieve his goals.
 - **How They Connect** Describe the relationship between Alec and this character.
3. **Make Connections** Think of a time when you were in a race. How does thinking about your experience help you understand the race at the end of the book?
4. **BIG Question** **Generalize** What does *The Black Stallion* tell you about how smart horses can be?

Discussion Guide

Shiloh, Part 2

Review the story words with your group. Then discuss these questions together.

Story Words


bargain

intention

legal

mistreat

serious

- 1. Compare Characters** How is Marty like the other people in his family? How is he different?
- 2. Connect Characters** Use these questions and the notes in the character connection chart to describe characters in the book.
 - **Two Characters** Which character does Marty fight against?
 - **How They Connect** How are these two characters connected? How does their connection change by the end of the book?
 - **Two Characters** Name a family member who has a strong effect on Marty.
 - **How They Connect** What is the relationship between Marty and this character? How does their relationship change during the story?
- 3. Make Connections** Think of a time when you bargained with someone. What was your bargain? How does thinking about your experience help you understand the bargain between Marty and Judd?
- 4.  BIG Question Generalize** What does *Shiloh* tell you about what happens to smart animals if they are mistreated?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Black Beauty

Fantastic Mr. Fox, Part 2

The Black Stallion, Part 2

Shiloh, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What clever things do these animals do? Which of these things can real animals do?
2. Think about people you have known who live or work with animals. How do they help you understand the people and animals in these books?
3. **BIG Question** How do these books support the idea that animals are intelligent? Support your opinion with details from the story.

Academic Vocabulary

Story Words

Animal Masterminds

agree (u-grē) *verb*

To **agree** means to share the same opinion. *My mother and I agree that dogs make wonderful pets.*

gesture (jes-chur) *noun*

A **gesture** is a hand or body movement that shows something. *The monkey made a gesture that looked like waving hello.*

study (stud-ē) *verb*

When you **study**, you spend time learning about something. *We study math each morning at school.*

subject (sub-jekt) *noun*

A **subject** is an area of learning, such as history or math. *Science is my favorite subject.*

unusual (un-yūzh-u-wul) *adjective*

Something **unusual** is not common. *Our dog is unusual because he does not like to eat dog treats.*

Animal Talk

attract (u-trakt) *verb*

To **attract** means to get someone's attention or interest. *To attract the attention of the bus driver, we waved our hands.*

avoid (u-void) *verb*

To **avoid** means to keep away from. *Our dog avoids cats because she is afraid of them.*

code (kōd) *noun*

A **code** is a system of signs used to send a message. *I wrote a message in a code that uses numbers instead of letters.*

reduce (ri-dūs) *verb*

To **reduce** means to make smaller. *To reduce the size of the paper, I cut off about half of it.*

similar (si-mu-lur) *adjective*

Two things are **similar** when they are alike. *I like my friend's book bag, so I got a similar one at the store.*

Creepy Creatures

capture (cap-chur) *verb*

To **capture** means to take a person or animal by force. *Our cats sometimes capture mice in the basement.*

confuse (con-fyüz) *verb*

To **confuse** means to make something unclear. *The park signs confuse us because they are hard to read.*

disguise (dis-gīz) *noun*

A **disguise** is something you wear to hide who you are. *For the party, I will wear a monster disguise.*

powerful (pow-ur-ful) *adjective*

Something **powerful** is very strong. *The powerful bird can open very hard nuts with its beak.*

sensitive (sen-sut-iv) *adjective*

Sensitive means easily hurt. *The plant is sensitive to sunlight, so it lives in the shade.*

Tricky Behavior

avoid (u-void) *verb*

To **avoid** means to keep away from. *I try to avoid bees because they sting.*

depend (di-pend) *verb*

When you **depend** on something, you rely on it. *Children depend on their parents for food and a home.*

disturb (dis-turb) *verb*

When you **disturb** something, you bother it. *It is not a good idea to disturb a sleeping dog.*

ignore (ig-nōr) *verb*

When you **ignore** something, you do not pay attention to it. *It is hard to ignore our neighbor's baby when it is crying.*

seize (sēz) *verb*

To **seize** means to take by force. *We don't want our cat to seize any birds, so we keep him indoors.*

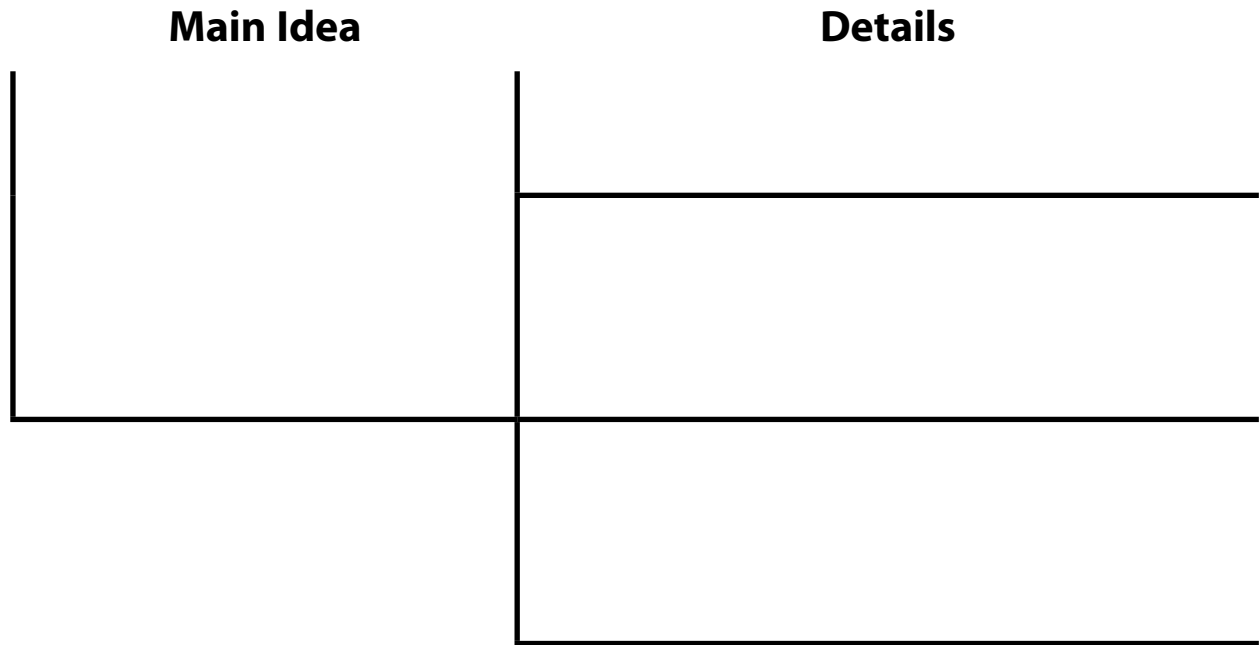
COPY READY

Main Idea Diagram

Compare and Contrast

Use the main idea diagram to take notes about your book as you read.

COPY READY



 Use your main idea diagram to tell a partner about the book.

Discussion Guide

Animal Masterminds

Review the story words with your group. Then discuss these questions together.

Story Words


agree

gesture

study

subject

unusual

- 1. Analyze Text Features** Look at the photos in Chapter 3. Which photos show how smart Betty the crow was? Explain.
- 2. Determine the Main Idea and Supporting Details** Use these questions and the notes in the main idea diagram to determine the main idea and supporting details.
 - **Main Idea** What does the title of the book mean?
 - **Detail** Why did scientists study Hans the horse?
 - **Detail** How did Alex the parrot show that he was smart?
 - **Detail** Why was Betty the crow unusual?
 - **Detail** How did Washoe the chimp communicate?
- 3. Make Connections** How does reading about the animals in this book help you understand animals you have known?
- 4.  BIG Question Generalize** Which of the animals in the book do you think shows the most intelligence? Why?

Discussion Guide

Animal Talk

Review the story words with your group. Then discuss these questions together.

Story Words

attract

avoid

code

reduce

similar

COPY READY

1. **Analyze Text Features** How do the experiments on pages 11, 17, and 31 help you understand the ways animals communicate?
2. **Compare Text Features** Review pages 7, 15, 20, 27, and 33. How are all of the “If you were a...” features similar?
3. **Determine the Main Idea and Supporting Details** Use these questions and the notes in the main idea diagram to determine the main idea and supporting details.
 - **Main Idea** What are the main ways that animals communicate?
 - **Detail** What do some animals do to attract attention?
 - **Detail** How do some animals communicate to find each other?
 - **Detail** How do some animals send warnings?
 - **Detail** How do some animals use codes?
4. **Make Connections** Review pages 22–23. How can this information help you understand dogs and cats?
5. **BIG Question** **Generalize** Why don’t all animals communicate the same way?

Discussion Guide

Creepy Creatures

Review the story words with your group. Then discuss these questions together.

Story Words


capture

confuse

disguise

powerful

sensitive

- 1. Analyze Text Features** Review the map on pages 30–31. What does this map tell you about the world of “creepy creatures”?
- 2. Compare Text Features** Choose two illustrations. Explain how each one helps you understand the text.
- 3. Determine the Main Idea and Supporting Details** Use these questions and the notes in the diagram to determine the main idea and supporting details.
 - **Main Idea** Which creatures try to frighten us on purpose?
 - **Detail** Why are tarantulas less frightening than they look?
 - **Detail** Why do moray eels look more dangerous than they really are?
 - **Detail** What makes scorpions seem dangerous?
 - **Detail** What information tells you if goliath beetles harm people?
- 4. Make Connections** How could this book help someone you know who is afraid of spiders, snakes, or other animals?
- 5.  BIG Question Generalize** Which animals in this book show signs of being intelligent? What do they do that is smart?

Discussion Guide

Tricky Behavior

Review the story words with your group. Then discuss these questions together.

Story Words

avoid

depend

disturb

ignore

seize

COPY READY

1. **Analyze Text Features** How do the “Vital Statistics” boxes for each animal help you understand each tricky behavior?
2. **Evaluate Text Features** Why are the photo captions important? How do the captions make the book useful?
3. **Determine the Main Idea and Supporting Details** Use these questions and the notes in the main idea diagram to determine the main idea and supporting details.
 - **Main Idea** What is a tricky behavior?
 - **Detail** What are some tricky behaviors used by groups of animals?
 - **Detail** How can smells be used to trick other animals?
 - **Detail** What do some animals do to appear larger or more frightening?
 - **Detail** How do some animals distract predators?
4. **Make Connections** When have you seen human or animal characters, such as in movies, do things that reminded you of these tricky behaviors?
5. **BIG Question** **Generalize** How do tricky behaviors help smaller or weaker animals outsmart larger predators?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Animal Masterminds
Animal Talk
Creepy Creatures
Tricky Behavior

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. Which animal behaviors in these books surprised you the most? Why?
2. Did these books change your mind about any animals you know about? Why or why not?
3. **Big Question** Which details support the idea that animals are smart?

Academic Vocabulary

Story Words

*Dolphins***active** (ak-tiv) *adjective*If you are **active**, you are full of energy and movement. *The puppy is so active that it is hard to catch.***appearance** (u-pir-uns) *noun***Appearance** is the way something looks. *My room's appearance is untidy because I forgot to make the bed.***bond** (bond) *noun*A **bond** is a close, strong connection. *My neighbors and I have a bond that will last even if I move away.***popular** (pop-yu-lur) *adjective*Something **popular** is liked by many people. *We must wait in a long line for the most popular rides at the park.***prefer** (pri-fur) *verb*To **prefer** means to like one thing better than another. *I prefer carrots to green peppers.**Koko's Kitten***attached** (u-tacht) *adjective*If you are **attached** to someone, you like that person a lot. *My best friend and I are very attached to each other.***capable** (kā-pu-bul) *adjective***Capable** means able to do something. *I know that I am capable of winning the swimming contest.***conversation** (kon-vur-sā-shun) *noun*A **conversation** is a talk between two or more people. *My grandmother and I had a conversation on the telephone.***respond** (ri-spond) *verb*To **respond** means to give an answer. *Please respond to each question on the quiz.***separate** (sep-u-rāt) *verb*To **separate** means to keep apart. *The zoo had to separate the two monkeys because they fight when they are together.**Crows***avoid** (u-void) *verb*To **avoid** means to keep away from. *In the summer, I avoid the sun by walking in the shade.***combination** (kahm-bi-nā-shun) *noun*A **combination** is two or more things joined together. *My favorite drink is a combination of milk and mango juice.***common** (kahm-un) *adjective*Something **common** is found in many places. *The mouse is a common animal found in both the country and in cities.***evidence** (ev-ud-uns) *noun***Evidence** is information that proves something is true. *Even though I don't want to believe it, there is a lot of evidence that it was my dog who chewed the chair leg.***social** (sō-shul) *adjective***Social** animals live in groups rather than on their own. *Bees are social animals that live together in a home called a hive.**The Chimpanzee Family Book***affectionate** (u-fek-shu-nut) *adjective***Affectionate** means very loving. *The mother shows she is affectionate by taking good care of her children.***challenge** (chal-inj) *verb*To **challenge** means to invite or dare to take part in a contest. *I challenge my father to a race.***companion** (kum-pan-yun) *noun*A **companion** is one that is often with another. *I would like to find a companion for my turtle so he will not be alone.***decision** (di-sizh-un) *noun*A **decision** is a choice you make after thinking about something. *After talking about many ideas, we finally made a decision about where to go for our trip.***distract** (dis-trakt) *verb*To **distract** means to draw the attention to something else. *The sounds of kids playing outside distract me while I am taking a test.*

Name _____ Date _____

Fact and Opinion Chart

Facts and Opinions

Use the fact and opinion chart to take notes about your book as you read.

Topic: _____

Fact	Opinion

COPY READY

 Use your fact and opinion chart to tell a partner about the book.

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For use with TE pp. SG24–SG27

SG2.23

Unit 2 | Animal Intelligence

Discussion Guide

Dolphins

Review the story words with your group. Then discuss these questions together.

Story Words

active

appearance

bond

popular

prefer

COPY READY

1. **Analyze a Science Article** Review pages 4 and 5. How do the photo labels and fast facts help you get ready to read the book?
2. **Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** What are some facts that are true about all dolphins?
 - **Fact** What are some facts that are true about only some kinds of dolphins?
 - **Opinion** Review page 17. What opinion led people to pass laws to protect dolphins?
 - **Opinion** Review page 19. What opinion do some people have about the bond between dolphins and people?
3. **Make Connections** How are dolphins like animals you have known?
4. **BIG Question** **Generalize** What do dolphins do that is smart? How do they do it?

Discussion Guide

Koko's Kitten

Review the story words with your group. Then discuss these questions together.

Story Words


attached

capable

conversation

respond

separate

- 1. Analyze a Science Article** Review pages 4 and 5. How is Koko's story part of a scientific study?
- 2. Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** How does Francine find out that Koko wants a cat?
 - **Fact** How does Koko treat All Ball?
 - **Opinion** Review page 18. What is Koko's opinion of All Ball? How do you know?
 - **Opinion** Review page 30. What opinion does Francine share about the day that Koko meets the new Manx kitten?
- 3. Make Connections** How is Koko like pet owners you have known?
- 4.  BIG Question Generalize** What does Koko's story tell you about gorilla intelligence? What smart actions are gorillas capable of?

Discussion Guide

Crows

Review the story words with your group. Then discuss these questions together.

Story Words

avoid

combination

common

evidence

social

1. **Analyze a Science Article** Look at the information in white circles throughout the book. How does this information add to the information about crows?

2. **Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** Review pages 12–15. How do crows trick other animals? How do they outsmart farmers?
 - **Fact** Review pages 16–19. How does being social help crows?
 - **Opinion** Review page 26. What opinion about crows is common in Native American cultures?
 - **Opinion** What opinion about crows on page 27 is supported by facts in this book?

3. **Make Connections** How do scientists test a crow's intelligence? How could you use a similar test on an animal you have known?

4. **BIG Question** **Generalize** Do you agree that the crow and the raven belong in a “smart animal hall of fame”? Why or why not?

Discussion Guide

The Chimpanzee Family Book

Review the story words with your group. Then discuss these questions together.

Story Words


affectionate

challenge

companion

decision

distract

- 1. Analyze a Science Article** Review page 9.
What does Jane Goodall do each day at Gombe?
How does this activity shape the book?
- 2. Identify Facts and Opinions** Use these questions and the notes in the fact and opinion chart to identify facts and opinions.
 - **Fact** What are the relationships between the chimpanzees whose names begin with the letter *G*?
 - **Fact** How does Gremlin show that she is affectionate?
 - **Opinion** Review page 39. What opinion does Jane Goodall share about what chimpanzees might think about? How might she have formed this opinion?
 - **Opinion** Review pages 44–45. What is Goodall’s opinion of the flavor of palm pith? Do chimpanzees seem to agree or disagree with her?
- 3. Make Connections** How do the chimpanzees in this book act like animals or people you have known?
- 4.  BIG Question Generalize** Why might Jane Goodall have made the decision to spend more than 30 years studying chimpanzee intelligence?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Dolphins

Koko's Kitten

Crows

The Chimpanzee Family Book

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the animals in these books show that they are social animals?
2. How did these books help you understand other social animals, such as dogs?
3. **BIG Question** Why is it important for scientists to study smart animals?

Speaking and Listening Observation Log

Unit 2

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	<p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>																																																																																																																																																																																

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 2

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student'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 Strategy Rubrics			
Plan and Monitor	Make Connections	Visualize	
4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> 	<ul style="list-style-type: none"> • <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i> • <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i> • <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i> 	<ul style="list-style-type: none"> • <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i> • <i>How did this help you understand what you were reading?</i> • <i>Are there particular words that helped you visualize?</i> 	
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.	Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.	Describes multi-sensory mental images and goes beyond the literal text.
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Attempts to make connections, but the connections are not relevant to understanding the text.	Describes few mental images directly related to text descriptions or pictures.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 2

Reading Strategy Rubrics

	Ask Questions 4 3 2 1	Make Inferences 4 3 2 1	Determine Importance 4 3 2 1	Synthesize 4 3 2 1
	<ul style="list-style-type: none"> • What questions did you have when you were reading? • Did you find answers to the questions? • Can you tell me some examples of these kinds of questions and what you learned? 	<ul style="list-style-type: none"> • Did you infer, or figure out, something in the book that was not stated directly? • Were there details in the book that helped you figure this out? • What did you already know about those details that helped you make this inference? 	<ul style="list-style-type: none"> • What is an important idea in the book you chose? • Why do you think that is important? • How would you summarize this book for someone who has not read it? 	<ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)?
4	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.	Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.	Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3	Asks relevant questions and looks for answers to clarify confusion or understand the text.	Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.	Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2	Asks only literal questions.	Makes inferences that are inaccurate or unsubstantiated.	Attempts to identify and summarize important ideas, but is inaccurate.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1	Does not ask questions or asks irrelevant questions.	Does not attempt to make inferences.	Cannot identify an important idea.	Does not draw a conclusion or make a generalization about the text.

COPY READY

Reader Reflection

Date	Title of Book	Author

Check all that apply.

1. Before I read this book, I:

- read the title.
- looked at the pictures.
- predicted what I would read about.
I predicted: _____

2. If I didn't understand what I was reading, I:

- stopped to think about what I had just read.
- read it again.
- other (describe): _____

3. If I didn't understand a word while reading, I:

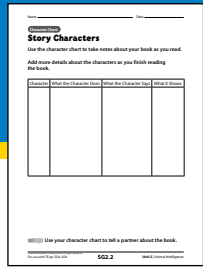
- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

4. This book reminded me of something I know or read already. It reminded me of:

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: about this topic by this author



Practice Master SG2.2

Theme Chart Practice Master SG2.2

BL Anansi and the Box of Stories

Character	What the Character Does	What the Character Says	What It Shows
Anansi	Tricks four animals to get stories from Nyame; gets help from his wife, Aso	He talks with Aso about what he has to do.	Anansi is curious and brave. He also knows when he needs help and asks for it from his wife.

BL Fantastic Mr. Fox*

Character	What the Character Does	What the Character Says	What It Shows
Mr. Fox	Steals from farmers; comes up with a plan to dig to safety and to dig into the farms	He brags when his plan is successful.	Mr. Fox is clever and confident. He brags when he does something well.

OL The Black Stallion*

Character	What the Character Does	What the Character Says	What It Shows
Alec	Tames the Black; survives on the island; takes the Black home with him	Talks his parents into letting him keep the Black	Alec is very strong, brave, and intelligent. He is good at persuading people.

AL Shiloh*

Character	What the Character Does	What the Character Says	What It Shows
Marty Preston	He hides Shiloh to protect him from Judd.	He keeps Shiloh a secret from his family, even though he worries about lying to them.	Marty faces a strong conflict when he meets Shiloh. He is an honest boy who wants to be truthful, but also feels a strong sense of justice and does not want to let Judd harm Shiloh.

* Possible responses for Part 1 and Part 2 of the book are shown.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL *Anansi and the Box of Stories*

Practice Master SG2.3

- Analyze Character Motivation** Anansi is curious and knows that the stories will be popular. Nyame may be selfish and wants to keep the pleasures of the stories to himself.
- Describe Characters**
 - What the Character Does** Anansi asks Nyame for the stories. He talks with Aso about Nyame's demands. He captures the python.
 - What the Character Says** Anansi talks politely with Nyame. He shares his worries with Aso.
 - What It Shows** Anansi is clever and curious, but he is also willing to ask for help when he needs it.
- Make Connections** (Encourage students to describe someone they ask for help and then to connect their experience with Aso helping Anansi capture the animals.)
- Generalize** (Students should support their opinion about which of the animals—python, hornet, leopard, fairy—is the cleverest and explain how Anansi outsmarts this animal.)

OL *The Black Stallion* PART 1

Practice Master SG2.5

- Compare Characters** Alec and the Black are both strong and smart. The Black is wild; Alec is human and can control himself.
- Analyze Character Motivation** Alec respects the Black's wildness and beauty.
- Describe Characters**
 - What the Character Does** Alec patiently forms a friendship with the Black. He takes the time to tame the wild horse. He also feeds the horse.
 - What the Character Says** Alec persuades the captain to bring the Black on board when they are rescued. He also persuades his family to let him keep the horse.
 - What It Shows** Alec is clever and brave. He can also persuade people to agree with him.
- Make Connections** (Encourage students to describe a wild animal and tell how it was like or unlike the Black.)
- Generalize** The Black pulls Alec to the shore of the island. He also keeps Alec company and learns to be ridden. The horse has a strong, wild intelligence.

Connect Across Texts Practice Master SG2.7

- (Students should identify ways in which animals in each book are clever. Mr. Fox comes up with a clever plan to dig into the farmers' storehouses. The Black has a natural, wild intelligence that helps him and Alec survive on the island. Shiloh changes his behavior when he is around Judd or Marty, which shows that he understands that they are both likely to treat him differently.)
- (Encourage students to describe animals they have known that have some of the traits shown by the clever animals in these books.)
- (Students should state which animal they think is most intelligent and support their answer with details from the story. For example, students who believe that Mr. Fox is the smartest might cite his clever plans and quick thinking.)

BL *Fantastic Mr. Fox* PART 1

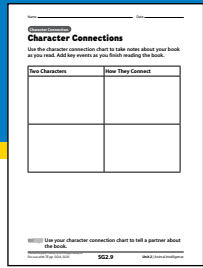
Practice Master SG2.4

- Compare Characters** All three farmers are very mean. Boggis eats a lot and is large, Bunce is very small, and Bean only drinks and is thin.
- Analyze Character Motivation** The farmers are furious when Mr. Fox steals from them.
- Describe Characters**
 - What the Character Does** Mr. Fox digs a path into Bogis's chicken house.
 - What the Character Says** He brags about his plan.
 - What It Shows** Mr. Fox is clever and also boastful.
- Make Connections** (Encourage students to describe a fantastic person or animal and then to connect this subject with Mr. Fox.)
- Generalize** (Students should tell whether or not they think Mr. Fox should be called "fantastic." Have them support their opinions with details from the book.)

AL *Shiloh* PART 1

Practice Master SG2.6

- Analyze Character Motivation** Marty knows his family will make him return the dog to Judd, and he wants to protect Shiloh. He wants to be honest, but he also wants to keep Shiloh from harm.
- Compare Characters** Judd treats Shiloh cruelly, beating him and not feeding him. Marty treats Shiloh with love and concern for his health.
- Describe Characters**
 - What the Character Does** Marty treats the dog with love and patience. He feeds the dog.
 - What the Character Says** He says that it is clear the dog has been hurt and is shy because it has been hit.
 - What It Shows** Marty is smart. He knows how to put together facts and draw conclusions. He is also caring.
- Make Connections** (Encourage students to describe a pet and then to connect their experience with Marty's strong feelings for Shiloh.)
- Generalize** Shiloh is mostly obedient when he is near Judd. He is more relaxed and playful with Marty. He shows that he is smart by changing the way he acts in order to please the person he is near.



Practice Master SG2.9

Theme Chart Practice Master SG2.9

BL Black Beauty

Two Characters	How They Connect
Black Beauty and Ginger	They are friends. They are separated but meet again.
Black Beauty and Joe Green	Joe is a stable boy who takes care of Black Beauty when they are both young. They meet again later in life when they are both older. They are friends who respect each other.

BL Fantastic Mr. Fox*

Two Characters	How They Connect
Mr. Fox and Badger	They are friends. Badger follows Mr. Fox's plans.
Boggis and Bean	They are neighbors. They are both against Mr. Fox.

OL The Black Stallion*

Two Characters	How They Connect
the Black and Napoleon	They are friends. The Black is much more calm when Napoleon is nearby.
Alec and Henry	Henry teaches Alec. They are friends who share a love of horses and racing.

AL Shiloh*

Two Characters	How They Connect
Marty and Judd	They both want Shiloh. They are against each other. They do not like each other.
Marty and his father	They are father and son. Marty loves and respects his father, but he does not always tell his father the truth. By the end of the story, their relationship is stronger and more open.

* Possible responses for Part 1 and Part 2 of the book are shown.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL Black Beauty

Practice Master SG2.10

- Compare Characters** Black Beauty and Ginger are both horses who have many owners, some good, some cruel. Ginger is older and more bitter than Black Beauty.
- Connect Characters**
 - Two Characters** Black Beauty and Ginger
 - How They Connect** They are friends who are separated but then meet again.
 - Two Characters** Black Beauty and Joe Green
 - How They Connect** Joe Green takes care of Black Beauty when he is a stable boy; he helps the horse later in life when they meet again.
- Make Connections** (Encourage students to describe an animal that lives with people and connect their ideas about this animal with Black Beauty.)
- Generalize** (Students might suggest that Black Beauty is smarter and kinder because he treats everyone fairly, unlike many of the people he meets.)

OL The Black Stallion PART 2

Practice Master SG2.12

- Compare Characters** Alec and Henry both love horses and racing. Henry is much older and has much more experience than Alec.
- Connect Characters**
 - Two Characters** the Black and Napoleon
 - How They Connect** They are friends. The Black is calmer and happier when Napoleon is nearby.
 - Two Characters** Alec and Henry
 - How They Connect** They are friends. Henry also teaches Alec. He shares what he knows about riding and horses.
- Make Connections** (Encourage students to describe their experiences with being in races and connect their feelings about racing with the match race at the end of the book.)
- Generalize** The Black helps Alec survive and builds a strong bond with him. Their relationship shows that the horse understands racing and what people expect from him.

BL Fantastic Mr. Fox PART 2

Practice Master SG2.11

- Compare Characters** The three farmers and Mr. Fox are all smart and determined. The farmers are also mean and want to harm Mr. Fox. Mr. Fox is not mean; he simply wants to survive.
- Connect Characters**
 - Two Characters** Mrs. Fox and Mr. Fox
 - How They Connect** They are husband and wife. They are trapped together when the farmers start to chase them.
 - Two Characters** Boggis and Bean
 - How They Connect** They are neighbors and have the same goal: to kill Mr. Fox.
- Make Connections** (Encourage students to describe a time they reached a goal and connect that experience with Mr. Fox reaching his goal of feeding his family and friends.)
- Generalize** Mr. Fox outsmarts the farmers by digging tunnels that go directly into their storehouses. He is able to stay underground and get food for all of the trapped animals.

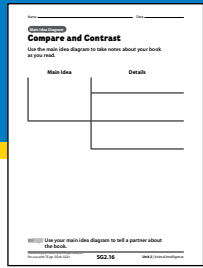
AL Shiloh PART 2

Practice Master SG2.13

- Compare Characters** Marty and his family all come to love Shiloh. At the beginning, Marty is more open to the dog and keeps a big secret from his family. His parents are open and honest with him, but also strict.
- Connect Characters**
 - Two Characters** Marty and Judd
 - How They Connect** They do not like each other. They both want Shiloh. They do not respect each other.
 - Two Characters** Marty and his mother
 - How They Connect** They are mother and son. Marty loves his mother, but hides some things from her. By the end of the book, he is more open.
- Make Connections** (Encourage students to describe a bargain they have made and connect their experience with the bargain that Marty makes to work for Judd to get Shiloh.)
- Generalize** Smart animals who are mistreated will not be loyal to the people who treat them badly. They will be faithful to people who treat them well, like Marty.

Connect Across Texts Practice Master SG2.14

- Possible responses: Black Beauty tells his own story, which is not realistic, but shows he can work smartly with different owners, which is realistic. Mr. Fox finds a way to survive without going above ground. Real foxes dig, but they do not talk. The Black trains well and wins a race, which is realistic. Shiloh forms a strong relationship with Marty, which is realistic.
- (Encourage students to describe human-animal relationships they have seen and connect them to the human-animal relationships in these books.)
- Possible responses: Black Beauty has a kinder and a more complete understanding of animals than many of the cruel horse owners in the book. Mr. Fox makes a clever plan to save his family and friends. The Black learns how to race with Alec and wins an important race. Shiloh shows that he can form a strong friendship with someone who treats him well.



Practice Master SG2.16

Main Idea Diagram Practice Master SG2.16

BL Animal Masterminds

Main Idea	Details
Animals can be very smart.	Hans the horse read cues to answer questions.
	Alec the parrot learned the meanings of many words.
	Betty the crow made a tool out of wire to get food.
	Some chimps have learned how to use sign language to communicate with people.

BL Animal Talk

Main Idea	Details
Animals communicate through sounds, smells, body language, and signals	Howler monkeys make loud noises for warnings, to attract females, and to find their young.
	Lemurs use scents to mark their territory
	The position of a mammal's ears, eyes, and mouth communicate how it feels.
	Honeybees do a dance to tell others where they have found food.

OL Creepy Creatures

Main Idea	Details
Some animals seem creepy to us, but their scary looks or habits help them survive.	Tarantulas use venom to kill insects and small animals, but they are not usually dangerous to people.
	Bats are the only mammals that can fly, and they can eat a lot of insects
	Pythons use their strong muscles to kill their prey
	Scorpions do not attack people. They use the stinger on their tail to protect themselves and kill insects and spiders for food.

AL Tricky Behavior

Main Idea	Details
Animals use different kinds of tricky behaviors to avoid predators.	Some animals, like fish and penguins, live in large groups to confuse predators.
	Some animals, like cottontails and duikers, freeze so they cannot be seen.
	Some animals, like squirrels and parrotfish, mask their scents so other animals can't smell them.
	Some animals, like skunks and stink bugs, use bad smells to keep predators away.

Discussion Guides

Analyze Books

BL Animal Masterminds

Practice Master SG2.17

- Analyze Text Features** The photos on page 25 show Betty the crow making a tool to get food out of a tube.
- Determine the Main Idea and Supporting Details**
 - Main Idea** The title means that some animals can be very smart.
 - Detail** Scientists studied Hans because he could read cues from people who asked him questions.
 - Detail** Alex learned to use words to name and compare objects.
 - Detail** Betty made a tool to help her get food that was out of reach.
 - Detail** Washoe learned to communicate using sign language.
- Make Connections** (Encourage students to describe how reading about smart animals will help them understand or appreciate animals they meet.)
- Generalize** (Students should support their opinion about which of the animals in the book shows the most intelligence.)

OL Creepy Creatures

Practice Master SG2.19

- Analyze Text Features** The map shows that creepy creatures are found all around the world.
- Compare Text Features** The illustrations help show why some of these animals look strange or unattractive to us.
- Determine the Main Idea and Supporting Details**
 - Main Idea** There are no animals that exist just to frighten people.
 - Detail** Tarantulas are poisonous, but only to the insects and small animals they eat.
 - Detail** Moray eels breathe with their mouths open, so their teeth are visible. But they do not usually attack people.
 - Detail** Scorpions have a stinger in their tail, but they use it to protect themselves and to sting their prey.
 - Detail** Children in Africa play with goliath beetles.
- Make Connections** This book shows that no animals exist just to be frightening. Their scary looks help them survive.
- Generalize** Animals use their looks and habits to defend themselves and to capture prey.

Connect Across Texts

Practice Master SG2.21

- (Students should identify surprising animal behaviors. Examples: *Animal Masterminds*: A horse read cues that people did not know they were sending. *Animal Talk*: Fireflies send coded signals. *Creepy Creatures*: Bats are mammals that fly. *Tricky Behavior*: Squirrels disguise themselves with the scent of rattlesnakes.)

BL Animal Talk

Practice Master SG2.18

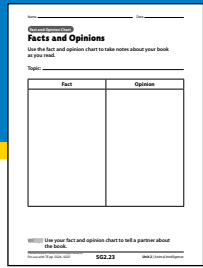
- Analyze Text Features** The experiments help you understand the science behind ways that animals send signals and communicate.
- Compare Text Features** Each “If you were a...” feature gives details about what it would be like to be an animal. They tell how you would communicate as that animal.
- Determine the Main Idea and Supporting Details**
 - Main Idea** Animals communicate with sounds, smells, body language, and signals.
 - Detail** Bees dance to tell where food is located.
 - Detail** Sea lion mothers call to find their children.
 - Detail** Lemurs and bison use smells to mark territory.
 - Detail** Fireflies light up to attract a mate.
- Make Connections** The information helps you understand how a cat or dog feels by looking at its ears, mouth, and eyes.
- Generalize** Animals communicate differently because they have different bodies and needs, and live in different places.

AL Tricky Behavior

Practice Master SG2.20

- Analyze Text Features** Each box tells how big the animal is, what kind of place it lives in, where it lives, and what kind of animals are predators.
- Evaluate Text Features** The captions explain how the animal avoids predators. Without captions, the photos might be confusing or unclear.
- Determine the Main Idea and Supporting Details**
 - Main Idea** Tricky behavior is action that animals use to defend themselves against predators.
 - Detail** Fish swim together in a “school” to make it harder to catch them. Gulls attack as a mob.
 - Detail** Skunks use a strong, bad smell. Squirrels rub themselves with rattlesnake scent.
 - Detail** Wolves raise the hairs on their necks. Owls spread out their wings. Porcupine fish inflate.
 - Detail** Skunks shed their tails. Sea cucumbers shoot sticky threads.
- Make Connections** (Students should relate tricky animal behavior to a character, such as hiding in a crowd, standing still, or trying to look big.)
- Generalize** Tricky behaviors make small animals harder to catch.

- (Encourage students to explain whether these books changed their minds about animals they know about. Remind students to give details about their original opinion as well as their new ideas.)
- (Students should identify animal behaviors that seem intelligent, such as communicating, avoiding predators, or catching prey.)



Practice Master SG2.23

Fact and Opinion Chart Practice Master SG2.23

BL Dolphins

Topic: dolphins

Fact	Opinion
Dolphins are mammals. There are 30 kinds of dolphins. Some live in freshwater. Others live in saltwater. They eat mostly fish. Flippers help them steer underwater. Dolphins breathe through a blowhole. They live in groups called pods. Young calves live with their mothers for many years.	Dolphins and humans share a special bond. Dolphins are very important. They are beautiful.

BL Koko's Kitten

Topic: Koko and All Ball

Fact	Opinion
Koko wants a kitten. She gets angry when she gets a toy cat. She is happy when she gets All Ball. She treats All Ball very gently. When All Ball dies, Koko becomes very sad. Then she gets another cat with no tail and is happy again.	Koko thinks that All Ball can be "obnoxious" because he bites, but she loves him anyway. Francine says it was "a wonderful moment" when Koko met the new Manx kitten.

OL Crows

Topic: crows

Fact	Opinion
A crow named Betty made a tool with wire. Crows can imitate the calls of other birds. Crows eat a wide variety of foods. Most crows are not tricked by scarecrows. Crows live in groups and work together. Groups of crows sometimes mob an enemy to drive it away. Young crows help parents take care of babies.	Crows are one of the smartest animals. They belong in a smart animal hall of fame. Crows are smarter than most farmers. The crow and the raven are the smartest of all birds.

AL The Chimpanzee Family Book

Topic: a day in the life of a chimpanzee

Fact	Opinion
Chimps live in family groups. One adult male is the leader of the group. Mothers care for their babies for many years. Chimps play, use tools, and interact with other animals.	Chimps may think about past events. Palm pith tastes good to chimpanzees, but it's not very tasty to people.

Discussion Guides

Analyze Books

BL Dolphins

Practice Master SG2.24

- Analyze a Science Article** The photo labels identify the parts of dolphin's body. The facts introduce important facts about dolphins that are discussed in more detail in the book.
- Identify Facts and Opinions**
 - Fact** All dolphins are mammals. They live in pods. Calves live with their mothers for many years. They use echolocation to find prey.
 - Fact** Some dolphins live in freshwater. Some dolphins live in saltwater. Dolphins are different colors. Most dolphins eat fish, but some eat squid and crabs.
 - Opinion** Some people were worried that dolphins were in danger.
 - Opinion** Some people believe that dolphins and people have a special bond.
- Make Connections** (Encourage students to describe how dolphins are like animals they have known. For example, some dogs, like dolphins, help people.)
- Generalize** Dolphins use echolocation to move and to find prey. These sounds might also help them confuse their prey.

OL Crows

Practice Master SG2.26

- Analyze a Science Article** The information in circles gives more facts about crows. These extra pieces of information are "fun facts" that add to the details given in the text.
- Identify Facts and Opinions**
 - Fact** Crows trick other animals by imitating the sounds of other birds. They outsmart farmers because they are not afraid of scarecrows.
 - Fact** Being social helps crows find food and stay safe. They watch out for enemies and attack as a group.
 - Opinion** The crow is a powerful and important spirit.
 - Opinion** The crow and the raven are probably the smartest of all birds.
- Make Connections** (Encourage students to describe how scientists test a crow's intelligence and describe how they might perform a similar experiment with another animal.)
- Generalize** (Students should explain why crows and ravens are considered the most intelligent of birds.)

Connect Across Texts Practice Master SG2.28

- Dolphins are social because they live in groups. They play together and also interact with people. Koko the gorilla learns to communicate with people, which is a social skill. Crows show they are social by living together in groups and sometimes attacking animals together to scare away predators. Chimpanzees live in family groups, but also interact with other chimpanzee families.
- (Encourage students to describe how reading about social animals helps them decide whether or not an animal is social. For example, dogs are social because they enjoy playing together.)
- (Students might suggest that it is important to study smart animals because they can teach us about different kinds of intelligence.)

BL Koko's Kitten

Practice Master SG2.25

- Analyze a Science Article** Dr. Francine Patterson taught Koko to communicate with American Sign Language as part of a scientific study.
- Identify Facts and Opinions**
 - Fact** Francine asks Koko what gift she wants and Koko makes the sign for *cat*.
 - Fact** Koko treats All Ball with affection. She is gentle and playful with the kitten.
 - Opinion** Koko thinks All Ball is "obnoxious" when he bites, but she loves him anyway.
 - Opinion** Francine says it was "a wonderful moment" when Koko placed the new kitten on her chest and petted him.
- Make Connections** (Encourage students to compare Koko with other pet owners. They might point out that Koko is very caring and tolerant of her pet's bad behavior.)
- Generalize** Koko's story shows that gorillas are capable of smart and caring actions like asking for a gift and treating a pet with affection. She also treats her pet gently and puts up with biting and scratching.

AL The Chimpanzee Family Book

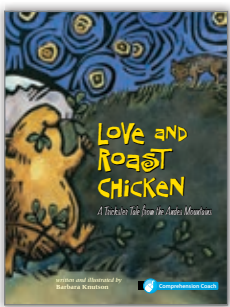
Practice Master SG2.27

- Analyze a Science Article** Each day, Goodall follows a different chimpanzee. Because she is following Gremlin today, she will try to keep track of her for the entire book.
- Identify Facts and Opinions**
 - Fact** Chimps whose names begin with G are in the same family. Gremlin is Galahad's mother. Goblin and Gimble are Gremlin's brothers. Goblin is the leader of this group.
 - Fact** Gremlin shows that she is affectionate by taking good care of her baby, Galahad. She makes sure he is safe and gives him food.
 - Opinion** Goodall thinks that chimps think about past events. Her opinion is based on years of studying chimps.
 - Opinion** Goodall finds the taste of palm pith "disappointing." However, chimpanzees seem to enjoy it.
- Make Connections** (Encourage students to describe how the chimps are similar to people or animals they have known.)
- Generalize** Goodall believes that chimpanzees are smart and that we can learn about animal intelligence by studying them.



Recommended Books

	Fiction About Animal Intelligence	Nonfiction About Animal Intelligence
BL	<p>Aardema, Verna. Rabbit Makes a Monkey of a Lion. Puffin, 1993.</p> <p>Dahl, Roald. The Enormous Crocodile. Puffin, 1993.</p> <p>Meddaugh, Susan. Hog-Eye. Sandpiper, 1998.</p> <p>Stevens, Janet. The Tortoise and the Hare. Reading Rainbow Books, 1985.</p>	<p>Burleigh, Robert. Fly, Cher Ami, Fly! The Pigeon Who Saved The Lost Battalion. Harry N Abrams, Inc., 2008.</p> <p>Corse, Nicole. Pet Heroes. Scholastic, 2010.</p> <p>Driscoll, Laura. Do Dolphins Really Smile? Grosset & Dunlap, 2006.</p> <p>Perkins, Wendy. Animals Building Homes. Capstone, 2004.</p>
BL	<p>Osofsky, Audrey. My Buddy. Henry Holt, 1994.</p> <p>Phelan, Glen. Dolphin Rescue. National Geographic, 2006.</p> <p>Stevens, Janet. Tops and Bottoms. Harcourt, 1995.</p> <p> COMMON CORE EXEMPLAR</p> <p>White, E.B. Charlotte's Web. 1952. Reprint: Harper Collins, 2001.</p> <p> COMMON CORE EXEMPLAR NEWBERY HONOR BOOK</p>	<p>Jacquet, Luc. March of the Penguins. National Geographic, 2005.</p> <p>Jenkins, Steve. What Do You Do When Something Wants to Eat You? Sandpiper, 2001.</p> <p>Packard, Mary. Talented Animals. Scholastic, 2004.</p> <p>Tagliaferro, Linda. Service Dogs. Bearport Publishing, 2005.</p>
OL	<p>Armstrong, Alan. Whittington. Random House, 2005.</p> <p> NEWBERY HONOR BOOK</p> <p>Birney, Betty G. The World According to Humphrey. Puffin, 2005.</p> <p>O'Brien, Robert C. Mrs. Frisby and the Rats of NIMH. 1971. Reprint: Aladdin, 1986.</p> <p> NEWBERY MEDAL BOOK</p> <p>Selden, George. The Cricket in Times Square. 1960. Reprint: Square Fish, 2008.</p> <p> NEWBERY HONOR BOOK COMMON CORE EXEMPLAR</p>	<p>Betancourt, Jeanne. Ten True Animal Rescues. Scholastic, 1998.</p> <p>Larson, Kirby & Nethery, Mary. Two Bobbies: A True Story Of Hurricane Katrina, Friendship, And Survival. Walker & Co, 2008.</p> <p>Mason, Paul. Nature's Tricks. Raintree, 2008.</p> <p>Turner, Pamela S. Hachiko: The True Story of a Loyal Dog. Houghton Mifflin, 2004.</p>
AL	<p>Martin, Ann M. A Dog's Life: Autobiography of a Stray. Scholastic, 2007.</p> <p>Paterson, Katherine. The Tale of the Mandarin Ducks. 1990. Reprint: Viking Penguin, 1995.</p> <p> COMMON CORE EXEMPLAR</p> <p>Rylant, Cynthia. Every Living Thing. 1985. Reprint: Aladdin, 1988.</p> <p>Vande Velde, Vivian. Smart Dog. Sandpiper, 2007.</p>	<p>Dennis, Brian. Nubs: The True Story of a Mutt, Marine & a Miracle. Little, Brown & Co, 2009.</p> <p>George, Jean Craighead. Incredible Animal Adventures. HarperCollins, 1994.</p> <p>Goldish, Meish. Gorillas. Bearport Publishing, 2007.</p> <p>Rice, David L. Do Animals Have Feelings Too? Dawn Publications, 2000.</p>



Author Study: Barbara Knutson

How the Guinea Fowl Got Her Spot. Carolrhoda Books, 1990.

Sungura and Leopard. First Avenue Editions, 2007.

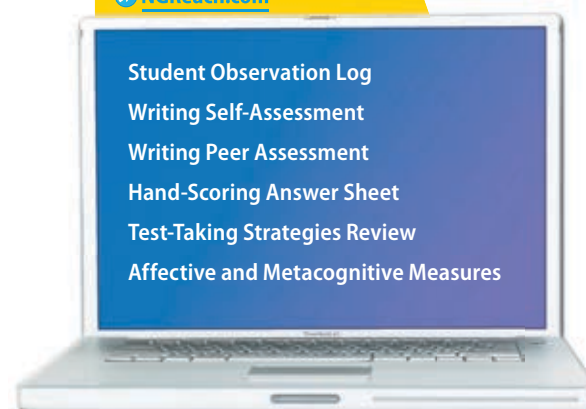
Why the Crab Has No Head. Lerner Publishing Group, 1988.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A2.4	Comprehension: Analyze Characters	RT2.1
Vocabulary Test	A2.6	Comprehension: Make Connections	RT2.2
Writing, Revising, and Editing Test	A2.8	Writing Trait: Word Choice	RT2.3
Week 2			
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Vocabulary Test	A2.12	Comprehension: Compare Topic and Theme	RT2.5
Writing, Revising, and Editing Test	A2.13	Comprehension: Make Connections	RT2.6
		Writing Trait: Organization	RT2.7
Week 3			
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Vocabulary Test	A2.17	Comprehension: Make Connections	RT2.9
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Week 4			
Reading Comprehension Unit Test	A2.22	Comprehension: Identify Facts and Opinions	RT2.10
Vocabulary Unit Test	A2.31	Comprehension: Compare and Contrast	RT2.11
Writing, Revising, and Editing Unit Test	A2.34	Comprehension: Make Connections	RT2.12
		Writing Trait: Organization	RT2.13
		(Also see prior weeks.)	
Oral Reading Assessment	A2.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
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Class Profile: Weekly and Unit Assessments	A2.40		
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Reader Reflection	SG2.32		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 2

Does a big brain mean that a person or animal is smart? It seems to be true for elephants. They have the largest brain of all land animals. They also show signs of higher brainpower, or intelligence. Elephants can use tools and show emotion. They communicate with one another. They remember things and can change their behavior.

A well-known sign of intelligence, for any animal, is the ability to use tools. Elephants have one of the greatest tools ever—a trunk. It’s a nose, a hand, an extra foot, a shovel, a vacuum cleaner, and a sprayer—all rolled into one. Elephants use their trunk in a variety of ways. They often pick up a tree branch to scratch themselves or to shoo away flies. They use their trunk to drink, of course, but they also use it sometimes to spray themselves with water or dust. That way they protect themselves from sun and insects.

Elephants seem to feel a range of emotions. They can show joy, sadness, and love. Young elephants, especially, like to play, and seem to have a good sense of humor. One zoo elephant stole a tourist’s hat and hid it as a game.

Elephants communicate with one another in a number of ways. For example, when two elephants haven’t seen each other in a long time, they often greet each other by tangling their trunks, a kind of elephant hug.

Most important, elephants seem to have the ability to adjust to new situations. They change actions as a result of experience. This is a true sign of intelligence. And, of course, they can remember things. They have a memory like, well, an elephant.

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COPY READY

Oral Reading Assessment

Accuracy and Rate

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Oral Reading Fluency Rubrics				
	Automaticity	Phrasing	Intonation	Expression
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

Oral Reading Assessment

Unit 2

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 2, Week 1

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

Ashley's Adventure

Ashley lived beside a small lake where she and her brother, Kurt, often went fishing on their boat. Their dog, Brutus, did not like the boat and hated getting wet, so he always sat on the shore and watched them.

One Saturday, Ashley and Kurt went out fishing on the boat. "Watch the sky," Mom had warned. "You never know when a storm will come up. Come home the minute you see clouds in the west."

Ashley and Kurt rowed to the middle of the lake, and then stopped to eat their lunches. When they finished eating, Ashley looked up and saw enormous, dark clouds in the west. The wind started to blow from the shore.

"Quick, row toward the shore!" Ashley yelled to Kurt.

Mom noticed the storm and raced to the lake. She saw Ashley and Kurt rowing as hard as they could, but they were not getting any closer to the shore.

"Help!" Ashley called. "The wind is too strong!"

Suddenly Ashley felt the boat move toward the shore. What could be strong enough to move the boat? Then she saw Brutus swimming ahead of the boat. The rope that was attached to the front of the boat was between his teeth!

At last they reached the shore, Kurt and Ashley scrambling out of the boat as Mom threw her arms around them. Then they all turned and threw their arms around Brutus, who looked very happy, even though he was very wet.

GO ON 

Reading Comprehension Test

Unit 2, Week 1

- 1 How can the reader tell that Ashley is worried about the storm?
- (A) She hugs Brutus.
 - (B) She eats lunch in the boat.
 - (C) She leaves Brutus on the shore.
 - (D) She yells to Kurt to row fast.
- 2 Mom throws her arms around Ashley and Kurt because she is —
- (A) thankful that they are safe.
 - (B) excited that there is a storm.
 - (C) angry that they were careless.
 - (D) sad that the adventure is over.
- 3 What does the reader learn about Brutus?
- (A) He really wants to ride in the boat.
 - (B) He can sense when there is danger.
 - (C) He actually enjoys being in the water.
 - (D) He thinks the children are playing a game.
- 4 Ashley, Kurt, and Brutus are all alike because they are —
- (A) silly.
 - (B) proud.
 - (C) brave.
 - (D) selfish.

COPY READY

Score
_____/4

DONE!

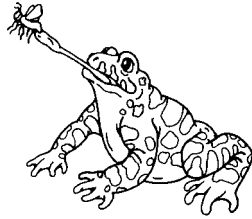
Vocabulary Test

Unit 2, Week 1

Directions: Choose the answer that completes the sentence correctly.

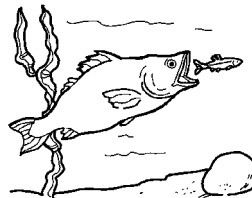
1 A fly is _____ for the frog.

- (A) prey
- (B) breath
- (C) waste
- (D) company



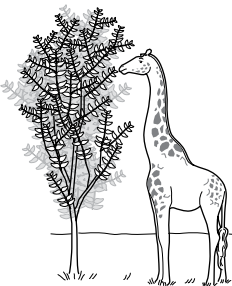
2 A big fish is a _____ to smaller fish.

- (A) ritual
- (B) secret
- (C) predator
- (D) tradition



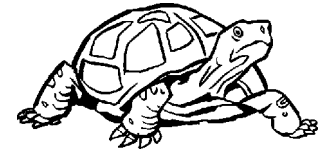
3 A giraffe's long neck is an _____ that lets it eat from tall trees.

- (A) interest
- (B) exercise
- (C) occasion
- (D) adaptation



4 A turtle has a hard shell to _____ itself from danger.

- (A) scare
- (B) defend
- (C) imagine
- (D) express



5 One _____ of a raccoon is that it can climb trees.

- (A) trait
- (B) style
- (C) group
- (D) medium



GO ON

Vocabulary Test

Unit 2, Week 1

Directions: Choose the answer that completes the sentence correctly.

6 _____ means living.

- (A) Promise
- (B) Survival
- (C) Happiness
- (D) Struggle

7 A _____ is a feature.

- (A) reward
- (B) reason
- (C) ceremony
- (D) characteristic

8 A _____ is a careful plan.

- (A) group
- (B) culture
- (C) strategy
- (D) bargain

9 _____ is how a living thing acts.

- (A) Behavior
- (B) Loneliness
- (C) Interest
- (D) Safety

10 A _____ is an answer.

- (A) hope
- (B) style
- (C) model
- (D) response

COPY READY

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Dr. Silva, an expert on bugs, comes to Lakeview School and 1 to a fourth-grade class. "Most boys and girls 2 ants all the time and know what they look like," Dr. Silva says. "Very few realize how smart ants are." 3 stands up and asks a question. "Ants just run around and 4 our picnic food, don't they?" Dr. Silva explains how ants work together or 5 each other out. Sometimes ants must cross a space between two leaves. The ants hold onto each other and 6 a bridge with their own bodies. He knows a lot about ants!

1 Choose the answer that goes in Blank 1.

- (A) talk
- (B) talks
- (C) talking
- (D) are talking

2 Choose the answer that goes in Blank 2.

- (A) see
- (B) sees
- (C) seeing
- (D) is seen

3 Choose the answer that goes in Blank 3.

- (A) A couple of girls
- (B) Mark and Pablo
- (C) A girl named Mia
- (D) Some kids in the class

4 Choose the answer that goes in Blank 4.

- (A) is munching
- (B) munching
- (C) munches
- (D) munch

GO ON 

Writing, Revising, and Editing Test

5 Choose the answer that goes in Blank 5.

- (A) help
- (B) helps
- (C) helping
- (D) is helping

6 Choose the answer that goes in Blank 6.

- (A) is building
- (B) are built
- (C) builds
- (D) build

7

Your class is writing stories in which the main character is an animal. Write the first paragraph of your story showing what the characters are like through what they say and do. Underline the details that give clues to character traits.

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit 2, Week 2

Directions: Read both stories. Then answer the questions about the stories.

The Wolf and His Shadow

One day, a small wolf was walking quietly through a field. He stopped suddenly when he saw his shadow. The sun was low in the sky, and his shadow stretched out a long way in front of him. The wolf was very happy to see how big his shadow was.

The size of his shadow made the wolf feel brave, so he puffed out his chest and stomped along noisily. He was proudly marching when an even bigger shadow fell across him. This shadow belonged to a huge bear that snarled and looked mean! Suddenly, the wolf felt very small again. As he ran quickly away, he promised himself not to be tricked again by his shadow.

The Dog and His Reflection

One day, a dog was crossing a bridge with a bone in his mouth. He thought how lucky he was to have such a tasty bone. As he got to the top of the bridge, he looked down to the river below. There he saw an even bigger dog with an even bigger bone in its mouth. The dog thought how much tastier that other bone looked.

Quick as a flash, he jumped off the bridge. His mouth opened wide as he tried to bite the bigger bone. Instead, his mouth filled with cold water. He realized that the other dog was only his reflection. As he swam to shore, his stomach growled as he thought about his lost bone, now sunk to the bottom of the river.

GO ON 

Reading Comprehension Test

Unit 2, Week 2

- 1 The wolf and the dog are alike because they are both —
- (A) proud.
 - (B) foolish.
 - (C) greedy.
 - (D) nervous.
- 2 Both stories tell about a character who —
- (A) learns a lesson.
 - (B) goes on a quest.
 - (C) solves a problem.
 - (D) acts like a trickster.
- 3 Which of these is a theme in both stories?
- (A) Stick to the skills you know best.
 - (B) Do not be afraid of your own shadow.
 - (C) Be happy with the possessions you have.
 - (D) Do not confuse what you imagine with what is real.
- 4 Both the dog and the wolf —
- (A) lack courage.
 - (B) feel threatened.
 - (C) lose something that they think has value.
 - (D) believe something is bigger than it really is.
- 5 In the end, the characters in both stories realize that they —
- (A) cannot always trust what they see.
 - (B) have to stop looking at themselves.
 - (C) have to think fast when they are in danger.
 - (D) cannot let go of what is important to them.
- 6 These stories show that it is important to —
- (A) be careful not to make shadows and reflections.
 - (B) understand what shadows or reflections really are.
 - (C) use shadows and reflections to get what you want.
 - (D) stay away from the shadows and reflections of large animals.

Score

_____/6

DONE!

Vocabulary Test

Unit 2, Week 2

Directions: Choose the pair of words that makes the sentences correct.

- 1 At the birthday party, Holly _____
a _____ of cake.
- (A) eight, piece
(B) eight, peace
(C) ate, peace
(D) ate, piece
- 2 Ms. Wynn's class planted a _____
garden. Mr. Scott's class planted a
garden, _____.
- (A) flower, too
(B) flower, two
(C) flour, two
(D) flour, too
- 3 Look outside and check the _____.
Can you see the _____?
- (A) whether, son
(B) weather, sun
(C) weather, son
(D) whether, sun
- 4 There is a _____ flying near the
flowers. It lands on a _____.
- (A) be, rose
(B) be, rows
(C) bee, rows
(D) bee, rose

COPY READY

Score

_____/4

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

When I introduce my friends to Loopy, my parrot, no one 1 believe it! "Parrots can learn to say words," I tell 2 do simple tricks." Then I give Loopy the signal, and he hops on one foot across the bar in his cage. My friends haven't 3 seen a bird act like that before. No one can think of 4 to say.

Mark finally asks, "How did you train 5 I show them the treat hidden in my hand.

"Give Loopy a 6 my bird suddenly demands. They have never heard 7 talk like that.

"Next you can teach Loopy some 8

1 Choose the answer that goes in Blank 1.

- (A) can
- (B) don't
- (C) won't

2 Choose the answer that goes in Blank 2.

- (A) them "and
- (B) them. "and
- (C) them, "and

3 Choose the answer that goes in Blank 3.

- (A) ever
- (B) never
- (C) not ever

4 Choose the answer that goes in Blank 4.

- (A) nothing
- (B) anything
- (C) not a thing

GO ON 

Writing, Revising, and Editing Test

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) him"
- (B) him"?"
- (C) him?"

6 Choose the answer that goes in Blank 6.

- (A) cracker"
- (B) cracker!"
- (C) cracker"!

7 Choose the answer that goes in Blank 7.

- (A) no bird
- (B) any bird
- (C) none bird

8 Choose the answer that goes in Blank 8.

- (A) manners! laughs Larry."
- (B) manners" laughs Larry!
- (C) manners!" laughs Larry.

9

Your class is writing trickster tales. Write the first paragraph of a story about someone who has a problem with a clever animal. Use details to introduce the main character and the problem. Underline the details that give clues about the main character and the problem.

Score	
_____ / 8	multiple-choice
_____ / 4	writing

DONE!

Reading Comprehension Test

Unit 2, Week 3

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

Irene and Alex

Irene Pepperberg is a scientist who studies how animals think. She is most famous for her work with an African gray parrot named Alex. In June of 1977, she bought Alex from a pet store in Chicago. She wanted to learn more about how a bird's brain works. What Irene discovered was that Alex was much smarter than anyone thought.



When Irene began to study Alex in the late 1970s, people thought that animals did not have the same thinking skills as human beings. Irene was able to teach Alex many things, though. They worked together for nearly 30 years.

Irene found out that Alex could point out about 50 different objects. He knew seven different colors and five shapes. He could count up to six. He could tell Irene when he wanted something or if he wanted to go somewhere. He could also compare things that were bigger or smaller, different or alike.

Alex, of course, was not as smart as an adult person. He knew about 100 words in all. Irene found that he could do many of the same tasks as a five- or six-year-old child. Even still, this was an amazing discovery. Irene kept working with Alex until he died in 2007. Now she works with two other parrots, Griffin and Arthur. Alex, though, was the first bird to prove that being a "bird brain" is a good thing!

GO ON 

Reading Comprehension Test**Unit 2, Week 3****COPY READY**

- 1 What is the main idea of this article?
- (A) Alex the parrot sometimes acted like a child.
 - (B) Irene Pepperberg is a scientist who studies animals.
 - (C) Alex could do many of the same tasks as a human child.
 - (D) Irene Pepperberg learned that Alex the parrot could think.
- 2 Which detail supports the main idea of the article?
- (A) Alex was an African gray parrot.
 - (B) Irene bought Alex in June of 1977.
 - (C) Alex could compare different things.
 - (D) Irene studied Alex for about 30 years.
- 3 What is another detail that supports the main idea?
- (A) Alex knew colors and shapes.
 - (B) Alex and Irene worked together for 30 years.
 - (C) Irene bought Alex from a pet store.
 - (D) Irene also worked with Griffin and Arthur.
- 4 After Alex died in 2007, Irene —
- (A) became a famous scientist.
 - (B) made an important discovery.
 - (C) began working with two new parrots.
 - (D) started studying how bird brains work.

Score

_____/4

DONE!

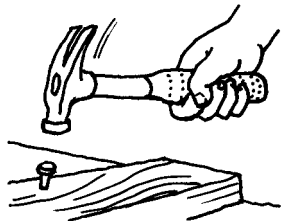
Vocabulary Test

Unit 2, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 A hammer is a _____.

- (A) tool
- (B) shape
- (C) leader
- (D) machine



2 _____ is stored in the brain.

- (A) Birth
- (B) Family
- (C) Contest
- (D) Memory



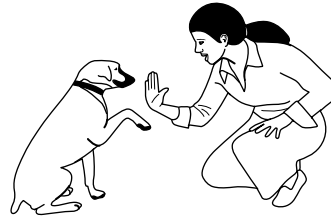
3 This dress has a _____ of stars.

- (A) marriage
- (B) custom
- (C) pattern
- (D) belief



4 The dog learns to follow _____.

- (A) commands
- (B) ancestors
- (C) occasions
- (D) strategies



5 The baby _____ its mother's smile.

- (A) completes
- (B) imitates
- (C) weaves
- (D) limits



6 It takes a lot of _____ to play soccer well.

- (A) materials
- (B) weight
- (C) fields
- (D) skill



GO ON

COPY READY

Vocabulary Test**Unit 2, Week 3****Directions:** Choose the answer that completes the sentence correctly.**7** _____ is a way of sharing ideas.

- (A) Pottery
- (B) Kindness
- (C) Language
- (D) Adventure

8 To _____ is to gain new skills and information.

- (A) learn
- (B) rescue
- (C) belong
- (D) influence

9 To _____ means to get things, usually from parents.

- (A) guide
- (B) practice
- (C) inherit
- (D) perform

10 An _____ is a skill.

- (A) order
- (B) ability
- (C) interest
- (D) example

11 _____ is the sharing of information.

- (A) Mischief
- (B) Exercise
- (C) Sculpture
- (D) Communication

COPY READY**Score**

_____/11

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

When I was little, 1. I loved my 2 loved me. I liked the time I spent at school, 3 I couldn't wait to get home to my animals. In the afternoons, I might play with Midnight, my cat, 4 I might try to teach Sir Lancelot, my dog, a new trick. Midnight never wanted to learn any tricks, 5 I didn't even try to teach him! 6 my pets so much because they were interesting. They couldn't speak in 7 knew what they were thinking.

After I grew up, 8 with animals. I was interested in animals, 9 I had a lot of experience with them. I could become a 10 a research scientist. Because I also liked the ocean a lot, 11 to study dolphins. They are some of the smartest animals in the world, 12 to be around them.

1 Choose the answer that goes in Blank 1.

- (A) I had a dog and a cat
- (B) loving dogs and cats
- (C) if I saw a dog or a cat
- (D) always a dog and a cat

2 Choose the answer that goes in Blank 2.

- (A) pets they
- (B) pets, they
- (C) pets and they
- (D) pets, and they

GO ON 

Writing, Revising, and Editing Test**Unit 2, Week 3****COPY READY**

- 3 Choose the answer that goes in Blank 3.
- (A) so
 - (B) but
 - (C) and
- 4 Choose the answer that goes in Blank 4.
- (A) so
 - (B) or
 - (C) but
- 5 Choose the answer that goes in Blank 5.
- (A) so
 - (B) or
 - (C) but
- 6 Choose the answer that goes in Blank 6.
- (A) Loving
 - (B) I loved
 - (C) If I loved
 - (D) When I loved
- 7 Choose the answer that goes in Blank 7.
- (A) words I
 - (B) words but I
 - (C) words, but I
 - (D) words, I always
- 8 Choose the answer that goes in Blank 8.
- (A) if I worked
 - (B) nice working
 - (C) good to work
 - (D) I wanted to work
- 9 Choose the answer that goes in Blank 9.
- (A) or
 - (B) but
 - (C) and
- 10 Choose the answer that goes in Blank 10.
- (A) veterinarian, or
 - (B) veterinarian, I could become
 - (C) veterinarian, or I could become
 - (D) veterinarian I could also become
- 11 Choose the answer that goes in Blank 11.
- (A) I decided
 - (B) my decision
 - (C) so I decided
 - (D) when I decide
- 12 Choose the answer that goes in Blank 12.
- (A) it is great
 - (B) and I like
 - (C) so much fun
 - (D) just amazing

GO ON 

Writing, Revising, and Editing Test

- 13 You are preparing to write a research report for class about intelligence in elephants. You have found the five sources below. Choose three sources that you think will be best for your topic. Write a paragraph that explains why you chose each of these sources.

***The Elephant Whisperer: My Life with the Herd in the African Wild* by Lawrence Anthony**

Heartwarming, exciting, funny, and sometimes sad account of the experiences of a conservationist in South Africa who accepts a herd of wild elephants onto his game reserve.

Encyclopedia Britannica article. Covers description, behavior, life cycle, importance to humans, and conservation.

Zoo Biology, Volume 29, 2010. Research on intelligence of elephants in zoo settings.

Catherine Doyle, Captive Elephant Specialist for In Defense of Animals, zoos@idausa.org.

Elephant Facts – Defenders of Wildlife

www.defenders.org › Wildlife and Habitat

Get the facts on elephants. Elephants are the largest land-dwelling mammals on earth. Take action and help save endangered elephants.

Score
_____/12 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit Test

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

Elephant Intelligence

According to the people who work with and watch them, elephants are intelligent animals. Here are some interesting elephant behaviors to support that.

- When elephants have an itch they can't reach, they sometimes grab a stick. They use it as a scratching tool.
- Elephants can be bothered by flies and other pests. Instead of using their tails like other animals do, elephants sometimes pick up a palm leaf and swat the bugs away.
- Elephants pull up grass by the roots for food. Before eating the grass, elephants shake or wash off the dirt.
- An elephant in South Africa dug its own watering hole to drink from.
- An elephant in India was helping to pull logs out of a truck and place them in holes in the ground. When the elephant came to one hole, it refused to put the log in place. As it turned out, there was a sleeping dog in the hole! Once the dog was gone, the elephant began working again.
- Some working elephants plug mud into the bell they wear around their neck. This stops the bell from ringing. By doing this, they are able to sneak bananas from an orchard without getting caught.

Elephants are truly amazing creatures. They use their intelligence to solve problems.

GO ON

Reading Comprehension Test

Unit Test

- 1 Which detail supports the main idea of “Elephant Intelligence”?
- (A) Elephants can help pull logs.
 - (B) Elephants plug mud into the bells they wear.
 - (C) Elephants pull up grass by the roots for food.
 - (D) Elephants can be bothered by flies and other pests.
- 2 Which of these is an **opinion**?
- (A) Elephants are amazing creatures.
 - (B) Elephants swat at flies with palm leaves.
 - (C) Elephants use sticks to scratch themselves.
 - (D) Elephants shake the dirt off grass before eating it.
- 3 Which group of words from the article shows that something is being compared?
- (A) *According to the people who work with and watch them . . .*
 - (B) *By doing this, they are able to sneak bananas . . .*
 - (C) *Instead of using their tails like other animals . . .*
 - (D) *As it turned out, there was a sleeping dog . . .*

GO ON

Reading Comprehension Test

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

How Smart Are Elephants?

You may have seen elephants do tricks in a circus. However, these tricks don't show how smart elephants really are. They are one of the smartest animals in the world. It has been shown that elephants share many of the same feelings that people have. For example, elephants have a sense of fun and play like people do. Elephants will squirt each other with water. They chase each other and even play keep-away.

Elephants also use tools like people do. They use sticks to scratch their backs or to dig in the dirt to find buried water. Elephants have even been known to copy sounds, like a passing truck. More than all of this, an elephant is one of the few animals that can recognize itself in a mirror. Most animals think that the mirror is another animal. This just shows how smart these wonderful creatures truly are.

- 4 What is the main idea of "How Smart Are Elephants?"
- (A) Elephants understand fun.
 - (B) Elephants are very clever animals.
 - (C) People and elephants get along well.
 - (D) We see elephants perform tricks in the circus.
- 5 Which group of words from the article makes a comparison?
- (A) *Elephants also use tools like people do.*
 - (B) *Elephants have a sense of fun and play.*
 - (C) *Elephants will squirt each other with water.*
 - (D) *Elephants have even been known to copy sounds.*

GO ON 

Reading Comprehension Test

Unit Test

- 6 Which detail supports the opinion that elephants like to have fun?
- (A) They copy sounds like a passing truck.
 - (B) They use sticks for scratching and digging.
 - (C) They can recognize themselves in a mirror.
 - (D) They chase each other and play keep-away.

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

Fact	"Elephant Intelligence"	"How Smart Are Elephants?"
1. Elephants use tools.	X	X
2. Elephants copy sounds.		
3. Elephants play with each other.		
4.	X	X

- 7 Look at Fact 1 on the chart. There is an X in the column under each article. This shows that the fact is in both articles. Now look at fact 2. The X should be under —
- (A) "Elephant Intelligence"
 - (B) "How Smart Are Elephants?"
 - (C) both articles
- 8 Look at fact 3 on the chart. The X should be under —
- (A) "Elephant Intelligence"
 - (B) "How Smart Are Elephants?"
 - (C) both articles

- 9 Fact 4 on the chart is blank. Which of these should go in the blank for fact 4 because it has an X under *both* articles?
- (A) Elephants can be sneaky.
 - (B) Elephants wash their food.
 - (C) Elephants perform tricks in circuses.
 - (D) Elephants and people share similar behaviors.

GO ON 

COPY READY

Reading Comprehension Test

Unit Test

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

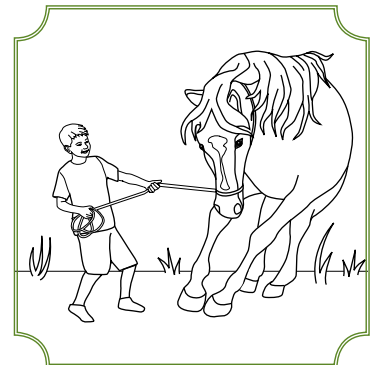
José and His Horse



The first time José met the horse, he stretched out his hand to pet her on the neck. Olinda quickly bit José's hand. Finally, José was able to ride her, but it always felt like she was looking for just the right moment to throw him off.

One day, José's father sent José to the store in town for supplies. The journey to town was too far to walk, so José knew he had to ride Olinda. He also knew that she would cause trouble along the way.

Sure enough, the trouble came when they got to the river. Olinda stopped on the riverbank and refused to cross. José pushed and pulled, begged and yelled, but the horse would not move. Angry and tired, José decided to go for a walk so he could calm down.

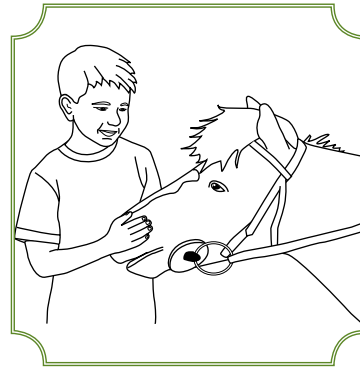


A short distance down the riverbank, José found some berry bushes. He was about to pick some when he heard a low growl. When José looked up, he saw an enormous, scary bear glaring down at him.

GO ON 

Reading Comprehension Test**Unit Test**

The bear began to move toward José, but suddenly it stopped, turned, and ran away into the bushes. José turned around and saw Olinda rearing up on her hind legs and looking very fierce. The horse had saved him!



José walked over to Olinda and reached up to pet her neck. She did not bite him this time and actually seemed to push fondly against his hand. Maybe they could be friends after all.

- 10** In the beginning of the story, how does José feel about riding Olinda?
- (A) bored
 - (B) excited
 - (C) nervous
 - (D) carefree
- 11** At the end of the selection, both José and Olinda —
- (A) want to stay by the river.
 - (B) seem to like each other more.
 - (C) are braver than they used to be.
 - (D) are tired after walking by the river.
- 12** After this event, José will most likely —
- (A) be less afraid of bears.
 - (B) stay away from the river.
 - (C) walk when he goes to town.
 - (D) be more patient with his horse.

GO ON 

Reading Comprehension Test

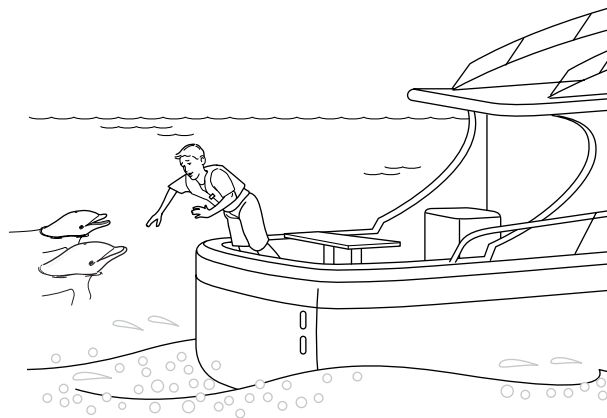
Unit Test

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

Dolphin to the Rescue

David and his parents spent the first day of their vacation to Italy on a boat. David was enjoying the wind on his face as they crossed the Adriatic Sea. He spotted some dolphins playing nearby. They moved as easily in the water as David moved on the basketball court. They made him want to learn to swim.

The boat started to travel away from the dolphins, so David stood up to get a better view. Unfortunately, he leaned out a little too far and lost his balance. He shouted as he fell off the boat into the water, but no one heard his cry for help over the boat's loud motor.



David's father was busy steering the boat. His mother was slicing cheese for lunch. Neither of them noticed David fall overboard. However, one of the dolphins saw him fall and quickly headed toward the boat. Like a bolt of lightning, the dolphin reached David before he could start to wave his arms.

GO ON 

Reading Comprehension Test

Unit Test

David felt something pushing him up from below. David grabbed on and held tightly. The strong animal flew through the water toward the boat.

The dolphin reached the boat with David hanging on. David's parents were startled and quickly pulled David to safety. Just as quickly, the dolphin that saved David's life disappeared back into the sea.



13 David's parents and the dolphin all want to —

- (A) eat lunch.
- (B) help David.
- (C) steer the boat.
- (D) swim in the water.

14 Both Olinda and the dolphin in "Dolphin to the Rescue" behave in a way that is —

- (A) funny.
- (B) playful.
- (C) surprising.
- (D) frightening.

GO ON 

Reading Comprehension Test

COPY READY

- 15** Both "Dolphin to the Rescue" and "José and His Horse" could be described as —
- (A) tall tales.
 - (B) quest stories.
 - (C) trickster tales.
 - (D) adventure stories.
- 16** In both "Dolphin to the Rescue" and "José and His Horse," the animals —
- (A) save people from harm.
 - (B) find people who are lost.
 - (C) cause trouble for people.
 - (D) avoid being near people.
- 17** Which of these is a theme in both stories?
- (A) Nature is worth protecting.
 - (B) Nature is hard to control.
 - (C) Animals are our friends.
 - (D) Animals need people.
- 18** The animal characters in both stories —
- (A) face great danger.
 - (B) play tricks on others.
 - (C) help in a time of trouble.
 - (D) share their wisdom with others.

- 19** Think about how the stories or articles you just read connect with something in your own life. Choose one of the stories or articles and tell about the connection.

Score
_____/21

DONE!

Vocabulary Test

Unit Test

Directions: Read the question. Use the dictionary entry to choose the best answer.

sharp (sharp) *adjective* **1** Cutting through easily **2** Quick and smart **3** Having a strong taste **4** Hurtful

stick (stik) *noun* **1** A long, thin piece of wood **2** Something with a long and thin shape *verb* **3** To attach things together **4** To stay beside

1 Mrs. Han uses a sharp knife to chop the vegetables.

Which meaning of sharp is used in this sentence?

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

2 My sister gave me a stick of gum.

Which meaning of stick is used in this sentence?

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

GO ON 

Vocabulary Test**Unit Test**

mouse (mows) *noun* **1** A small animal with pointed nose, small ears, and long tail **2** A shy person **3** A small tool used with a computer *verb* **4** To look for mice

light (lit) *noun* **1** Something that makes light, like a lamp *verb* **2** To land, as a bird *adjective* **3** Not heavy; weighing only a little **4** Cheerful or happy

COPY READY

3 I use a mouse to select a file.

Which meaning of mouse is used in this sentence?

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

4 This box is light and easy to carry.

Which meaning of light is used in this sentence?

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

Directions: Choose the pair of words that makes the sentences correct.

5 That is a _____ boat. It pulls other boats out to _____.

- (A) toe, see
- (B) toe, sea
- (C) tow, see
- (D) tow, sea

6 Joe is the father. Little Joe is his _____. They live _____ our school.

- (A) sun, by
- (B) son, by
- (C) sun, buy
- (D) son, buy

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the word that completes the sentence correctly.

7 To build a model airplane, you must have the right _____.

- (A) waves
- (B) tools
- (C) tests
- (D) laws

8 The duckling flaps his wings to _____ his mother when she flies.

- (A) imitate
- (B) respect
- (C) trust
- (D) hear

9 She can name all 50 states because she has a good _____.

- (A) belief
- (B) season
- (C) memory
- (D) relationship

10 Her _____ to the teacher's question is correct.

- (A) feeling
- (B) promise
- (C) response
- (D) behavior

11 We won the game because we followed our coach's _____.

- (A) contest
- (B) problem
- (C) occasion
- (D) strategy

12 He developed the _____ to cook by helping his grandmother prepare meals.

- (A) ability
- (B) money
- (C) impact
- (D) balance

COPY READY

Score
_____/12

DONE!

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Many dogs are pets. Their owners feed and play with them. These dogs have it easy. When you're a sheep dog, though, 1! Sheep dogs are used a lot in 2 a lot of sheep and few fences. These dogs are smart! All the rancher has to do is 3 the dog knows what to do. Sheep dogs "push" sheep from the 4 stop them from the front. A breed known as the Australian Kelpie can even run across the backs of a herd of sheep!

1 Choose the answer that goes in Blank 1.

- (A) working hard
- (B) much hard work
- (C) you have work to do
- (D) since there's much work

2 Choose the answer that goes in Blank 2.

- (A) Australia where
- (B) Australia, there are
- (C) Australia, they have
- (D) Australia because there are

3 Choose the answer that goes in Blank 3.

- (A) whistle,
- (B) whistle and
- (C) whistle, and
- (D) whistle right away

4 Choose the answer that goes in Blank 4.

- (A) back, or
- (B) back, or they
- (C) back or they will
- (D) back they can also

GO ON 

Writing, Revising, and Editing Test

Directions: Read the paragraphs. Then answer the questions.

(1) My grandparents were visiting us last weekend so we went with them to Ocean World. (2) When we got there, we went to a dolphin show. (3) What an amazing show that was! (4) We sat right next to the water. (5) Because we didn't want to miss anything. (6) They said "You might get splashed." (7) We weren't afraid of a little water.

(8) When the show started, a trainer climbed a very tall ladder. (9) She stretched her arms and held out two pieces of fish. (10) Two shiny dolphins exploding out of the water at the same time. (11) They jumped 20 feet up in the air, or they got the fish!

- 5 What is the correct way to write sentence 1?
- (A) My grandparents were visiting us last weekend, so we went with them to Ocean World.
 - (B) My grandparents were visiting us last weekend if we went with them to Ocean World.
 - (C) My grandparents were visiting us last weekend we went with them to Ocean World.
 - (D) Correct as is

- 6 What is the correct way to write sentences 4 and 5?
- (A) We sat right next to the water. Because we didn't want to miss nothing.
 - (B) We sat right next to the water because we didn't want to miss anything.
 - (C) We sat right next to the water, so we didn't want to miss anything.
 - (D) Correct as is

GO ON 

Writing, Revising, and Editing Test**Unit Test****COPY READY**

- 7 What is the correct way to write sentence 6?
- (A) They said "you might get splashed."
 - (B) They said "You might get splashed".
 - (C) They said, "You might get splashed."
 - (D) Correct as is
- 8 What is the correct way to write sentence 8?
- (A) When the show started, a trainer climbing a very tall ladder.
 - (B) When the show started, and a trainer climbed a very tall ladder.
 - (C) The show started, a trainer climbed a very tall ladder.
 - (D) Correct as is
- 9 What is the correct way to write sentence 10?
- (A) Two shiny dolphins exploded out of the water at the same time.
 - (B) Two shiny dolphins, and exploding out of the water at the same time.
 - (C) When two shiny dolphins exploding out of the water at the same time.
 - (D) Correct as is
- 10 What is the correct way to write sentence 11?
- (A) They jumped 20 feet up in the air, and they got the fish!
 - (B) They jumped 20 foot up in the air, or they got the fish!
 - (C) They jumped 20 feet up in the air, or got the fish!
 - (D) Correct as is






GO ON 

Writing, Revising, and Editing Test

11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) Elephants live a long time and has a lot to learn. (2) A baby elephant doesn't have no survival skills. (3) When it is first born, other elephants teach it many new things. (4) Baby elephants are good students. (5) Elephants' brains are the largest of any land animal and their brains have special parts called *spindle neurons*. (6) These parts are very long and sends signals quickly through the brain. (7) "Spindle neurons are found only in the brains of humans, apes, whales, dolphins, and elephants, say scientists. (8) Scientists think spindle neurons are important for intelligence that is one reason elephants are so smart.

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

12 Your class wants to find out how wild animals are trained to perform in shows. Write a business letter to an animal trainer to ask her to speak to your class about this. Make sure you include all the parts of the letter in the correct order.

Score
_____/10 multiple-choice
_____/6 editing task
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 2

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 A2.47.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.4.L.1.g, L.2, L.2.d	_____/20	_____/20	_____/19	_____/21
End-of-Week Test CC.4.L.1.g, L.2, L.2.d	_____/20 ____%	_____/20 ____%	_____/19 ____%	_____/21 ____%

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 A2.47.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Characters CC.4.Rlit.3	1 2 3	1 4		10 12 14	_____/8
Compare Across Literature CC.4.Rlit.9		2 3 5 6		11 13 15 16 17 18	_____/10
Main Idea CC.4.Rinf.2, Rinf.1			1 2 3	1 4	_____/5
Integrate Information CC.4.Rinf.9				7 8 9	_____/3
Identify Fact and Opinion CC.4.Rinf.1				2 6	_____/2
Make Connections CC.4.Rlit.10, Rinf.10				19 (____/3)	_____/3
Review Skill: Summarize Literature CC.4.Rlit.3	4				_____/1
Review Skill: Informational Text Structures CC.4.Rinf.5			4	3 5	_____/3
Total	____/4 ____%	____/6 ____%	____/4 ____%	____/21 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.4.L.6, Rlit.4, Rinf.4	1 2 3 4 5		1 2 3 4 5 6	7 8 9	_____/14
Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4	6 7 8 9 10		7 8 9 10 11	10 11 12	_____/13
Homophones CC.4.L.4.a		1 2 3 4		5 6	_____/6
Use a Dictionary CC.4.L.4.c, Rfou.4.a				1 2 3 4	_____/4
Total	____/10 ____%	____/4 ____%	____/11 ____%	____/12 ____%	

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Name _____ Date _____

Weekly and Unit Assessments

Unit 2

Writing, Revising, and Editing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Revising and Editing	Subject-Verb Agreement CC.4.L.1, L.3, W.5	1 2 3 4 5 6			11a 11d	_____/8
	Sentence Structure CC.4.L.1, L.2, L.3, L.1.f, L.2.c, W.5		1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11b 11c 11e 11f	_____/34
Subtotal		_____/6	_____/8	_____/12	_____/16	
Weekly Writing Skills (Writing Prompts)	Character Traits CC.4.W.3, W.4	_____/4				_____/4
	Introduce Main Character CC.4.W.3.a		_____/4			_____/4
	Locate Sources of Information CC.4.W.7			_____/4		_____/4
	Introduce a Topic CC.4.W.2.a				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/10 ____%	_____/12 ____%	_____/16 ____%	_____/20 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Totals
CC.4.W.2, W.5, W.10	_____/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

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Weekly and Unit Assessments

Unit 2

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Characters CC.4.Rlit.3												
	Compare Across Literature CC.4.Rlit.9												
	Main Idea CC.4.Rinf.2, Rinf.1												
	Integrate Information CC.4.Rinf.9												
	Identify Fact and Opinion CC.4.Rinf.1												
	Make Connections CC.4.Rlit.10, Rinf.10												
	Review Skill: Summarize Literature CC.4.Rlit.3												
	Review Skill: Informational Text Structures CC.4.Rinf.5												
Writing, Revising, and Editing	Subject-Verb Agreement CC.4.L.1, L.3, W.5												
	Sentence Structure CC.4.L.1, L.2, L.3, L.1.f, L.2.c, W.5												
	Writing in Response to Prompt CC.4.W.2, W.2.a, W.3, W.3.a, W.5, W.7, W.10												
Vocabulary	Science Vocabulary CC.4.L.6, Rlit.4, Rinf.4												
	Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4												
	Homophones CC.4.L.4.a												
	Use a Dictionary CC.4.L.4.c, Rfou.4.a												

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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			
Written Composition			

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Writing Rubric

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Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The writing has a clear, focused message that keeps readers interested. Details are accurate and relevant, showing in-depth knowledge of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure throughout that suits the writer's audience and purpose. All content flows smoothly and logically. 	<ul style="list-style-type: none"> The writing sounds genuine and unique. The writer's tone is appropriate to the purpose and audience. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the writer's message. Language used throughout is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have appropriate 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, punctuation, capitalization, grammar, usage, and paragraphing. All the sentences are complete. 	<ul style="list-style-type: none"> The text is presented in an orderly way, significantly helping to convey the message. Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	<ul style="list-style-type: none"> Most of the writing has a clear, focused message that keeps readers interested. Most details are accurate and relevant, showing reasonable knowledge of the topic. 	<ul style="list-style-type: none"> Most of the writing has a clear structure that suits the writer's audience and purpose. Most of the content flows smoothly and logically. 	<ul style="list-style-type: none"> Most of the writing sounds genuine and unique. The writer's tone is mostly appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the writer's message. Most language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have appropriate transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Most of the sentences are complete. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way, generally helping to convey the message. Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	<ul style="list-style-type: none"> The writing has a fairly unclear and unfocused message, causing readers some confusion. Some details are relevant and accurate, showing minimum knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure that suits the writer's audience and purpose. Some content flows smoothly and logically. 	<ul style="list-style-type: none"> Some of the writing sounds genuine and unique. The writer's tone is somewhat inappropriate for the purpose and audience. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the writer's message. Some language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have appropriate 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, capitalization, grammar, usage, and paragraphing. Some of the sentences are complete. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. Some visuals are appropriate for the purpose and audience and support meaning.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message, causing readers confusion. Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure. The content does not flow smoothly or logically. 	<ul style="list-style-type: none"> The writing does not sound genuine or unique. The writer's tone is not appropriate for the purpose or audience. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the writer's message. Language is dull, vague, and inappropriate for the audience, losing the readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied or effective or have appropriate transitions. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Few sentences are complete. 	<ul style="list-style-type: none"> The text is not presented in an orderly way, making it very difficult to track and comprehend the message. None of the visuals are appropriate for the purpose or audience, and do not support meaning.

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Grade 4 Assessment

A2.42

Unit 2 | Animal Intelligence

Research Rubric

Unit 2, Week 3

Scale	Content	Speaking
4	<ul style="list-style-type: none">• Locates relevant information using three or more reference sources.• Narrows and chooses topic independently.• Chooses to include relevant information.	<ul style="list-style-type: none">• Speaks clearly.• Speaks at an appropriate volume for the audience.
3	<ul style="list-style-type: none">• Locates relevant information using two reference sources.• Narrows and chooses topic with some assistance.• Chooses to include information that is mostly relevant.	<ul style="list-style-type: none">• Speaks clearly most of the time.• Speaks at an appropriate volume for the audience most of the time.
2	<ul style="list-style-type: none">• Locates relevant information using one reference source.• Narrows and chooses topic only with assistance.• Chooses to include only some relevant information.	<ul style="list-style-type: none">• Speaks clearly some of the time.• Speaks at an appropriate volume for the audience some of the time.
1	<ul style="list-style-type: none">• Does not locate information using reference sources.• Does not narrow or choose topic.• Does not include relevant information.	<ul style="list-style-type: none">• Does not speak clearly.• Does not speak at an appropriate volume for the audience.

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Unit Self-Assessment

Unit 2

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
use a dictionary to learn new words.			
tell which homophone to use.			
make connections to myself when I read.			
identify main ideas in an article.			
analyze and compare characters in stories.			
compare themes, events, and topics in stories.			
identify facts and opinions in an article.			
tell if both verbs in a compound predicate agree with their subject.			
use negative words correctly.			
use punctuation with quotes correctly.			
write compound sentences correctly.			

Of all the texts you read for Animal Intelligence, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Analyze Characters	CC.4.Rlit.3
2	A	Analyze Characters	CC.4.Rlit.3
3	B	Analyze Characters	CC.4.Rlit.3
4	C	Plot	CC.4.Rlit.3
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Compare Characters	CC.4.Rlit.3
2	A	Compare Patterns of Events	CC.4.Rlit.9
3	D	Compare Themes	CC.4.Rlit.9
4	D	Compare Characters	CC.4.Rlit.3
5	A	Compare Patterns of Events	CC.4.Rlit.9
6	B	Compare Topics	CC.4.Rlit.9
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	D	Main Idea	CC.4.Rinf.2
2	C	Support for Main Idea	CC.4.Rinf.2, Rinf.1
3	A	Support for Main Idea	CC.4.Rinf.2, Rinf.1
4	C	Chronology	CC.4.Rinf.5
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Support for Main Idea	CC.4.Rinf.2, Rinf.1
2	A	Identify Fact and Opinion	CC.4.Rinf.1
3	C	Comparison	CC.4.Rinf.5
4	B	Main Idea	CC.4.Rinf.2
5	A	Comparison	CC.4.Rinf.5
6	D	Identify Fact and Opinion	CC.4.Rinf.1
7	B	Integrate Information	CC.4.Rinf.9
8	B	Integrate Information	CC.4.Rinf.9
9	D	Integrate Information	CC.4.Rinf.9
10	C	Analyze Characters	CC.4.Rlit.3
11	B	Compare Characters	CC.4.Rlit.3
12	D	Analyze Characters	CC.4.Rlit.3
13	B	Compare Characters	CC.4.Rlit.3
14	C	Compare Characters	CC.4.Rlit.3
15	D	Compare Patterns of Events	CC.4.Rlit.9
16	A	Compare Topics	CC.4.Rlit.9
17	C	Compare Themes	CC.4.Rlit.9
18	C	Compare Patterns of Events	CC.4.Rlit.9
19	Skill Rubric	Make Connections	CC.4.Rlit.10, Rinf.10

Vocabulary					
Week 1 CC.4.L.6, Rlit.4, Rinf.4			Week 3 CC.4.L.6, Rlit.4, Rinf.4		
Item	Key	Word	Item	Key	Word
1	A	prey	1	A	tool
2	C	predator	2	D	Memory
3	D	adaptation	3	C	pattern
4	B	defend	4	A	commands
5	A	trait	5	B	imitates
6	B	Survival	6	D	skill
7	D	characteristic	7	C	Language
8	C	strategy	8	A	learn
9	A	Behavior	9	C	inherit
10	D	response	10	B	ability
			11	D	Communication

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	D	Homophones	CC.4.L.4.a
2	A	Homophones	CC.4.L.4.a
3	B	Homophones	CC.4.L.4.a
4	D	Homophones	CC.4.L.4.a
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Use a Dictionary	CC.4.L.4.c, Rfou.4.a
2	B	Use a Dictionary	CC.4.L.4.c, Rfou.4.a
3	C	Use a Dictionary	CC.4.L.4.c, Rfou.4.a
4	C	Use a Dictionary	CC.4.L.4.c, Rfou.4.a
5	D	Homophones	CC.4.L.4.a
6	B	Homophones	CC.4.L.4.a
7	B	Science Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
8	A	Science Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
9	C	Science Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
10	C	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
11	D	Academic Vocabulary	CC.4.L.6
12	A	Academic Vocabulary	CC.4.L.6

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Answer Keys and Rubrics

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	B	Compound Predicate	CC.4.L.1, L.3	1	C	Complex Sentences (Formation)	CC.4.L.1.f, L.2
2	A	Compound Predicate	CC.4.L.1, L.3	2	D	Complex Sentences (Formation)	CC.4.L.1.f, L.2
3	C	Compound Predicate	CC.4.L.1, L.3	3	C	Complex Sentences (Formation)	CC.4.L.2.c
4	D	Compound Predicate	CC.4.L.1, L.3	4	B	Complex Sentences (Formation)	CC.4.L.2.c
5	A	Compound Predicate	CC.4.L.1, L.3	5	A	Editing: Compound Sentences (Punctuation)	CC.4.L.2.c, W.5
6	D	Compound Predicate	CC.4.L.1, L.3	6	B	Editing: Complex Sentences (Formation)	CC.4.L.1.f, L.2, W.5
Prompt (7)	Skill Rubric	Character Traits	CC.4.W.3, W.4	7	C	Editing: Types of Sentences (Quotations)	CC.4.L.2, L.1, W.5
Week 2				8	D	Editing: Complex Sentences (Formation)	CC.4.L.1.f, L.2, W.5
Item	Key	Item Descriptor	CCSS Code	9	A	Editing: Complete and Correct Sentences (Formation)	CC.4.L.1, L.3, W.5
1	A	Types of Sentences (Negative)	CC.4.L.1, L.3	10	A	Editing: Compound Sentences (Conjunction)	CC.4.L.2.c
2	C	Types of Sentences (Quotations)	CC.4.L.2, L.1, L.3	11a	Editing Rubric	Editing Task: Compound Predicate	CC.4.L.1, L.3, W.5
3	A	Types of Sentences (Negative)	CC.4.L.1, L.3	11b	Editing Rubric	Editing Task: Types of Sentences (Negative)	CC.4.L.1, L.3, W.5
4	B	Types of Sentences (Negative)	CC.4.L.1, L.3	11c	Editing Rubric	Editing Task: Compound Sentences (Punctuation)	CC.4.L.2.c, W.5
5	C	Types of Sentences (Quotations)	CC.4.L.2, L.1, L.3	11d	Editing Rubric	Editing Task: Compound Predicate	CC.4.L.1, CC.4.L.3, W.5
6	B	Types of Sentences (Quotations)	CC.4.L.2, L.1, L.3	11e	Editing Rubric	Editing Task: Types of Sentences (Quotations)	CC.4.L.2, C.1, W.5
7	B	Types of Sentences (Negative)	CC.4.L.1, L.3	11f	Editing Rubric	Editing Task: Complete and Correct Sentences (Formation)	CC.4.L.1, L.3, W.5
8	C	Types of Sentences (Quotations)	CC.4.L.2, L.1, L.3	Prompt (12)	Skill Rubric, Writing Rubric	Introduce a Topic	CC.4.W.2.a, W.2, W.5, W.10
Prompt (9)	Skill Rubric	Introduce Main Character	CC.4.W.3.a				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	A	Complete and Correct Sentences (Formation)	CC.4.L.1, L.3				
2	D	Complete and Correct Sentences (Formation)	CC.4.L.1.f, L.2.c				
3	B	Compound Sentences (Conjunction)	CC.4.L.2.c				
4	B	Compound Sentences (Conjunction)	CC.4.L.2.c				
5	A	Compound Sentences (Conjunction)	CC.4.L.2.c				
6	B	Complete and Correct Sentences (Formation)	CC.4.L.1, L.3				
7	C	Complete and Correct Sentences (Formation)	CC.4.L.1.f, L.2.c				
8	D	Complete and Correct Sentences (Formation)	CC.4.L.1, L.3				
9	C	Compound Sentences (Conjunction)	CC.4.L.2.c				
10	C	Complete and Correct Sentences (Formation)	CC.4.L.1.f, L.2.c				
11	A	Complete and Correct Sentences (Formation)	CC.4.L.1, L.3				
12	B	Complete and Correct Sentences (Formation)	CC.4.L.1.f, L.2.c				
Prompt (13)	Skill Rubric	Locate Sources of Information	CC.4.W.7				

Answer Keys and Rubrics

Unit 2

Writing, Revising, and Editing	
Week 1 Skill Rubric Prompt #7 Character Traits	
Student describes character using	
4 points	effective details in dialogue and actions.
3 points	adequate details in dialogue and actions.
2 points	occasional details in dialogue and actions.
1 point	minimal details.
Week 2 Skill Rubric Prompt #9 Introduce Main Character	
Student introduces the main character and conflict with	
4 points	effective details in dialogue and actions.
3 points	adequate details in dialogue and actions.
2 points	occasional details in dialogue and actions.
1 point	minimal details.
Week 3 Skill Rubric Prompt #13 Locate Sources of Information	
4 points	clearly explains the benefits or contributions of the three sources.
3 points	adequately explains the benefits or contributions of the three sources.
2 points	superficially explains the benefits or contributions of the three sources.
1 point	minimally explains the benefits or contributions of the three sources.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Prompt #12 Introduce a Topic	
Student introduces the topic in a letter	
4 points	clearly.
3 points	adequately.
2 points	vaguely.
1 point	unclearly.
Use the Writing Rubric on page A2.42 to assess the writing traits of student responses for the Unit Test writing prompt.	
Unit Test Editing Task Rubric Item #11 1 point per correct response	
11a	In sentence 1, change "has" to "have"
11b	In sentence 2, change "no" to "any"
11c	In sentence 5, add a comma after "animal"
11d	In sentence 6, change "sends" to "send"
11e	In sentence 7, add quotation marks after "elephants,"
11f	In sentence 8, add a period and change "that" to "That" or add a comma and "so" or "and" after "intelligence"
Reading Comprehension Unit Test Rubric Item #10 Make Connections	
3 points	Fully describes a text-to-self connection
2 points	Provides a limited text-to-self connection
1 point	Text-to-self connection is minimal or doesn't relate to the content

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

6 points

Points	1	2	3	4	5	6
%	17	33	50	67	83	100

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

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

19 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

20 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

21 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
%	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95	100

Analyze Characters

Review the Rules

Writers describe characters, the people or animals, in a story. You can tell what characters are like by

- what they say or do
- how they act with each other.

Practice

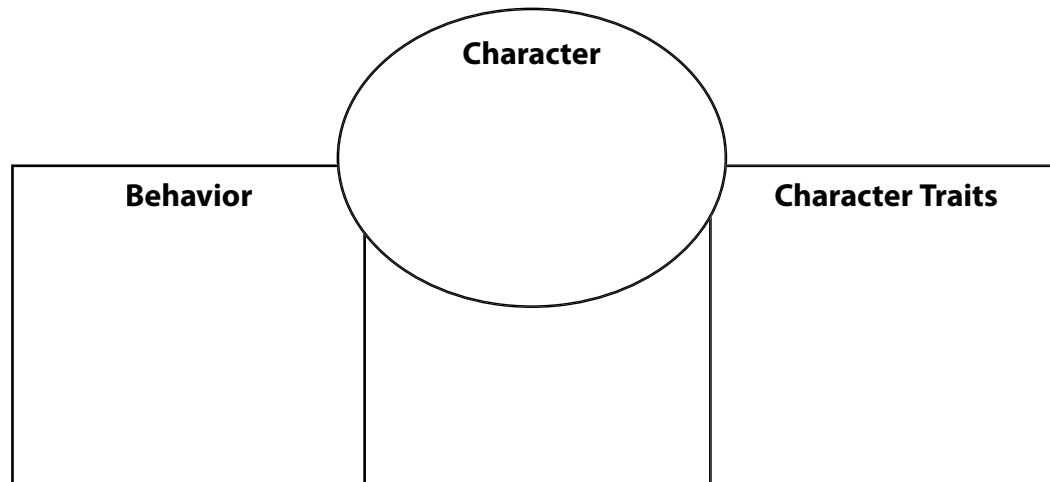
Read "The Winning Score." Underline the behavior of the character. Complete the character map.

The Winning Score

Maria took a deep breath. The soccer game is tied, and it is her turn to kick the ball. Maria carefully lines up her leg with the ball and then kicks with all her strength. Whomp! The ball glides by the goalie into the net. She has scored the winning point in the last moments of the game!

The crowd shouts with excitement. Maria smiles as her teammates rush to hug her.

Maria quietly waves to the crowd. Her team is jumping with joy and patting her on her back. She tells her team, "Each of you played a great game."



Apply

Retell a story from one of your Small Group Reading books. Choose a character and describe what the character does or says.

Making Connections

Review the Rules

Making connections between a text and your own life can help you understand the text you are reading. As you read

- think about what the text reminds you of
- think about what you know and what you have seen.

Read the first two paragraphs of “A New Café” and the sample connection.

A New Café

The lunch bell finally rings. You’re so hungry, you almost run to the lunchroom. Too bad you have only two choices: a chewy slice of pizza or a hot dog. Nothing looks good or healthful.

You wish your school had better food. But have you ever tried to change it?

In Santa Monica, some students decided to make a change. They turned a small lunchroom into Vike’s Café. The café offers healthier and tastier options than the school lunchroom offers.

Fifteen students help run Vike’s Café. They decided to use low-fat dressing for the chicken salad. They also started offering better tasting pizzas. The biggest change is the way they cook. None of the food is fried. It’s all baked.

“This reminds me that I don’t always like what my cafeteria has. Now I want to read more to find out what the “change” will be.

Practice

As you read the rest of the text, write ways that you can connect the text to yourself. Think about what you know and have seen in the world.

Apply

Tell a partner about connections you had about one of your Small Group Reading books. Be sure to share how your connections helped you understand the text.

Writing Trait: Word Choice

Review the Rules

Choose words that make your story more interesting. Try to use words that

- you do not usually use
- add extra description
- make your writing more exciting.

Practice

Read each sentence. Circle the stronger word choice. Then read the sentences aloud.

- 1 The tree's leaves blew/rustled in the wind.
- 2 Cleo's anger roared/grew inside of him.
- 3 The cougar walks/prowls in the woods at night.

Apply

Rewrite the sentences below. Choose your words carefully to make the sentences more interesting.

- 4 Terrance walked up the tall hill.

- 5 He was tired after a long day at school.

- 6 Terrance sat down to rest.

- 7 He fell asleep and snored loudly.

Connect Characters

Review the Rules

Readers make connections between characters to

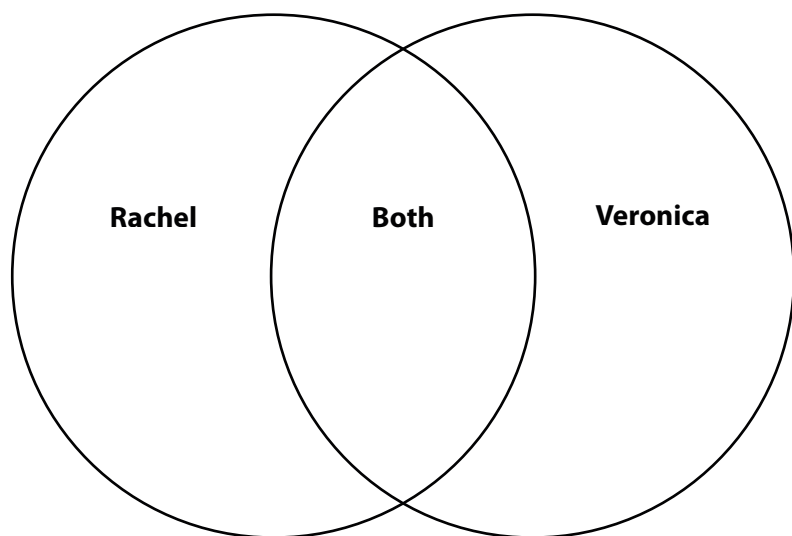
- learn how characters in the same story are alike or different
- learn how characters in more than one story are alike or different.

Practice

Read "The Play" and complete the Venn diagram. Make connections between the two main characters.

The Play

Rachel wanted to get the lead role in the school play more than anything. She knew it wouldn't be easy to get the part. Veronica was also trying out for the lead. Veronica was an 8th grader and had been in many plays. Rachel was only in 7th grade, but she was going to try anyway. This would be Rachel's very first play. The girls smiled at each other on the way to the auditions. They wished each other luck.



Apply

Share what you learned about two characters from one of your Small Group Reading books. List two connections between the characters.

Compare Topic and Theme

Review the Rules

Some stories have similar themes or topics. Myths or trickster tales both have predictable events that tell an important message.

Practice

Read the beginning of each trickster tale “The Lion and the Mouse” and “The Elephant and the Mouse.” Circle the similar events and themes in the stories.

The Lion and the Mouse

One day, Lion was sleeping peacefully in the shade. A tiny mouse crawled across his mane and woke him. Lion was very angry. “I am going to eat you for disturbing me when I am so tired.”

“If I promise to repay you in the future, will you let me go?” Mouse asked. The Lion laughed and said, “How can you help me? I am a big strong lion and you are just a small mouse.” But he agreed to let him go anyway.

The Elephant and the Mouse

One day, a tiny mouse came across a sleeping elephant. When the elephant awoke, it screamed and stood on a large tree trunk in fear. Mouse exclaimed, “Why would a big strong elephant be afraid of me?”

Elephant replied, “I may be a big strong elephant, but I am afraid of things I don’t understand. I do not understand how an animal can be so small!”

Mouse replied, “If you come down from there, I will be your friend. You can protect me, and I promise to help you with your fears.” Elephant agreed with the logic of Mouse’s argument and came down from the trunk.

Apply

Tell a partner about a theme or topic you read about in one of your Small Group Reading books. Have your partner tell you about a similar theme or topic.

Making Connections

Review the Rules

Making connections between a text and your own life can help you understand the text you are reading. You can connect to the text by asking yourself if

- part of the text reminds you of something you know
- it is something you have seen in your own life.

Read the first three sentences of "A Bad Day" and the sample connection.

A Bad Day

I was really nervous to go to a new school. I wanted to make a good impression, but nothing went right. In gym class, I tripped on my shoelace while running to first base. In the cafeteria, I dropped my lunch tray, and food went flying everywhere. I was so embarrassed. I ran to the bathroom trying not to cry. Just when I thought I'd never make new friends, a girl stopped to talk to me.

"Hey," she said, "Don't worry about it. Everyone has bad days. I've had a million." Then she smiled. "I'm Sophia. Want to sit outside and share my sandwich?" I nodded with relief.

On our way outside, Sophia tripped and nearly fell. "See?" she laughed, "I told you."

"This author might be careless. But, this reminds me that once, I tripped on my shoelace going to school. I wouldn't want to do that in gym. Now I understand why this author has 'A Bad Day.'"

Practice

As you read the rest of the text, complete the T-Chart with ways that you can connect the text to yourself.

The Text	My Own Life

Apply

Tell a partner about connections you had about one of your Small Group Reading books. Be sure to share how your connections helped you understand the text.

Writing Trait: Organization

Review the Rules

Writing that shows good organization

- tells events in the order they happen
- uses transitions to help readers follow the order, such as *then* and *later*.

Practice

Read the story. Number the beginning, middle, and end of the story. Then circle the transition words.

Three Monkeys

Once there were three little monkeys who lived in a tree deep in the rain forest. At night, they teased an old alligator that lived in the swamp. "Can't catch us you old alligator. You are too slow and too old!" said the monkeys.

The alligator knew he was slow. He knew he was old. But he was hungry. And a hungry alligator is a smart alligator.

Later the alligator crawled out of the swamp.

"I'm an old hungry alligator with no teeth," said the alligator. "May I have a banana?"

The monkeys saw no harm in sharing their banana with an alligator that had no teeth. So, they climbed down the tree, just a little bit, and SNAP! The old alligator snatched one monkey out of the tree. SNAP! SNAP! The alligator snatched another. Then another!

"Yum! I may be old, but I am smart." Then the alligator crawled back into the swamp.

Apply

Write about a familiar folk tale. Organize your ideas to tell about the beginning, middle, and end of the story.

Main Idea and Details

Review the Rules

Many texts include a main idea and details.

- The main idea is the biggest, or most important, idea in the text.
- Details are smaller pieces of information that tell more about the main idea.

Practice

Read “The 1906 San Francisco Earthquake.” Circle the main idea of the passage. Underline three details that support the main idea.

The 1906 San Francisco Earthquake

A dangerous earthquake struck San Francisco on April 18, 1906. It measured 7.8 out of 10 on the Richter scale. The Richter scale is an instrument that measures the strength of earthquakes. More than 700 people were killed in the earthquake. Dozens of buildings fell down. The earthquake caused many fires. All day, the fire spread from building to building in the city.

Apply

Share the main idea and details from one of your Small Group Reading books. Include at least two details about the main idea.

Making Connections

Review the Rules

Making connections helps you understand the text you are reading. You can make connections between

- a text and your own life
- a text and something you have read
- a text and something that you know about in the world.

Read the first paragraph of “Why Can’t Girls Play?” and the sample connection.

COPY READY

Why Can’t Girls Play?

My friends always knew that I was willing to fight for what is right. That’s why I started a girl’s basketball team at my school. I discovered that many girls wanted to play. I met with the principal and delivered a long list of names.

He said that some problems were getting in the way. “For example, the boy’s team needs the court.”

“We’ll play outside,” I said. But that wasn’t the end of our problems. The principal said we’d need to make our own uniforms. After making our uniforms, we began practicing outside.

All over my country, girl’s teams followed our example. I guess they also wondered, “Why can’t girls play?”

“It’s about doing what is right. This reminds me that I always stick up for my little brother because he is small. Now, I know how the author feels, and I can understand why the author is willing to ‘fight for what is right.’”

Practice

As you read the rest of the text, think about what the selection reminds you of. Write at least one connection to the text. Explain how this helps you understand the text

Apply

Tell a partner about connections you had with one of your Small Group Reading books. Be sure to share how your connections helped you understand the text.

Identify Facts and Opinions

Review the Rules

Nonfiction articles can contain facts and opinions.

- A fact is real information. Facts can be proven true.
- An opinion is how someone feels about a topic or idea. Opinions cannot be proven true.
- Opinions often include signal words, such as *feel*, *believe*, *think*, or *should*.

Read the Fact and Opinion Chart.

Sentence	Can It Be Proven True?	Fact or Fiction
A lily is a type of flower.	Yes. I can find this information in many books.	fact
Lilies are the best types of flowers.	No. This information is how someone feels about flowers.	opinion

Practice

Read the following sentences. Make an X in the chart to show whether each sentence is a fact or an opinion.

Sentence	Fact	Opinion
Duke University has the best basketball team in the country.		
I think all schools should make students wear uniforms.		
A dolphin can swim 35 miles per hour.		
Mars is the fourth planet from the sun in our solar system.		
Once you lie, no one will ever be able to trust you again.		

Apply

Share one fact and one opinion from one of your Small Group Reading books. Tell why the information is a fact or an opinion.

Compare and Contrast

Review the Rules

Some nonfiction texts tell how two or more ideas are alike or different.

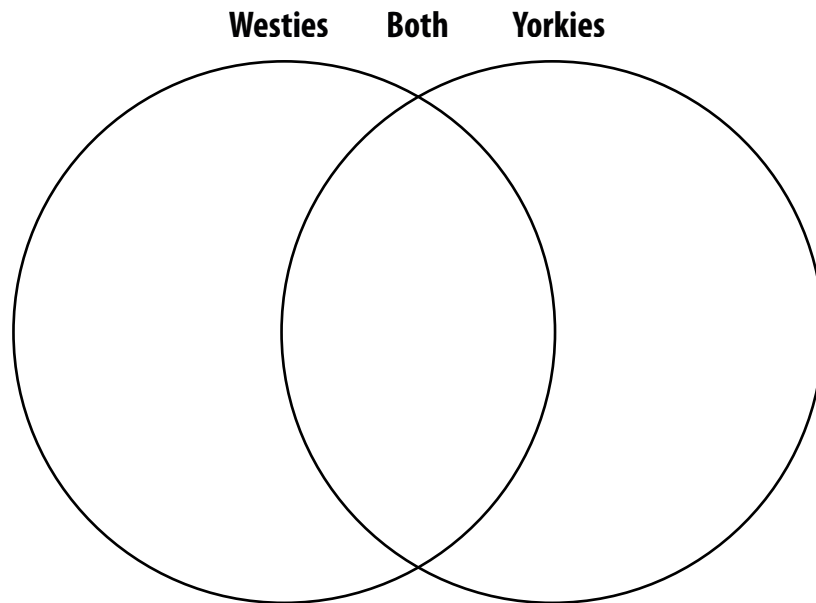
- Signal words such as *like*, *likewise*, *in the same way*, and *similar* show how ideas are the same.
- Signal words such as *however*, *but*, *unlike*, *instead*, and *though* show how ideas are different.

Practice

Read “Doggie Differences.” Use the Venn diagram to compare and contrast the dogs.

Doggie Differences

The West Highland White Terriers are known as Westies. Yorkshire Terriers are known as Yorkies. Both types come from a similar family of dogs. Westies were bred in Scotland, but Yorkies were bred in England. Like Westies, Yorkies were bred to chase small animals, such as mice. Unlike Westies, Yorkies do not shed. This makes Yorkies better dogs for people with allergies than Westies.



Apply

Compare and contrast information from one of your Small Group Reading books. Use signal words to tell how two items or topics were alike or different.

Making Connections

Review the Rules

Making connections helps you understand the text you are reading. You can make connections between

- a text and your own life
- a text and something you have read
- a text and something that you know about in the world.

Read the first three sentences of “Moving to the City” and the sample connection.

Moving to the City

June 17, 1919

Dear Diary,

We’re staying with Aunt Ruth and Uncle Arnie until we find our own place in Chicago. Dad has found a job in a steel mill. Aunt Ruth says Mom will be able to find work in a laundry. We are all thrilled, except my brother Bobby. He keeps saying that he wants to go back to the farm in the South. Ha! And go back to being poor and to that one-room schoolhouse? Forget it. In the fall, I’ll be going to high school with dozens of classrooms! I must write to Cousin Josie and tell her.

“It’s about the writer’s parents getting new jobs. This reminds me of a report I read that said many people are looking for jobs. Now I understand what the family is facing.”

Practice

As you read the rest of the text, think about what the selection reminds you of. Write at least one connection. Explain how this helps you understand the text.

Apply

Tell a partner about connections you had with one of your Small Group Reading books. Be sure to share how your connections helped you understand the text.

Writing Trait: Organization

Review the Rules

When you write, organize your ideas so your readers understand the message.

- Clearly state your topic.
- Make sure you group related ideas in the correct order.

Practice

Read "Homeless Animals." Circle two sentences that should move to improve the organization of this story. Draw an arrow to show where they belong.

Homeless Animals

But there are too many homeless dogs and cats in our community. Many animal shelters do not have enough workers to take care of the animals they have. Many people want to buy a puppy from the pet store or from a breeder. Shelters are crowded because not enough people are willing to adopt stray or unwanted animals.

We can volunteer at animal shelters and help take care of the dogs and cats. As students, we can do many things to help. We can also have fundraisers to raise money to buy the animals the food and medicine they need. Finally, we can make flyers to remind people to adopt animals rather than buy dogs or cats from a pet store or from breeders.

Apply

Write about how you can help homeless animals in your community. Organize your ideas in a logical way.

Reteaching Masters Answer Key

RT2.1 Analyze Characters

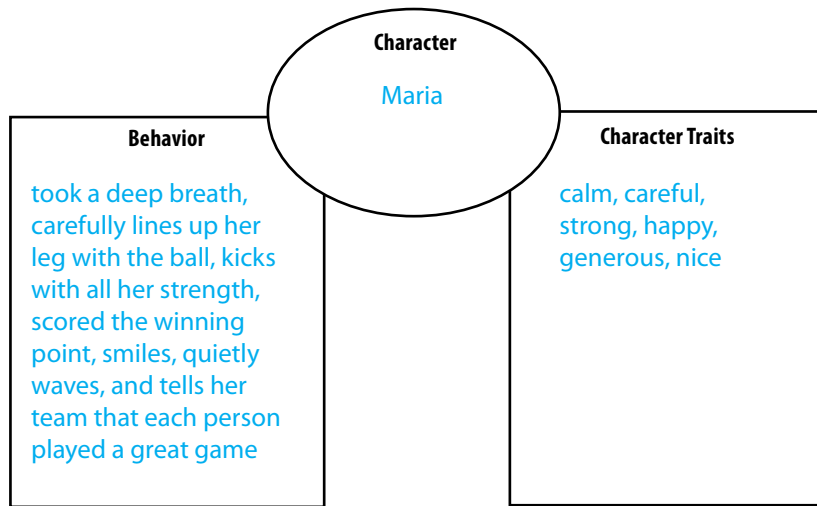
The Winning Score

Maria took a deep breath. The soccer game is tied, and it is her turn to kick the ball. Maria carefully lines up her leg with the ball and then kicks with all her strength. Whomp! The ball glides by the goalie into the net. She has scored the winning point in the last moments of the game!

The crowd shouts with excitement.

Maria smiles as her teammates rush to hug her.

Maria quietly waves to the crowd. Her team is jumping with joy and patting her on her back. She tells her team, "Each of you played a great game".



RT2.2 Making Connections

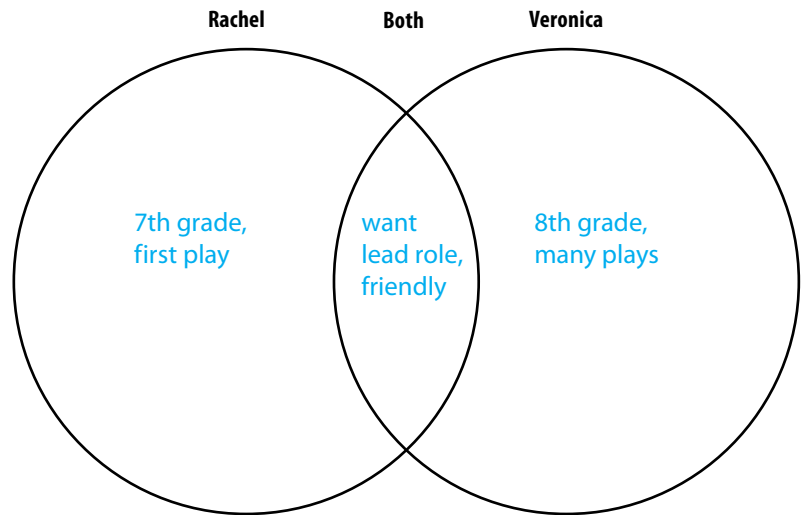
Possible Response:

This reminds me that at my school, students started a recycling program. This change was successful. Now I understand what the author is describing about how students can make a change.

RT2.3 Writing Trait Word Choice

1. rustled
2. roared
3. prowls
4. Terrance climbed the enormous hill.
5. He was exhausted after a tiring school day.
6. Terrance flopped to the ground and rested
7. His snores echoed across the countryside.

RT2.4 Connect Characters



RT2.5 Compare Topic and Theme

The Lion and the Mouse

One day, Lion was sleeping peacefully in the shade. A tiny mouse crawled across his mane and woke him. Lion was very angry. "I am going to eat you for disturbing me when I am so tired."

"If I promise to repay you in the future, will you let me go?" Mouse asked. The Lion laughed and said, "How can you help me? I am a big strong lion and you are just a small mouse." But he agreed to let him go anyway.

The Elephant and the Mouse

One day, a tiny mouse came across a sleeping elephant. When the elephant awoke, it screamed and stood on a large tree trunk in fear. Mouse exclaimed, "Why would a big strong elephant be afraid of me?"

Elephant replied, "I may be a big strong elephant, but I am afraid of things I don't understand. I do not understand how an animal can be so small!"

Mouse replied, "If you come down from there, I will be your friend. You can protect me, and I promise to help you with your fears." Elephant agreed with the logic of Mouse's argument and came down from the trunk.

RT2.6 Making Connections

The Text	My Own Life
Responses will vary, but students should include what parts of the text remind them of something in their lives and tell how that connection helps them understand the text.	

Reteaching Masters Answer Key, continued

RT2.7 Writing Trait: Organizations

Three Monkeys

1 Once there were three monkeys who lived in a tree deep in the rain forest. At night, they teased an old alligator that lived in the swamp.

2 "Can't catch us you old alligator. You are too slow and too old!" said the monkeys.

The alligator knew he was slow. He knew he was old. But he was hungry. And a hungry alligator is a smart alligator.

Later the alligator crawled out of the swamp.

"I'm an old hungry alligator with no teeth," said the alligator. "May I have a banana?"

The monkeys saw no harm in sharing their banana with an alligator that had no teeth. So, they climbed down the tree, just a little bit, and SNAP! The old alligator snatched one monkey out of the tree. SNAP! SNAP! The alligator snatched another. Then another!

3 "Yum! I may be old, but I am smart." Then the alligator crawled back into the swamp.

RT2.8 Main Idea and Details

The 1906 San Francisco Earthquake

A dangerous earthquake struck San Francisco on April 18, 1906. It measured 7.8 out of 10 on the Richter scale. The Richter scale is an instrument that measures the strength of earthquakes. More than 700 people were killed in the earthquake. Dozens of buildings fell down. The earthquake caused many fires. All day, the fire spread from building to building in the city.

RT2.9 Making Connections

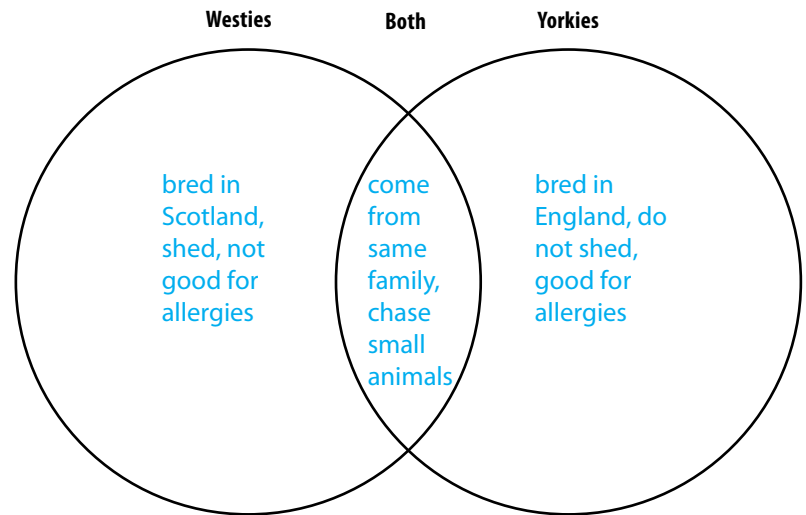
Possible response:

My family moved to a new place for jobs. We had different feelings, too. This connection helps me understand what the author means.

RT2.10 Identify Facts and Opinions

Sentence	Fact	Opinion
Duke University has the best basketball team in the country.		X
I think all schools should make students wear uniforms.		X
A dolphin can swim 35 miles per hour.	X	
Mars is the fourth planet from the sun in our solar system.	X	
Once you lie, no one will ever be able to trust you again.		X

RT2.11 Compare and Contrast



RT2.12 Making Connections

Possible response:

I have read that some groups were not allowed to play some sports. Then, someone was willing to change things. Then other people would follow the example. This connection helps me understand the author's struggle.

RT2.13 Writing Trait: Organization

Homeless Animals

But there are too many homeless dogs and cats in our community. Many animal shelters do not have enough workers to take care of the animals they have. Many people want to buy a puppy from the pet store or from a breeder. Shelters are crowded because not enough people are willing to adopt stray or unwanted animals.

We can volunteer at animal shelters and help take care of the dogs and cats. As students, we can do many things to help. We can also have fundraisers to raise money to buy the animals the food and medicine they need. Finally, we can make flyers to remind people to adopt animals rather than buy dogs or cats from a pet store or from breeders.

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 4 Unit 2 Cumulative Key Word List

ability (n)

accelerate (v)

adaptation (n)

adventure (n)

analyze (v)

ancestor (n)

ancient (adj)

archaeologist (n)

artifact (n)

astronaut (n)

atmosphere (n)

author's purpose

available (adj)

average (n)

balance (n)

behavior (n)

belief (n)

benefit (n)

border (n)

canyon (n)

capacity (n)

cause (n)

ceremony (n)

characteristic (n)

chart (n)

civilization (n)

clarify (v)

coastal (adj)

colony (n)

command (n)

communication (n)

comparison (n)

compass (n)

competition (n)

conclusion (n)

conservation (n)

constant (n)

contain (v)

continent (n)

control (v)

convert (v)

country (n)

courage (n)

craft (n)

create (v)

culture (n)

currency (n)

current (adj)

custom (n)

decompose (v)

defend (v)

detail (n)

determine (v)

discovery (n)

distance (n)

effect (n)

electricity (n)

element (n)

elevation (n)

empire (n)

environment (n)

equator (n)

examine (v)

experiment (n)

exploration (n)

express (v)

feature (n)

figurative language

flow (v)

force (n)

galleon (n)

generalization (n)

generate (v)

globe (n)

graph (n)

habitat (n)

height (n)

hemisphere (n)

heritage (n)

hero (n)

historical (adj)

humid (adj)

hyperbole (n)

imagine (v)

imitate (v)

inference (n)

influence (v)

inhabitant (n)

inherit (v)

interact (v)

interpret (v)

introduce (v)

invade (v)

investigate (v)

landform (n)

landscape (n)

language (n)

launch (v)

learn (v)

legend (n)

limit (v)

locate (v)

map (n)

marriage (n)

material (n)

measure (v)

medium (n)

memory (n)

merchant (n)

migration (n)

mission (n)

modify (v)

mold (n)

monitor (v)

motion (n)

motive (n)

musical (adj)

narrator (n)

native (adj)

natural (adj)

navigation (n)

object (n)

occasion (n)

ocean (n)

official (adj)

orbit (v)

outcome (n)

outline (n)

pattern (n)

perform (v)

physical (adj)

plain (n)

planet (n)

plateau (n)

population (n)

port (n)

pottery(n)

power (n)

predator (n)

preserve (v)

president (n)

preview (v)

prey (n)

principle (n)

procedure (n)

project (n)

protect (v)

range (n)

rate (n)

record (n)

region (n)

relate (v)

relationship (n)

renewable (adj)

resistance (n)

resource (n)

response (n)

responsible (adj)

risk (n)

ritual (n)

role (n)

rotation (n)

route (n)

scale (n)

scarce (adj)

sequence (n)

service (n)

site (n)

skill (n)

solution (n)

solve (v)

species (n)

speed (n)

spore (n)

spread (v)

stanza (n)

strategy (n)

style (n)

suggest (v)

surface (n)

survival (n)

synthesize (v)

technology (n)

theme (n)

threatened (adj)

tool (n)

trade (v)

tradition (n)

trait (n)

transport (v)

treasure (n)

trickster (n)

valley (n)

value (v)

visualize (v)

volunteer (n)

weave (v)

Anthology Handbook

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Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear:</p> <p>Way to go, Joe! Fantastic catch!</p> <p>You say:</p> <p>Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i></p> <p>Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear:</p> <p>"When did you know that something was missing?"</p> <p>You say:</p> <p>"I knew that something was missing when I got to class."</p>

2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p>You say:</p> <p>"Wait! Could you say that again more slowly, please?"</p> <p>Other options:</p> <p>"Does 'violet' mean 'purple'?"</p> <p>"Is 'enormous' another way to say 'big'?"</p>

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> • I can start a question with "is," "can," or "do": Do you have my math book? • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information: Where did you put my math book?

Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

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Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop

laptop means "small portable computer," not "the top of your lap"



Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

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Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

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Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.



What you mean:

If the topic is Mars, I'll **listen very carefully**.

Break a leg!

Rachel had to **eat her words**.

Good luck!

Rachel had to **say she was wrong**.

Give me a break!

Hang on.

That's ridiculous!

Wait.

I'm **in a jam**.

I'm **in trouble**.

The joke was so funny, Lisa **laughed her head off**.



The joke was so funny, Lisa **laughed very hard**.

Juan was **steamed** when I lost his video game.

Juan was **very angry** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **veg out**.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **24-seven**.

Rob and Zak are together **all the time**.

You can say that again.

I totally agree with you.

Zip your lips!



Be quiet!

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Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.

Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

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Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on
- **other texts** you've read by the same author, about the same topic, or in the same genre.

Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know.
- Combine what you read with what you know to figure out what the author means.

Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

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Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

RAFT Chart

Role: scientist
Audience: my teacher and classmates
Form: report
Topic: honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 579–582 to find information that answers your questions. Take notes.



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Use Information Resources

Books



A book is a good source of information.

Notecard

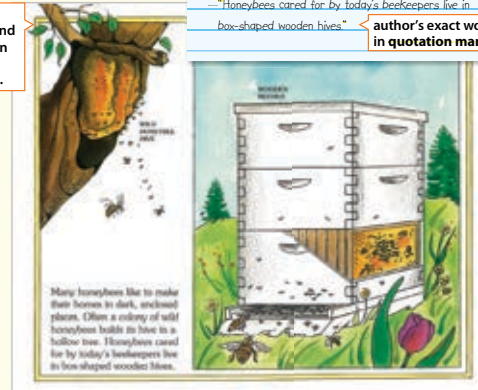
Where do honeybees live? < research question

The Honey Makers, by Gail Gibbons, page 6 < name of source

—Many honeybees live in dark places like hollow trees. < notes in your own words

—“Honeybees cared for by today’s beekeepers live in box-shaped wooden hives.” < author’s exact words in quotation marks

Read the pages to find information you need. Take notes.



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Writing and Research, continued

Encyclopedias

Each encyclopedia volume has facts about different topics.

guide words

Rain forest

Rain forest

Tropical rain forests have more kinds of trees than anywhere else in the world.


Rain forests are thick forests of tall trees. They are found where the weather is warm the year around, and there is plenty of rain. Most rain forests grow near the equator, a make-believe line around Earth's middle. Africa, Asia, and Central and South America have large rain forests. Smaller rain forests are found in Australia and islands in the Pacific. Tropical rain forests have more kinds of trees than anywhere else in the world. More than half of all the kinds of plants and animals on Earth live in tropical rain forests. The tallest rain forest trees are as tall as 300 feet (90 meters). The tree tops form a leafy covering called the canopy.

article

1. Look up your topic in the correct encyclopedia volume or on the CD-ROM.

2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.

3. Read the **article** and take notes.



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Magazines

The date tells when the issue was published.

This is the title of the magazine.

NATIONAL GEOGRAPHIC Explorer!

Rain Forest

This is the main topic of the issue.

These are some of the topics in the issue.



... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



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Writing and Research, *continued*

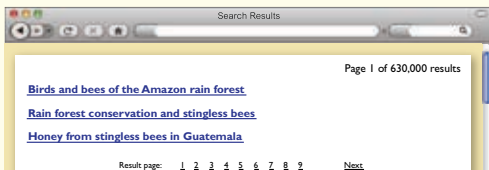
Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

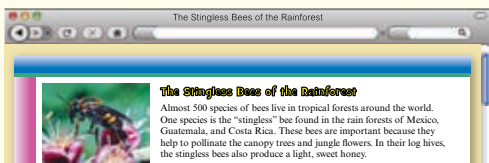
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.



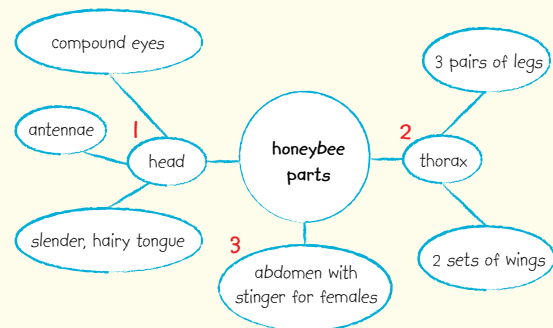
3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



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4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

Cluster



Outline

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits
 - B. turn nectar into honey
- II. Honeybee homes
 - A. around the world
 - B. hives



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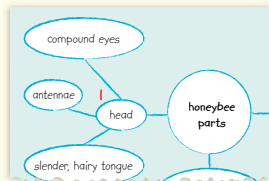
Writing and Research, *continued*

Draft

When you write your first draft, you turn all your ideas into sentences. You write quickly just to get all your ideas down. You can correct mistakes later.

Cluster

Turn your main idea into a topic sentence. Then add the details.



Beginning of a Description

One main part of a honeybee is the head. The bee's head seems to be mostly eyes! They are called compound eyes and have a lot of tiny lenses in them.

Outline

Turn the main idea after each Roman numeral into a topic sentence. Then turn the words next to the letters and numbers into detail sentences that tell more about the main idea.

The Helpful, Sweet Honeybee

- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits

Beginning of a Report

The Helpful, Sweet Honeybee

You may think that all the honeybee does is make honey. But, believe it or not, this insect is always busy with another important job.

A honeybee helps keep plants growing. It helps to spread the pollen flowers and trees need to start new plants.

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Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

Revising Marks

- ^ Add.
- Move to here.
- ↔ Replace with this.
- Take out.

In the wild, honeybee scouts look for places to make hives and ~~nests~~. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from ~~harmful~~ ^{predators} animals. A hive needs to hold thousands of bees and all they gather. ^{the nectar and pollen} ~~they~~ gather.

The best bee's nest will also face south so it stays warm.

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Writing and Research, *continued*

Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
 - capital letters in proper nouns
 - apostrophes and quotation marks
 - subject-verb agreement
 - pronouns
 - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of cells, or holes. The cells hold nectar pollen, or larvae.

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

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Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
 - import photographs or illustrations
 - insert computer clip art
 - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
 - E-mail it to a friend or family member.
 - Send it to your favorite magazine or publication.
 - Turn it into a chapter for a group book about the topic.
 - Make a video clip of you reading it to add to a group presentation.



A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



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Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
4	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
3	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
2	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
1	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

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Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
4	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
3	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
2	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
1	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

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Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

Do you have a size 10?
Answer: Yes.
Are these shirts on sale?
Answer: No.

Other questions ask for more information. They start with words such as **Who, What, Where, When, and Why**.

What colors do you have?
Answer: We have red and blue.
Where can I try this on?
Answer: You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please **bring** me a size 10.
Don't open the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



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Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.
I **can't** find the right size.

Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.
The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.
The other store has nicer shirts.

Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.
My mom **or** my dad always comes with me.

Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.
Sometimes we see a movie **or** just talk with our friends.

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Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

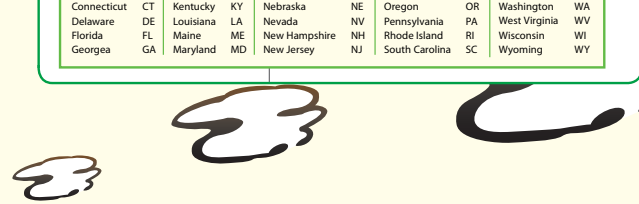
Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there.
<ul style="list-style-type: none"> Start all the important words with a capital letter. Start the names of streets, cities, and states with a capital letter. Also use capital letters when you abbreviate state names. 	Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama	AL	Hawaii	HI	Massachusetts	MA	New Mexico	NM	South Dakota	SD
Alaska	AK	Idaho	ID	Michigan	MI	New York	NY	Tennessee	TN
Arizona	AZ	Illinois	IL	Minnesota	MN	North Carolina	NC	Texas	TX
Arkansas	AR	Indiana	IN	Mississippi	MS	North Dakota	ND	Utah	UT
California	CA	Iowa	IA	Missouri	MO	Ohio	OH	Vermont	VT
Colorado	CO	Kansas	KS	Montana	MT	Oklahoma	OK	Virginia	VA
Connecticut	CT	Kentucky	KY	Nebraska	NE	Oregon	OR	Washington	WA
Delaware	DE	Louisiana	LA	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Florida	FL	Maine	ME	New Hampshire	NH	Rhode Island	RI	Wisconsin	WI
Georgia	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words	bread corn milk rice soup Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural. YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns *(continued)*

Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Some jokes are funny.
Do you have a **favorite joke**?
I have **an uncle** who knows a lot of jokes.
It is **an event** when my uncle comes to visit.
He lives about **an hour** away from us.

He drives in ~~a~~ snow, ~~a~~ fog, or ~~a~~ ice to get here.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

Uncle Raul is **the** uncle I told you about.
The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.
He used to live in **Brazil**.

He speaks **English** and **Spanish**.

Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.

Sometimes he'll play **soccer** with me.

Then we go to **Sal's Café** to eat.

He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?
The **men's** scores are the highest.



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Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.
She will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.
He added the pictures to the report.

Use **it** for a thing.

The report is almost done.
It will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes, Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.
They will record each presentation.

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Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

Julia is a good speaker.
She tells the class about Mars.

The photos show the surface of Mars.
They are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."

Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.
The class asked **them** about Mars.

Jack put **the report** online.

Jack put **it** online.

Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

I wrote a report about the sun.
The report about the sun is **mine**.

Use **ours** to show that you and one or more people own something.

Meg, Bob, and I drew diagrams.

The diagrams are **ours**.

Use **yours** to show that something belongs to one or more people you are talking to.

Have you seen my report, Matt?

Yes, that report is **yours**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.
The desk is **hers**.

For two or more people, places, or things, use **theirs**.

Ross and Clare made posters.
The posters are **theirs**.

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Adjectives

An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an **adjective** comes before the noun it tells about. But, an **adjective** can also appear after verbs such as *is, are, look, feel, smell, and taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.
The shoppers are **happy**.



Adjectives describe

- what something is like
- the size, color, and shape of something
- what something looks, feels, sounds, or smells like

The market is a **busy** place.

The **round, brown** baskets are filled with fruits and vegetables.

The **shiny** peppers are in one basket. Another basket has **crunchy** cucumbers. The pineapples are **sweet** and **juicy**.

Some **adjectives** tell "how many" or "in what order."

When you don't know the exact number of things, use the adjectives in the chart.

The sellers have **two** baskets of beans.

The **first** basket is near the limes.

When there's a **lot of** sun, the sellers sit in the shade.

Possessive adjectives tell who owns something.

I pick out some oranges. **My** oranges are in the bag.

That basket is **Ryan's**.

His basket is full of apples.

The sellers' chairs are in the shade.

Their chairs are under umbrellas.

If you can count what you see, use:		If you can't count what you see, use:	
many	several	much	not much
a lot of	only a few	a lot of	only a little
few	not any	a little	not any
some	no	some	no

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple. The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large **er** nice **er**
larger nicer
largest nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty **i** crazy **i**
prettier crazier
prettiest craziest

- If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add **-er** or **-est**.

big **g** sad **d**
bigger sadder
biggest saddest

A few adjectives have special forms for comparing things.

good better little
better worse less
best worst least

For adjectives with three or more syllables, do not use **-er** or **-est** to compare. Use **more**, **most**, **less**, or **least**.

YES: Of all the fruit, the guavas are the **most colorful**.
NO: Of all the fruit, the guavas are the colorfulst.
YES: The oranges are **more delicious** than the pears.
NO: The oranges are deliciouser than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do **not** use both.

The oranges are the **most** juicyest of all the fruits.

Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

Action Verbs

An **action verb** tells what someone or something does.

The children **ride** bikes. They **wear** helmets for safety. They **pedal** as fast as they can.

The Verbs *Have* and *Be*

The verb **to have** tells what the subject of a sentence has.

I **have** a bicycle. It **has** twelve gears. My friend Pedro **has** a bicycle, too. Sometimes we **have** races.

Forms of the Verb <i>have</i>
have
has
had

The verb **to be** does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).

I **am** a fan of bicycle races. Pedro **is** excited about our next race.

Forms of the Verb <i>be</i>	
am	was
are	were
is	

Linking Verbs

A few other verbs work like the verb **to be**. They do not show action. They just connect, or link, the subject to a word in the predicate. Some of these verbs are **look, seem, feel, smell, and taste**.

My bicycle **looks** fantastic!

Pedro and I **feel** ready for the race.



Helping Verbs

A **helping verb** works together with an action verb. A helping verb comes before a **main verb**. Some helping verbs have special meanings.

- Use **can** to tell that someone is able to do something.
- Use **could, may, or might** to tell that something is possible.
- Use **must** to tell that somebody has to do something.
- Use **should** to give an opinion or advice.

Pedro and I **are racing** today. We **will do** our best.

We **can work** as a team.

We **may reach** the finish line first.

We **must pedal** hard to win!

You **should practice** more.

Contractions with Verbs

You can put a subject and verb together to make a **contraction**. In a contraction, an apostrophe (') shows where one or more letters have been left out.

They are riding fast.
They're riding fast.
They're riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with <i>Be</i>	
I + am = I'm	she + is = she's
you + are = you're	where + is = where's
we + are = we're	what + is = what's

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with <i>Have and Will</i>	
I + have = I've	he + has = he's
you + have = you've	I + will = I'll
they + have = they've	it + will = it'll

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with <i>Not</i>	
do + not = don't	have + not = haven't
did + not = didn't	has + not = hasn't
are + not = aren't	could + not = couldn't
was + not = wasn't	should + not = shouldn't

The contraction of the verb **can** plus **not** has a special spelling.

can + not = **can't**

Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, *(continued)*

Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.

- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.
Then he **takes** his bike out of the garage.
Pedro and I **love** to ride our bikes on weekends.

Pedro checks the tires on his bike.
He finds a flat tire!

Pedro **fixes** the tire.
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.
We **coast** down the driveway on our bikes.

We **are pedaling** faster.

I **am passing** Pedro!

He **is following** right behind me.



Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.
The bikers **arrived** from all different countries.
They **raced** for several hours.

People **grabbed** their cameras.
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.
I **stayed** close to the TV.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.
He **broke** the speed record!

Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, *(continued)*

Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

She **will remove** all the dirt.

She **is going to remove** all the dirt.
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.
Pedro **is not** going to believe it.
Her bike **will not** be a mess any longer.



Adverbs

An **adverb** tells more about a verb, an adjective, or another adverb.

How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)
He **will travel downtown** on the bus. (where)
He **will arrive** at school **soon**. (when)
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.
He plays **very well**.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.
Josh runs **faster** than his best friend.
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps **more** higher than I do.
He is **more** better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

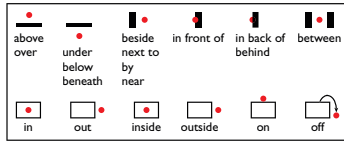
I do not catch **good** at all.

Prepositions

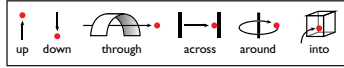
A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

Prepositions

Some prepositions tell **where** something is.



Some prepositions show **direction**.



Some prepositions tell **when something happens**.

before lunch **in** 2003 **on** September 16
during lunch **in** September **at** four o'clock
after lunch **in** the afternoon **from** noon to 3:30

Other prepositions have many uses.

about **among** **for** **to**
against **at** **from** **with**
along **except** **of** **without**

Prepositional Phrases

A **prepositional phrase** starts with a **preposition** and ends with a **noun** or a **pronoun**.

Use prepositional phrases to add information or details to your writing.

At our school, we did many activities **for Earth Day**.
 We picked up the trash **along the fence**.
 Then we planted some flowers **next to it**.



Capital Letters

A word that begins with a capital letter is special in some way.

How to Use Capital Letters

A word that begins with a capital letter is special in some way.

Use a **capital letter** at the beginning of a sentence.

Our class is taking an exciting field trip. **W**e are going to an airplane museum.

Always use a capital letter for the pronoun **I**.

My friends and **I** can't wait!

Use a capital letter for a person's
 • first and last name
 • initials
 • title

Matt J. Kelly and **Matt Ross** will ride with **Dr. Bye**, **Magdalena** and I are going with **Mrs. Liu**.

Use a capital letter for the names of
 • the days of the week and their abbreviations
 • the twelve months of the year and their abbreviations

We're going the first **S**aturday in **J**anuary.

Days of the Week **Months of the Year**

S unday	S un.	J anuary	J an.
M onday	M on.	F ebruary	F eb.
T uesday	T ue.	M arch	M ar.
W ednesday	W ed.	A pril	A pr.
T hursday	T hurs.	M ay	} These months are not abbreviated.
F riday	F ri.	J une	
S aturday	S at.	J uly	
		A ugust	A ug.
		S eptember	S ep.
		O ctober	O ct.
		N ovember	N ov.
		D ecember	D ec.

Use a capital letter for each important word in the names of special days and holidays.

That will be after **C**hristmas, **K**wanzaa, and **N**ew **Y**ear's **D**ay.
Earth **D**ay **F**ourth of **J**uly **H**anukkah
Thanksgiving

Capital Letters, (continued)

More Ways to Use Capital Letters

Use a capital letter for each important word in the names of
 • public places, buildings, and organizations

The **W**ilson **A**irplane **M**useum is in the **V**eterans **M**emorial **H**all. It's in the middle of **V**eterans **P**ark, right next to the **P**iney **W**oods **Z**oo.

• streets, cities, and states

The museum is on **F**light **A**venue. It is the biggest airplane museum in **F**lorida. It's the biggest in the whole **U**nited **S**tates!

• landforms and bodies of water, continents, and planets and stars

Landforms and Bodies of Water	Continents	Planets and Stars
R ocky M ountains	A frica	E arth
S ahara D esert	A ntarctica	M ars
G rand C anyon	A sia	the B ig D ipper
P acific O cean	A ustralia	the M ilky W ay
C olorado R iver	E urope	
L ake E rie	N orth A merica	
	S outh A merica	

Use a capital letter for the names of countries and adjectives formed from the names of countries.

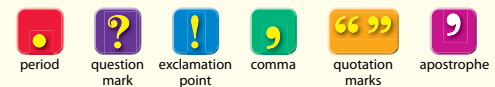
My friend **M**agdalena is **C**hilean.
 She says they don't have a museum like that in **C**hile.

Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.

We are reading **F**irst **F**light about the Wright brothers. **M**agdalena wrote a poem about **A**melia **E**arhart. She called it "**V**anished from the **S**ky." What a great title!

Punctuation Marks

Punctuation marks make words and sentences easier to understand.



Period

Use a **period** at the end of a statement or a command.

I don't know if I should get a dog or a cat.
 Please help me decide.

Also use a **period** when you write a decimal, or to separate dollars from cents.

I saw a cute little dog last week.
 It only weighed 1+3 pounds.
 But it costs \$349.99!

Use a **period** after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.

The salesperson gave me this business card:



TX is the abbreviation for the state of Texas.

Question Mark

Use a **question mark**
 • at the end of a question
 • after a question that comes at the end of a statement.

Do you want to go to the pet store with me?
 You can go right now, can't you?

Exclamation Point

Use an **exclamation point** at the end of a sentence to show strong feelings.

I'm glad you decided to come!
 This is going to be fun!

Grammar, Usage, Mechanics, and Spelling *continued*

Punctuation, *(continued)*

Commas

Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.
Should I get a dog, a cat, or a parrot?
I came to the store last week, and the salesperson showed me some dogs.
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!
Well, I'd better choose something.
The salesperson said, "This little dog wants to go with you."
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue
New York, NY 10033
October 3, 2010

Dear Aunt Mia,

Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,
Becca

Quotation Marks

Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

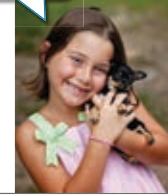
"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.
"You just have to decide if you want to big dog or a little one."

Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

Let's go back to the pet store.
I'll look some more for the best pet for me.

Picture Dictionary

The definitions are for the words introduced in this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	Symbols for Long Vowel Sounds	ur girl	ü fruit
j jar	ā cake		Miscellaneous Symbols
k cake	ē key		shun fraction $\frac{1}{2}$
ks box	i bike		chun question
kw queen	ō goat		zhun division
l bell	yü mule		
m mouse			
n pan			
ng ring			
p pan			
r ring			
s bus			
sh fish			
t hat			
th Earth			
th father			
v vase			
w window			
hw whale			
y yarn			
z zipper			
zh treasure			

Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

elevation

(el-u-vā-shun) *noun*

Elevation describes how high the land is in an area.



A mountain can have a very high **elevation**.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

ability > ancient

ability

(u-bi-lu-tē) *noun*
An **ability** is a skill.



This girl has the **ability** to play the flute.

accelerate

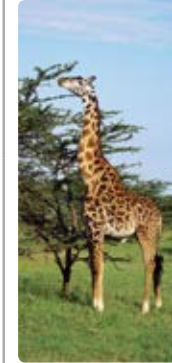
(ik-se-lu-rāt) *verb*
When someone **accelerates** they move faster.



A racecar **accelerates** to the finish line.

adaptation

(a-dap-tā-shun) *noun*
An **adaptation** is a change that a species develops to live in an environment.



A giraffe's long neck and legs are **adaptations** so it can eat from tall trees.

adventure

(ud-ven-chur) *noun*
An **adventure** is an exciting experience.



Early explorers had many **adventures**.

ancestor

(an-ses-tur) *noun*
An **ancestor** is a family member who lived a long time ago.



The boy is learning about his **ancestors**.

ancient

(ānt-shunt) *adjective*
When something is **ancient**, it is very old or it happened in the past.



There are **ancient** buildings all around the world.

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u
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z

archaeologist > behavior

archaeologist

(ar-ke-ah-lu-jist) *noun*
An **archaeologist** is someone who studies old buildings and civilizations.



Archaeologists discover new information about ancient cultures.

artifact

(ar-ti-fakt) *noun*
An **artifact** is something that a human made long ago, such as a tool or a weapon.



Artifacts such as these arrowheads were used for hunting.

astronaut

(as-tru-nawt) *noun*
An **astronaut** is someone who travels in space.



Astronauts wear special equipment so they can breathe in space.

atmosphere

(at-mu-sfear) *noun*
The **atmosphere** is the mixture of gases that are all around a planet.



Clouds form in the **atmosphere**.

available

(u-vā-lu-bul) *adjective*
When something is **available**, it is ready to take.



Fresh fruit is **available** in summer.

average

(a-vū-rj) *noun*
An **average** is an amount that is usual for a group.



Bears have an **average** of two cubs.

balance

(ba-luns) *noun*
When something is in **balance**, it is steady.



If she keeps her **balance**, she will not fall.

behavior

(bi-hā-vyur) *noun*
Behavior is how a living thing acts.



You can train an animal to learn a new **behavior**.

belief > chart

belief

(bu-lēf) *noun*
A **belief** is a feeling that something is true.



What is your **belief** about hard work?

benefit

(be-nū-fit) *noun*
A **benefit** is something helpful.



One **benefit** of living near school is that you can walk there.

border

(bor-dur) *noun*
A **border** is an edge or outline.



The frame makes a **border** around the art.

canyon

(kan-yun) *noun*
A **canyon** is a very deep valley.



Most **canyons** are formed by rivers.

capacity

(ku-pa-su-tē) *noun*
The **capacity** of an object is the most it can hold.



This bucket has a **capacity** of 1 gallon.

ceremony

(ser-u-mō-nē) *noun*
A **ceremony** is a special event where something is celebrated.



They exchange rings at their wedding **ceremony**.

characteristic

(kair-ik-tu-ris-tik) *noun*
A **characteristic** is a feature.



White marks are a **characteristic** of this snake.

chart

(chart) *noun*
A **chart** shows information with numbers, pictures, and symbols.



This **chart** is on a computer screen.

a
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o
p
q
r
s
t
u
v
w
x
y
z

civilization > **competition**

civilization (sì-vu-lu-zā-shun) *noun*
A **civilization** is an organized society of people.



There have been many advanced **civilizations** around the world.

coastal (kōs-tul) *adjective*
Coastal areas are sections of land next to an ocean.



Large waves often crash into **coastal** areas.

colony (kah-lu-nē) *noun*
A **colony** is a region that another country controls.



These states were **colonies** of England.

command (ku-mand) *noun*
A **command** is an order for what someone wants you to do.



The general gave a **command** to his troops.

compass (kum-pus) *noun*
A **compass** is a tool with a magnet that can show you which direction is north.



Compasses help sailors know where to go.

communication (ku-myū-nu-kā-shun) *noun*
Communication is the sharing of information.



Cell phones have made **communication** easier.

competition (kom-pu-ti-shun) *noun*
A **competition** is a contest.




The runners are in **competition** to win the race.

620


conservation > **courage**

conservation (kon-sir-vā-shun) *noun*
Conservation means saving or protecting something.




Through **conservation**, many animals' lives have been saved.

continent (kon-tu-nunt) *noun*
A **continent** is a large body of land.




Africa is one of the seven **continents** on Earth.

convert (kun-vurt) *verb*
When you **convert** something, you change it from one thing into another.



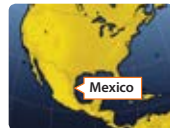
A solar panel **converts** sunlight into electricity.

constant (kon-stunt) *noun*
Something that never changes is a **constant**.




The number of days in a week is a **constant**.

country (kun-tre) *noun*
A **country** is a nation with its land and people.




Mexico is a **country** in North America.

contain (kun-tān) *verb*
To **contain** something is to hold it inside.




This jar **contains** many coins.

control (kun-tröl) *verb*
To **control** something is to be in charge of it.



The driver **controls** where the car goes.

courage (kur-ij) *noun*
If you have **courage**, you are brave.




It takes **courage** to do challenging things.

621


craft > **decompose**

craft (kraft) *noun*
Crafts are usually items that you make by hand.




Making dolls by hand is a **craft**.

culture (kul-chur) *noun*
People's ideas and way of life make up a **culture**.




Sports can be part of a **culture**.

current (kur-unt) *adjective*
When something is **current**, it is happening now.




You can see **current** news stories on TV.

create (krē-āt) *verb*
To **create** means to make something new.




The tiles **create** a pattern on the floor.

custom (kus-tum) *noun*
A **custom** is the usual way of doing something.




Their **custom** is to eat cereal for breakfast.

currency (kur-unt-sē) *noun*
Currency is the type of money that is used in an area.



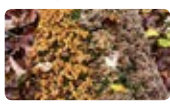
The dollar is the **currency** in the United States.

discovery (dis-ku-vu-rē) *noun*
When you find things, you make a **discovery**.



Her **discovery** is a new germ.

decompose (dē-kum-pōz) *verb*
Something **decomposes** when it breaks down. Living things decompose after they die.




A fallen tree will soon **decompose**.

622


defend > **environment**

defend (di-fend) *verb*
When something **defends** itself, it protects itself from danger.




A porcupine can **defend** itself.

electricity (i-lek-tri-su-tē) *noun*
Electricity is a form of energy that can produce light, heat, and power.




People use **electricity** to power their appliances.

empire (em-pir) *noun*
An **empire** is a group of countries under one ruler.



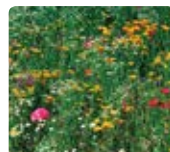
As the Roman **Empire** spread, so did the Latin language.

element (e-lu-munt) *noun*
An **element** is a simple part of something that is bigger.




Wind is one **element** in a storm.

environment (in-vi-run-munt) *noun*
An **environment** is the area where something lives.




Plants grow well in a sunny **environment**.

distance (dis-tuns) *noun*
Distance is the amount of space between two things.




Today, we can fly a long **distance** very quickly.

elevation (el-u-vā-shun) *noun*
Elevation describes how high the land is in an area.



A mountain can have a very high **elevation**.


Wet environments, such as rain forests, are also rich in plant life.




623

equator > **force**


equator
(i-kwā-tur) *noun*
The **equator** is an imaginary line that separates the northern and southern hemispheres of the earth.




experiment
(ik-sper-u-munt) *noun*
An **experiment** is a test that people do to find out how things work.




feature
(fē-chur) *noun*
A **feature** is part of something.




exploration
(ek-splu-rā-shun) *noun*
An **exploration** is a search.




flow
(flō) *verb*
To **flow** is to move freely.




examine
(ig-za-mun) *verb*
To **examine** something is to look at it closely.




express
(ik-spres) *verb*
To **express** yourself means to show how you feel.



force
(fōrs) *noun*
A **force** is a great power in nature.



equator
The **equator** goes all the way around the earth.



Countries along the **equator** include Ecuador, Colombia, and Brazil.

Her experiment on plant growth won first prize.

Sharp teeth are **features** that help sharks hunt.

Astronauts learn about space from their **exploration**.

Water **flows** from a fountain without stopping.

With a hand lens, you can **examine** a butterfly.

A smile can **express** joy.

The **force** of rushing water can break apart roads.

624

galleon > **heritage**

galleon
(ga-lē-un) *noun*
A **galleon** is a large sailing ship that was used hundreds of years ago.



habitat
(ha-bu-tat) *noun*
A **habitat** is a place where an organism can live and flourish.



hemisphere
(he-mu-sfear) *noun*
A **hemisphere** is one half of the earth.



generate
(je-nu-rāt) *verb*
To **generate** something is to make it from other materials.



height
(hit) *noun*
Height is the measurement of how tall someone or something is.



heritage
(hair-u-tij) *noun*
Your **heritage** is the traditions, ideas, and language that come from your ancestors.



globe
(glōb) *noun*
A **globe** is a ball with the map of the earth on it.



globe
The students studied the **globe** in their social studies class.

globe
In the 17th century, people would sail **galleons** all around the world.

Some snakes live in a hot, desert **habitat**.

The **equator** separates the two **hemispheres**.

Windmills are used to **generate** electricity.


These boys are different **heights**.

Playing a traditional instrument is part of his Indonesian **heritage**.


625

hero > **interact**


hero
(hēr-ō) *noun*
A **hero** is a person admired by others for being brave.




imitate
(i-mu-tāt) *verb*
When you **imitate** something, you try to copy it.




inhabitant
(in-ha-bu-tant) *noun*
An **inhabitant** is a person who lives somewhere.




humid
(hyū-mud) *adjective*
It is **humid** when there is a lot of moisture in the air.




inherit
(in-hair-ut) *verb*
To **inherit** means to get things, usually from parents.




imagine
(i-mā-jun) *verb*
To **imagine** something is to picture it in your mind.



influence
(in-flū-unts) *verb*
To **influence** someone is to affect that person.



interact
(in-tur-akt) *verb*
When you **interact**, you communicate in some way.



hero
When the firefighter rescued the child, everyone said he was a **hero**.

Babies will try to **imitate** their mothers' smiles.

These people are **inhabitants** of Japan.

A hot and **humid** greenhouse is good for plants.

Skunks **inherit** their stripes.

Your art shows others what you **imagine**.

Family members can **influence** your interests.

This girl **interacts** with the horse.

626

interpret > **language**

interpret
(in-tur-prut) *verb*
To **interpret** something is to tell what you think it means.



invade
(in-vād) *verb*
To **invade** something is to take it over without permission.



investigate
(in-ves-tu-gāt) *verb*
When you **investigate** something, you find out about it.



landscape
(land-skāp) *noun*
A **landscape** is a large area of land.



introduce
(in-tru-dūs) *verb*
When people **introduce** themselves, they meet for the first time.



landform
(land-form) *noun*
A **landform** is the natural shape of a section of land.



language
(lang-gwij) *noun*
Language is a way of sharing ideas.



interpret
Can you **interpret** these signs?

Sometimes people **invade** natural habitats.

The boy **investigates** the cave.

These hills are part of this pretty green **landscape**.

A handshake is a friendly way to **introduce** yourself.


A mountain is a large **landform**.

Writing is a form of **language**.

627


launch ▶ **marriage**

launch (law-nch) *verb*
When you **launch** something, you send it up into the air.




This rocket was **launched** into space.

learn (lurn) *verb*
To **learn** is to gain new skills and information.




This calf must **learn** to walk.

legend (le-jund) *noun*
A **legend** explains symbols on a map.




This **legend** shows blue lines as rivers.

limit (li-mut) *verb*
To **limit** something is to stop it after a set time or amount.




Many parents **limit** TV viewing.

locate (lō-kāt) *verb*
To **locate** is to find.




We use maps to **locate** cities and states.

map (map) *noun*
A **map** is a drawing of Earth's surface, or a part of it.



The class looks at the world **map**.

marriage (mair-ij) *noun*
A **marriage** is a wedding ceremony that unites a husband and wife.




They had a lovely **marriage** ceremony.

628


material ▶ **modify**

material (mu-tear-ē-ul) *noun*
Materials are the small parts that make up something bigger.




Sand is a **material** used in cement.

measure (me-zhur) *verb*
When you **measure** something, you find out its size, weight or amount.




The girl is using a ruler to **measure** her cat.

merchant (mur-chunt) *noun*
A **merchant** is someone who buys or sells items.




The scale **measures** the weight of the orange.

medium (mē-dē-um) *noun*
A **medium** is a form of communication.




Radio is one **medium** for news.

memory (mem-rē) *noun*
Memory is the power to recall or remember events.




Memory is stored in the brain.

mission (mi-shun) *noun*
A **mission** is a job with a goal.




Their **mission** is to rescue people after an earthquake.

migration (mī-grā-shun) *noun*
During a **migration**, people or animals move from one place to another.



These birds fly south in their yearly **migration**.

modify (mah-du-fi) *verb*
When you **modify** something, you change it.




Modify a jar to make a bird feeder.

629


mold ▶ **object**

mold (mōld) *noun*
Mold is a fungus that grows on old food.




This bread has a lot of **mold** on it.

motion (mō-shun) *noun*
Motion is movement.




A racecar's **motion** is very fast!

motive (mō-tiv) *noun*
A **motive** is a reason for doing something.




One **motive** for studying is to get good grades.

musical (myū-zī-kul) *adjective*
When someone plays an instrument or sings well, they are **musical**.




It was a very **musical** performance.

native (nā-tiv) *adjective*
When living things are **native** to an area, they live and grow there naturally.




In many desert regions, the cactus is a **native** plant.

natural (nā-chu-rul) *adjective*
Something is **natural** if it wasn't made by humans.




This is a **natural** rock formation.

navigation (nā-vū-gā-shun) *noun*
Navigation is the process of figuring out how to get somewhere.




With careful **navigation** the boat can pass through the icebergs safely.


object (ōb-jekt) *noun*
An **object** is something that isn't alive that you can touch and see.



clock



remote control




ball glove

These are all **objects**.

630

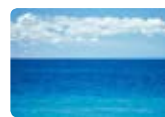
occasion ▶ **plain**

occasion (u-kā-zhun) *noun*
An **occasion** is a special event.




The birthday party was a fun **occasion**.

ocean (ō-shun) *noun*
The **ocean** is the salt water that covers almost three-fourths of Earth.




Oceans are very large bodies of water.

official (u-fi-shul) *adjective*
When something is **official**, it's approved.




This **official** seal is from the president's office.

orbit (or-but) *verb*
In space, something **orbits** when it moves around a sun, a moon, or a planet in a predictable path.




The planets **orbit** around the sun.

pattern (pā-tern) *noun*
A **pattern** is a design that repeats more than once.




This floor has an interesting **pattern**.

perform (pur-form) *verb*
You **perform** when you put on a show for other people.




These students **perform** for the school.

physical (fī-zī-kul) *adjective*
Something you can see and touch is a **physical** object.



Soccer is a very **physical** sport.

plain (plān) *noun*
A **plain** is a large area of flat, nearly treeless land.




Bison live on America's Great **Plains**.

631


planet ➤ **preserve**

planet
(pla-nut) *noun*
A **planet** is a large body that orbits around the sun or another star.




Saturn is one of the **planets** in our solar system.

port
(port) *noun*
A **port** is a safe place where boats can dock.




The boats stay in the **port**.

predator
(pre-du-tur) *noun*
A **predator** is an animal that eats other animals.




Many birds are **predators** to insects.

plateau
(pla-tō) *noun*
A **plateau** is a high, flat area of land.




The **plateau** rises above the plains.

pottery
(pah-tu-rē) *noun*
Objects made out of clay are called **pottery**.




This terracotta vase and pitcher are examples of **pottery**.

population
(pah-pyū-lā-shun) *noun*
The **population** is the number of living things that are in an area.




China has a very large **population** of people.

power
(pow-ur) *noun*
Power is the ability or strength to do something.



The **power** of the earthquake destroyed the building.

preserve
(pri-zurv) *verb*
To **preserve** something is to keep it safe from harm.




Use scrapbooks to **preserve** old photos.

632


president ➤ **record**

president
(pre-zu-dunt) *noun*
A **president** is an elected leader of a country.




George Washington was the first **president** of the United States.

project
(prah-jekt) *noun*
A **project** is a job or activity.




Building a skyscraper is a huge **project**.

prey
(prä) *noun*
Prey is an animal that is hunted for food.




The rabbit is **prey** for the bobcat.

principle
(prin-su-pul) *noun*
A **principle** is a rule or law.




Some U.S. laws are based on the **principles** of freedom.

protect
(pru-tekt) *verb*
You **protect** something when you guard it against harm.




Seat belts help to **protect** people in cars.

range
(ränj) *noun*
A **range** is a group of things in a certain order.




The Rocky Mountains are a mountain **range**.

rate
(rät) *noun*
Rate is the speed at which something is happening.



Turtles move at a slow **rate**.

record
(re-kurd) *noun*
A **record** of something is the facts about what happened.



Because many ancient people wrote down information, we have a **record** of their lives.

633

region ➤ **responsible**

region
(rē-jun) *noun*
A **region** is an area of land.



Oregon is in the northwest **region** of the country.

renewable
(ri-nū-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.



Wind is a **renewable** resource.

resource
(rē-sors) *noun*
A **resource** is something that people need and use.



School supplies are **resources** for students.

relate
(ri-lät) *verb*
To **relate** two things, think about how they are connected.



You can **relate** these two sports.

relationship
(ri-lä-shun-ship) *noun*
A **relationship** is the way people or things are connected.



Friends have a good **relationship**.

resistance
(ri-zis-tunts) *noun*
Resistance is a slowing force.



Deep snow creates **resistance** when you walk in it.

response
(ri-spons) *noun*
A **response** is an answer.



These students want to give a **response** to a question.

responsible
(ri-spon-su-bul) *adjective*
A person who is **responsible** is in charge.




This dad is **responsible** for his son.

634


risk ➤ **scale**

risk
(risk) *noun*
Risk is the possibility of harm.




Wearing a helmet lowers your **risk** when you ride a bike.

role
(röl) *noun*
A **role** is a part or a purpose.




Each actor plays an important **role** in the school play.

route
(rüt) *noun*
A **route** is a path to go someplace.




Do you take the shortest **route** to school?

ritual
(ri-chu-wul) *noun*
A **ritual** is a special series of events, often done as a ceremony.




Many people have **rituals** that use water.

rotation
(rō-tā-shun) *noun*
The **rotation** of something is how it turns around its axis.



A globe shows the **rotation** of Earth.

scale
(skäl) *noun*
A **scale** gives size comparisons.




The **scale** of this map shows that 1 inch is equal to 1 mile.

635


scarce > **speed**

scarce (skairz) *adjective*
Something is **scarce** if there is not a lot of it.




Water can be very **scarce** in the desert.

service (sur-vus) *noun*
When something is of **service**, it is useful.




A cart is of **service** when you move heavy boxes.

site (sit) *noun*
A **site** is a special place where something happened.




People study archeological **sites** to learn about ancient cultures.

skill (skil) *noun*
A **skill** is the ability that someone has to do something.




It takes a lot of **skill** to play soccer well.

solve (solv) *verb*
To **solve** a problem means to figure it out.




When you **solve** a puzzle, it's done.

species (spe-shiez) *noun*
A **species** is a group of living things that are very similar and can have offspring.



Cats and dogs are different **species**.

speed (speed) *noun*
Speed is how fast something is going.




A racecar travels at a very high **speed**.

636


spore > **technology**

spore (spor) *noun*
Spores are small, seed-like structures that are made by plants that don't reproduce using flowers.




A fern reproduces by releasing **spores**.

style (sti-il) *noun*
A **style** is a special way of doing something.




These artists have their own **style** of working. She likes to paint and he works in stone.

surface (sur-fus) *noun*
The **surface** of something is its top layer or cover.




A table has a flat **surface**.

spread (spred) *verb*
To **spread** is to cover a wide area.




Flies can **spread** diseases.

strategy (stra-tu-je) *noun*
A **strategy** is a careful plan.




This girl has a **strategy** for winning the game.

suggest (sug-jest) *verb*
To **suggest** is to give someone an idea.




These colors **suggest** strong heat.

survival (sur-vi-vul) *noun*
Survival means living.



Survival is difficult in very cold places.

technology (tek-nah-lu-je) *noun*
Technology is the use of science to solve problems.




Doctors rely on **technology**, such as X-ray machines.

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threatened > **valley**

threatened (thre-tund) *verb*
Something is **threatened** when it is in danger.




Because of habitat destruction, many rainforest animals are **threatened**.

tradition (tru-di-shun) *noun*
A **tradition** is a custom or belief shared by a group of people.




It's a **tradition** to dress up to celebrate the Chinese New Year.

treasure (tre-zhur) *noun*
A **treasure** is a collection of jewels, money, or other valuable items.




Gold coins are the **treasure** in this chest.

tool (tul) *noun*
A **tool** is something that helps you do a task.




A hammer is a **tool** that helps you pound nails into wood.

trade (trad) *verb*
To **trade** is to exchange one thing for another.




The friends **trade** toys.

trait (trāt) *noun*
A **trait** is a characteristic that distinguishes one thing from something else.




One **trait** of a gazelle is that it can run quickly.

transport (trants-port) *verb*
To **transport** something is to carry it.



Large ships **transport** goods across the ocean.

valley (va-le) *noun*
A **valley** is a low area of land between two higher areas.




This **valley** has a river running through it.

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value > **weave**

value (val-yü) *verb*
To **value** something is to care about it.




Many people **value** saving money.

weave (wev) *verb*
When you **weave**, you lace threads, grass, or other materials together in a pattern.




She **weaves** thread into beautiful cloth.

volunteer (vah-lun-tear) *noun*
A **volunteer** is someone who helps out with a task without being paid.



This **volunteer** is giving food to people who need it.

weave (wev) *verb*
When you **weave**, you lace threads, grass, or other materials together in a pattern.



A tapestry is something people can **weave**. This one was made in Africa.

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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

K	1	2	3	4	5
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FOUNDATIONAL SKILLS

Print Concepts

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 4 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.4.Rlit.1	(1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1: SG18, SG19, SG20, SG21; Unit 2: T74, T75, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T95a, T95b, T96, T96a, T97, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 3: T166a, T169; Unit 4: T252, T253, T254–255, T256–257, T258, T259, T268, T268a, T269, T270c, T271, T272, T273; Unit 5: T288, T289, T291, T292, T293, T294, T297, T300, T301, T302, T302a, SG8, SG9, SG14, SG15; Unit 6: T356a, T357, T358, T359, T362–363, T364–365, T366–367, T368–369, T378, T378a, T379j; Unit 7: T475b, T476, T476a, T477, T481a, T482, SG20, SG21; Unit 8: T499, T500–501, T502–503, T504–505, T506–507, T509, T510–511, T512, T513, T513a, T514, T514a, T515, T559g
	CC.4.Rlit.2	(2) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Unit 1: T52, T57b, T58, T58a, T59, SG20, SG21, SG27; Unit 2: SG9, SG15; Unit 3: T143j, T147a, T148, T153, T158, T160, T161, T164, T166a, T167, T170, T173f, T173g, T173h, SG8, SG9, SG12, SG13, SG14, SG15; Unit 4: T260, T262–263, T268, T269, SG21, SG27; Unit 5: T284, T285, T285a, T286, T296, T297, T300, T301, T302, T302a, T303, SG8, SG9, SG14, SG15; Unit 6: T358, T359, T372, T373, T376, T377, SG9, SG14, SG15; Unit 7: T470, T475, T476, T476a, SG21, SG27; Unit 8: T508, T509, T514, T514a, SG9, SG14, SG15
	CC.4.Rlit.3	(3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Unit 1: T36, T37, T37a, T38, T38a, T48–49, T50–51, T53, T56, T65a, T65b, T65f, T65g, T65h; Unit 2: T71i, T71o, T71p, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T95b, T96, T96a, T97, T97a, T97b, T97c, T97q, T98a, T98b, T98c, T99, T100, T101, T102, T103, T103a, T104, T105, SG8; Unit 3: T143i; Unit 4: T252, T253, T254–255, T256–257, T258, T259; Unit 5: T296, T298–299, T301a; Unit 6: T355a, T356, T356a, T357, T374–375, T376, T377a, T378, T378a, T385g, SG8, SG9; Unit 7: SG26; Unit 8: T500–501, T506–507, T508, T509, T510–511, T512, SG14
Craft and Structure	CC.4.Rlit.4	(4) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	Unit 1: T4, T5, T5a, T6a, T7, T8, T36, T38a; Unit 2: T72, T74, T75, T75a, T76, T106, T107, T108, T108a, T109; Unit 3: SG15; Unit 4: T216, T217, T217a, T218, T218a, T219, T237o, T238, T238c, T240, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T273a, T275a, T275b, T275c, T275d, T275e, T275f, T275g, T270c, T271, T272; Unit 5: T284, T285, T285a, T288, T289, T314, T315, T316a, T317; Unit 6: T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; Unit 7: T426, T427, T428a, T429, T454, T455, T455a, T456a, T457, T458; Unit 8: T492, T493, T494a, T495, T526, T527, T528a, T529, T530, T531
	CC.4.Rlit.5	(5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Unit 3: T173a, T173b, T173d; Unit 4: T272, T273; Unit 6: T361, T362–363, T364–365, T366–367, T368–369, T374–375, T383a
	CC.4.Rlit.6	(6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Unit 5: T292, T295; Unit 7: T478a, T478b; Unit 8: T540–541, T546–T547, T557a
Integration of Knowledge and Ideas	CC.4.Rlit.7	(7) Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Unit 3: T153, T156–157, T159, T198a, T198b; Unit 4: T260, T261, T267
	CC.4.Rlit.9	(9) Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g the quest) in stories, myths, and traditional literature from different cultures.	Unit 2: T90, T91, T92–93, T94, T95, T95a, T97j, T98a, T98b, T99, T100, T102, T103a, T104, T105a, T105b, T105d, T105g, T105h; Unit 6: T379j, T385f, T385g, T385h; Unit 7: T481a, T482; Unit 8: T523a, T559g
Range and Level of Text Complexity	CC.4.Rlit.10	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: T35r, T37a, T43, T44–45, T46–47, T48–49, T50–51, T53, T54–55, T56, T57, T63a, T64a, T65, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 2: T71j, T91, T92–93, T94, T95, T97j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 3: T143j, T153, T154–155, T156–157, T158, T159, T160, T161, T162–163, T164, T165, T165a, T167j, T168c, T169, T170, T173r, SG6, SG7, SG8, SG9; Unit 4: T245r, T247, T247a, T248a, T249, T250, T251, T269j, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 5: T281j, T284, T285a, T286, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 6: T351j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; Unit 7: T453r, T454, T455, T455a, T456, T456a, T457, T458, T459, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 8: T489j, T493a, T494, T494a, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T549h, T550a, T550b, T551, T552–553, T554–555, T556, T557, T557a, T558, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngrach.com)



Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Informational Text			
Key Ideas and Details	CC.4.Rinf.1	(1) Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.	Unit 1: T1i, TT4, T5, T5a, T6, T10, T12–13, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T28a, T28b, T29, T30, T31, T32, T59j, T60, T60a, T60b, SG14; Unit 2: T106, T107, T107a, T108, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T128, T128a, T129, T129f, T129o, T130a, T130b, SG4, SG5, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 3: T199, T202–203, T205a, T205b, T205d, T205f, T205g, SG10, SG11; Unit 4: T223, T224–225, T226–227, T228–229, T230–231, T236, T236a, T237, T237o, T238, T238a, T238b, T245a, T245b, T245d, SG14, SG15; Unit 5: T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T315a, T316, T318, T319, T321, T322–323, T324–325, T326–327, T330, T331, T332–333, T334–335, T336, T336a, T339, T340, T341, T342, T343, T345a, T345b, T345d, SG10, SG11, SG20, SG21, SG22, SG23, SG26, SG27; Unit 6: T380a, T380b, T381, T382, T383, T385d, T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T404, T405, T406, T407, T408, T409o, T410a, T410b, T410c, T411, T412–413, T417a, T417b, T417f, T417g, T417h, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 7: T432, T433, T434–435, T436–437, T438, T439, T444a, T445, T446a, T446b, T446c, T447, T450, T451, T451a, T452, T453a, T453b, T462–463, T464–465, T466–467, T468–469, T480, T481, T481a, T482, SG10, SG11, SG14; Unit 8: T499, T500–501, T502–503, T504–505, T506–507, T516a, T516b, T516c, T518–519, T520–521, T522, T523, T525a, T525b, T525g, T527a, T528, T533, T534–535, T536–537, T548, T548a, T549, T551, T552–553, T554–555, T556, T557, T559g
	CC.4.Rinf.2	(2) Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Unit 1: T5, T5a, T6, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T29, T30, T60, T60a, T60b, SG8, SG9, SG10, SG11, SG14, SG15; Unit 2: T107a, T108, T113, T116–117, T118–119, T120–121, T124–125, T126–127, T128a, SG16, SG17, SG20, SG21, SG27; Unit 3: T174, T175a, T176, T181, T182–183, T184–185, T186–187, T188–189, T190, T192–193, T194–195, T196, T196a, T197, T205a, T205b, T205d, T205f, T205g, SG20, SG21, SG27; Unit 4: SG9, SG15; Unit 5: T324–325, T326–327, T328–329, T330, T336a, T341, T342, T343, SG21, SG27; Unit 6: T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T406, T408, SG18, SG19, SG20, SG21, SG22, SG23, SG27; Unit 7: T440, T441, T442, T453f, T453g, SG9, SG15; Unit 8: T525a, T525b, T538, SG16, SG17, SG21, SG26, SG27
	CC.4.Rinf.3	(3) Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	Unit 1: T1i; Unit 2: T105r, T129f, SG22, SG23; Unit 3: SG16, SG17; Unit 4: T213j; Unit 5: T306–307, T310, T311, T313d, T313f, T313g, T313h, T337o, T338a, T338b, T345a, T345d, T345f, T345g, SG26, SG27; Unit 6: T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409h; Unit 7: T446a, T446b, T477j, SG14, SG22, SG23
Craft and Structure	CC.4.Rinf.4	(4) Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.	Unit 1: T4, T5, T5a, T6, T6a, T7, T36, T38a, T39, T40, T41, SG16, SG17; Unit 2: T74, T75, T76, T97q, T98, T98c, T99, T105c, T105e, T106, T107, T108, T108a, T109, SG10, SG11; Unit 3: T174, T175, T175a, T176, T176a, T177, T190, T191, T205d, T205e; Unit 4: T216, T217, T218a, T219, T237o, T238, T238c, T245a, T245b, T245c, T245e, T245h, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T270c, T271, SG16, SG17; Unit 5: T284, T285, T285a, T286, T287, T314, T315, T316a, T317, T344; Unit 6: T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; Unit 7: T426, T427, T428a, T429, T453d, T453h, T454, T455, T456a, T458, SG4, SG5; Unit 8: T492, T493, T494a, T495, T496, T526, T527, T528a, T529, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559f, T559h
	CC.4.Rinf.5	(5) Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Unit 1: T35a, T35b, T35d, T35f, T35g, SG4, SG5, SG22, SG23; Unit 2: T137a, T137b, T137d; Unit 4: T217, T217a, T223, T224–225, T226–227, T228–229, T230–231, T233, T234, T236a, SG8, SG14, SG20, SG22, SG23; Unit 5: T305, T306–307, T308–309, T310, T311, T315a, T316, T336a, T343a, T345, T345a, T345b, T345d, T345f, T345g, T345h, SG20; Unit 6: T383a, T387a, T388, SG17, SG20; Unit 7: T427a, SG8; Unit 8: T540–541, T546–547, SG4, SG5, SG8, SG10, SG11
	CC.4.Rinf.6	(6) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	Unit 6: SG4, SG5; Unit 7: T483a, T483b, T483f, T483g
Integration of Knowledge and Ideas	CC.4.Rinf.7	(7) Interpret information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding a print or digital text.	Unit 1: T1i, T2, T3, T27h, T59i, T59j; Unit 2: T72, T73, T113, T114–115, T116–117, T120–121, T122; Unit 3: T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T198a, T198b, T200–201, T203a, T204a, SG22, SG23, SG26; Unit 4: T213i, T214, T215, T223, T224–225, T226–227, T232, T233, T234, T235, T236a, T237, T237h, T245r, SG4, SG5, SG10, SG11; Unit 5: T281j, T282, T283, T303i, T313r, T338c, T340, T341, T342, SG16, SG17; Unit 6: T351j, T380c, T382, T383, T385a, T385b, T385r, T390, T392, T394–395, T396–397, T398–399, T402, T415a, SG10, SG11; Unit 7: T432, T433, T434–435, T436–437, T438, T439, T441, T442, T443, SG16, SG17; Unit 8: T490, T491, SG22, SG23
	CC.4.Rinf.8	(8) Explain how an author uses reasons and evidence to support particular points in a text.	Unit 2: T137a, T137b, T137d, T137f, T137g, T137h; Unit 3: SG4, SG5; Unit 4: T238a, T238b, T240, T241, T242, T243a, T244, T245a, T245b, T245d, T245f, T245g, T245h; Unit 5: T313a, T313b; Unit 7: T448, T449, T453a, T453b, T453d, T453g; Unit 8: T516a, T516b
	CC.4.Rinf.9	(9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Unit 2: T135a, T136; Unit 5: T303j, SG4, SG5; Unit 6: T385r, T409, T417f, T417g, T417h; Unit 7: T423o, T423p, T445a, T445b, T445h, T478b; Unit 8: T523a, T525d, T525g, T549a, T549b, T559f, T559g

Grade 4 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Range and Level of Text Complexity	CC.4.Rinf.10	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: T1i, T7, T8, T11, T14–15, T16–17, T18–19, T27h, T27o, T28a, T28b, T29, T30, T31, T32, T33, T33a, T34, T34a, T40, T41, T59j, T60c, T61, T62, T63a, T64a, T65, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 2: T97j, T105r, T109, T110, T111, T129f, T130c, T131, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 3: T167j, T173r, T177, T178, T181, T182–183, T184–185, T186–187, T188–189, T191, T192–193, T194–195, T197h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 4: T213j, T219, T220, T221, T223, T224–225, T226–227, T228–229, T230–231, T232, T233, T234, T235, T236, T236a, T237, T245r, SG4, SG5, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 5: T303j, T303q, T304, T305, T306–307, T308–309, T310, T311, T311a, T312, T312a, T313, T313r, T337h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 6: T381, T382, T383, T385r, T409h, T410c, T411, T412–413, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 7: T423j, T428a, T429, T430, T431, T443a, T444, T444a, T445, T445h, T477j, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; Unit 8: T515j, T517, T518–519, T520–521, T522, T523, T525r, T530, T531, T533, T534–535, T536–537, T539, T540–541, T542–543, T544–545, T546–547, T549h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27
Foundational Skills			
Phonics and Word Recognition	CC.4.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T27h, T27i, T27j, T27o, T28, T28c, T35d, T35e, T35r, T35s, T59j, T59k, T59l; Unit 2: T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130, T130c, T137c, T137e; Unit 3: T143j, T143k, T143l, T167j, T173r, T197h, T197j; Unit 4: T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T269j, T269k, T269l; Unit 5: T281j, T281k, T303j, T303k, T313r, T313s, T337h; Unit 6: T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385s, T385t, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; Unit 7: T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; Unit 8: T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
	CC.4.Rfou.3.a	(a) Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Unit 1: T1i, T1j, T27h, T27i, T27j, T27o, T28, T28c, T35c, T35e, T35r, T35s, T35t, T37a, T40, T59j, T59k, T59l; Unit 2: T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130c, T137c, T137e; Unit 3: T143j, T143k, T167j, T167k, T167l, T173r, T173s, T173t, T197h, T197i, T205c; Unit 4: T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T245t, T269j, T269k, T269l; Unit 5: T281j, T281k, T281l, T303j, T303k, T313r, T313s, T337h; Unit 6: T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385e, T385r, T385s, T385t, T409h, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; Unit 7: T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; Unit 8: T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
Fluency	CC.4.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T5a, T8, T14–15, T21, T27h, T28a, T29, T34, T35b, T35r, T37a, T40, T44–45, T53, T61, T64, T65b; Unit 2: T71j, T75a, T81, T82–83, T99, T104, T104a, T105a, T105b, T105r, T107a, T110, T129o, T130a, T131, T136, T137b; Unit 3: T147a, T154–155, T161, T169, T173r, T175a, T178, T182–183, T198a, T199, T203a, T205b; Unit 4: T213j, T217, T217a, T220, T223, T224–225, T232, T233, T234, T235, T236, T236a, T237, T238a, T239, T241, T243a, T245b, T245r, T247a, T250, T253, T254–255, T270a, T270b, T271, T273a, T275b; Unit 5: T281j, T285a, T288, T292, T297, T304a, T305, T312, T313b, T313r, T315a, T318, T322–323, T331, T338a, T339, T345b; Unit 6: T351j, T355a, T358, T361, T362–363, T364–365, T374–375, T376, T380a, T380b, T381, T384, T385b, T385r, T387a, T390, T393, T394–395, T405, T410a, T410b, T411, T416, T417b; Unit 7: T423j, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T453r, T455a, T458, T462–463, T471, T478a, T479, T482, T483b; Unit 8: T489j, T493a, T496, T500–501, T509, T516a, T517, T524, T525b, T525r, T527a, T530, T534–535, T539, T549o, T550, T550a, T551, T558, T559b
	CC.4.Rfou.4.a	(a) Read on-level text with purpose and understanding.	Unit 1: T14–15, T21, T29, T44–45, T53, T60a, T61; Unit 2: T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T98, T98a, T99, T100, T101, T102, T103, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T131, T132–133, T134–135; Unit 3: T154–155, T161, T182–183, T191, T198a, T199; Unit 4: T223, T224–225, T226–227, T228–229, T230–231, T238c, T239, T240, T241, T253, T254–255, T260, T261, T262–263, T264–265, T266, T267, T270c, T271, T272, T273; Unit 5: T292, T297, T305, T322–323, T331, T339; Unit 6: T361, T364–365, T368–369, T374–375, T376, T381, T393, T394–395, T396–397, T398–399, T400–401, T402, T404, T405, T406, T410c, T411, T412–413, T414–415; Unit 7: T434–435, T441, T447, T462–463, T471, T479, T482; Unit 8: T500–501, T509, T517, T534–535, T539, T551
	CC.4.Rfou.4.b	(b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T1i, T14–15, T21, T26a, T35r, T44–45, T53, T59; Unit 2: T71j, T81, T82–83, T90, T91, T97, T105r, T112, T114–115, T129; Unit 3: T143j, T167, T171a, T173b, T182–183, T197; Unit 4: T213j, T236a, T245r, T269i, T268a, T269; Unit 5: T281j, T292, T297, T302a, T313r, T322–323, T331, T337; Unit 6: T351i, T362–363, T364–365, T368–369, T374–375, T376, T379, T385r, T393, T394–395, T405, T409; Unit 7: T423j, T434–435, T441, T445, T453r, T462–463, T471, T477; Unit 8: T489j, T500–501, T509, T515, T525r, T534–535, T539, T549
	CC.4.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1: T1i, T35r, T59j; Unit 2: T71j, T97j, T105r, T129f; Unit 3: T143j, T167j, T173r, T173t, T197h; Unit 4: T213j, T237h, T245r, T269j; Unit 5: T281j, T303j, T337h; Unit 6: T351j, T379j, T385r, T409h; Unit 7: T423j, T445h, T453r, T477j; Unit 8: T489j, T515j, T525r, T549h

Writing

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations	
Text Types and Purposes	CC.4.W.1	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Unit 1: T35r, T58; Unit 2: T96, T97, T105d, T137d; Unit 3: T166, T171, T202–203; Unit 4: T237m, T237n, T238b, T245j, T245k, T281; Unit 5: T313q, T337m, T337n, T346, T347, T348, T349; Unit 7: T445g; Unit 8: T515i, T515o, T515p, T525i, T525j, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.a	(2) Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Unit 1: T35q; Unit 2: T137d; Unit 4: T237m, T237n, T245j, T245k; Unit 5: T337m, T337n, T346, T347, T348, T349; Unit 7: T445g; Unit 8: T525i, T525j, T525k, T525l, T560, T561	
	CC.4.W.1.b	(b) Provide reasons that are supported by facts and details.	Unit 1: T35q; Unit 2: T96, T97, T105d, T137d; Unit 3: T171, T202–203; Unit 4: T237m, T237n, T245i, T245j, T245k; Unit 5: T346, T347, T348, T349; Unit 8: T515o, T515p, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.c	(c) Link opinions and reasons using words and phrases (e.g. for instance, in order to, in addition).	Unit 1: T35q; Unit 2: T137d; Unit 4: T237m, T237n, T245i, T245j, T245k; Unit 5: T346, T347, T348, T349; Unit 8: T515i, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.d	(d) Provide a concluding statement or section related to the opinion presented.	Unit 5: T337m, T337n, T347, T348; Unit 8: T562, T563	
	CC.4.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Unit 1: T27g, T27m, T27n, T35, T35i, T35j, T35k, T35l, T35q, T35w, T35x, T59i, T66, T67, T68, T69; Unit 2: T71i, T105q, T129e, T139; Unit 3: T148, T176, T178, T179, T197m, T197n; Unit 4: T213i, T237g, T245q; Unit 5: T303i, T303j, T313i, T313j, T313k, T313l, T337g, T345; Unit 6: T379i; Unit 7: T423i, T423o, T423p, T445a, T445b, T453i, T453j, T453k, T453l; Unit 8: T525q, T549g	
	CC.4.W.2.a	(a) Introduce a topic clearly and group related information together in paragraphs and sections; include formatting (e.g headings), illustrations, and multimedia when useful to aiding comprehension.	Unit 1: T59j; Unit 2: T129m, T129n, T138; Unit 3: T206–207, T208; Unit 4: T237g, T269i; Unit 5: T303o, T303p, T313j, T313k, T313l, T346, T347; Unit 7: T423o, T423p, T445a, T445b, T453j, T453k, T453l	
	CC.4.W.2.b	(b) Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Unit 1: T35i, T35j, T35k, T35l, T35q, T35w, T35x, T66, T67, T68, T69; Unit 2: T138, T139, T140, T141; Unit 3: T197m, T197n, T208; Unit 4: T213i; Unit 5: T303o, T303p, T313i, T313j, T313q; Unit 6: T379i; Unit 7: T445a, T453j;	
	CC.4.W.2.c	(c) Link ideas within categories of information using words or phrases (e.g. another, for example, also, because).	Unit 1: T35w, T35x; Unit 3: T143o, T143p	
	CC.4.W.2.d	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 1: T35r; Unit 2: T71j; Unit 4: T267a, T268, T268a, T269; Unit 8: T489o, T489p, T525q, T549h	
	CC.4.W.2.e	(e) Provide a concluding statement or section related to the information or explanation offered.	Unit 5: T303i, T313q, T313r; Unit 7: T445b	
	CC.4.W.3	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit 1: T27g, T59a, T59b, T59c, T59d; Unit 2: T71i, T71o, T71p, T97i; Unit 3: T143i, T167a, T167b, T167c, T167d, T196; Unit 5: T337i, T337j; Unit 6: T351i, T385q; Unit 7: T423i, T445g, T477a, T477b, T477c, T477d, T477i, T477o, T477p, T484, T485, T486, T487; Unit 8: T489j, T515a, T515b, T515c, T515d	
	CC.4.W.3.a	(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Unit 1: T35w, T35x; Unit 2: T71i, T97i, T97o, T97p, T105i, T105j, T105k, T105l; Unit 4: T245w, T245x, T269a, T269c; Unit 5: T337i; Unit 6: T351i, T385q; Unit 7: T423i, T445g, T477a, T477b, T477c	
	CC.4.W.3.b	(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Unit 2: T105i, T105j, T105k, T105l; Unit 5: T281o, T281p, T303b, T303c, T303d; Unit 6: T385q; Unit 7: T453q, T477i	
	CC.4.W.3.c	(c) Use a variety of transitional words and phrases to manage the sequence of events.	Unit 2: T105i, T105j, T105k, T105l	
	CC.4.W.3.d	(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	Unit 3: T167o, T167p, T173i, T173j, T173k, T173l; Unit 4: T276, T277, T278, T279; Unit 8: T515a, T515b, T515c, T515d	
	CC.4.W.3.e	(e) Provide a conclusion that follows from the narrated experiences or events.	Unit 7: T453w, T453x, T477a, T477b, T477c;	
	Production and Distribution of Writing	CC.4.W.4	(4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Unit 2: T71o, T71p, T97a, T97b; Unit 3: T167a, T167b, T167c, T167d, T197g; Unit 5: T281i, T303i, T313q; Unit 6: T385q, T409g; Unit 7: T477j; Unit 8: T489i, T515i, T525q
		CC.4.W.5	(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	Unit 1: T1m, T27l, T35i, T35j, T35v, T59a, T59b, T59c, T59d, T59n, T66, T67, T68, T69; Unit 2: T71i, T71m, T71n, T97a, T97b, T97c, T97d, T97n, T105v, T129l, T138, T139, T140; Unit 3: T143p, T167a, T167b, T167c, T167d, T173i, T173j, T173k, T173l, T206–207, T208, T208a, T209, T210, T211; Unit 4: T213m, T213n, T237k, T237l, T245i, T245j, T245k, T245l, T245v, T269a, T269b, T269c, T269n, T276, T277, T278, T279; Unit 5: T281n, T303a, T303b, T303c, T303d, T303n, T313i, T313j, T313k, T313l, T313v, T337l, T346, T347, T348, T349; Unit 6: T351n, T379a, T379b, T379c, T379d, T379n, T385i, T385j, T385k, T385l, T385v, T409l, T418, T419, T420, T421; Unit 7: T423n, T445l, T453i, T453j, T453k, T453l, T453v, T477a, T477b, T477c, T477d, T477n, T484, T485, T486, T487; Unit 8: T489n, T525v, T549l, T515a, T515b, T515c, T515d, T525i, T525j, T525k, T525l, T560, T561, T562, T563

Grade 4 Common Core Standards

Writing, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Production and Distribution of Writing	CC.4.W.6	(6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Unit 2: T129e; Unit 3: T143j, T167a, T167b, T167c, T167d, T173r; Unit 6: T379o, T379p, T385j, T385k, T385l; Unit 8: T525j, T525k, T525l
Research to Build Knowledge	CC.4.W.7	(7) Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Unit 1: T1i, T1n, T1o, T27a, T27b, T27h, T35q, T59j; Unit 2: T71j, T97i, T97j, T105r, T105w, T105x, T129a, T129e, T129f; Unit 3: T173w, T173x, T197a, T197b, T208, T208a; Unit 4: T213i, T213o, T213p, T237a, T237b, T237g, T237h; Unit 5: T281j, T303j, T313q, T313r, T337a, T337b, T337g, T337h; Unit 6: T351j, T379j, T409a; Unit 7: T423j, T453r, T477j, T445a; Unit 8: T489j, T515j, T525r, T525w, T525x, T549a, T549b
	CC.4.W.8	(8) Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize evidence, and provide a list of sources.	Unit 1: T1h, T1i, T27h, T35q; Unit 2: T71i, T71j, T97i, T97j, T105r, T129a, T129b; Unit 3: T173w, T173x, T197a, T197b, T197h, T208a, T209; Unit 4: T213j, T213o, T213p, T237a, T237b; Unit 5: T313r, T313w, T313x, T337a, T337b, T337g, T337h; Unit 6: T385q, T385w, T385x, T409a, T409b, T409g, T409h; Unit 7: T423o, T423p, T445a, T445b, T453r; Unit 8: T489i, T515j, T525w, T525x, T549a, T549b
	CC.4.W.9	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit 1: T6, T33, T35r, T38, T60b, T60c; Unit 2: T97j, T98a, T98b, T98c, T99, T126–127, T130b, T130, T131; Unit 3: T167j, T173r, T197h; Unit 4: T213o, T213p, T218, T237a, T237b, T243, T245a, T245d, T248, T273, T275a, T275d; Unit 5: T286, T304b, T311, T313w, T313x, T316, T337h, T338b, T343; Unit 6: T356, T381, T382, T385d, T385w, T385x, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409a, T409b, T409m, T409n, T409o, T410a, T410b, T410c, T411, T414–415, T418, T419, T420; Unit 7: T439, T443, T446b, T481, T483d; Unit 8: T506–507, T523, T525d, T525g, T528, T536–537, T549m, T549n, T550b, T557, T559d, T559g
	CC.4.W.9.a	(a) Apply grade 4 reading standards to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions.]”).	Unit 1: T50–51; Unit 2: T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T105f, T105g, T105h; Unit 4: T275c, T275d; Unit 5: T284, T286, T286a, T288, T289, T290, T295, T301b, T302; Unit 6: T356, T358, T359, T372, T374–375, T377a, T385d, T385g; Unit 8: T494
	CC.4.W.9.b	(b) Apply grade 4 reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”).	Unit 1: T6, T9, T35d, T35g, T38, T60b, T63, T65c, T65d, T65h; Unit 2: T137f, T137g, T137h; Unit 3: T174, T176, T180, T188–189, T205e, T205g; Unit 4: T216, T218, T235, T245a, T245b, T245d, T248, T275e, T275g, T275h; Unit 5: T314, T316, T316a, T318, T319, T320, T328–329; Unit 6: T390, T391, T396–397, T405, T406, T407, T408, T408a, T409, T417g; Unit 7: T439, T446b, T451, T453d, T478b, T483g; Unit 8: T525d, T525g, T536–537
Range of Writing	CC.4.W.10	(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Unit 1: T4, T6, T6a, T9, T10, T18–19, T20, T24–25, T25a, T27, T35i, T35j, T35k, T35l, T36, T38, T38a, T41, T42, T50–51, T52, T57a, T66, T67, T68, T69, T70, T71, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T74, T76, T80, T84–85, T97b, T97c, T98c, T103, T106, T108, T108a, T110, T111, T112, T120–121, T127a, T128, T137d, T139, T140, T142, T143, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T143i, T146, T148, T152, T159, T160, T165a, T167a, T167b, T167c, T167d, T167o, T167p, T167a, T168b, T173c, T173d, T173e, T173g, T173j, T173k, T173l, T174, T176, T176a, T178, T179, T180, T188–189, T190, T194–195, T197m, T197n, T205c, T205d, T205e, T205g, T206–207, T208, T208a, T209, T210, T211, T212, T213, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T216, T218, T218a, T220, T221, T222, T230–231, T235a, T236, T245e, T245f, T245g, T245j, T245k, T246, T248, T248a, T250, T251, T252, T259, T267a, T268, T269b, T269c, T269i, T269q, T270b, T277, T278, T279, T280, T281, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T284, T286, T286a, T288, T289, T290, T295, T296, T301a, T301b, T302, T303a, T303b, T303c, T303d, T313c, T313d, T313e, T313g, T314, T316, T316a, T318, T319, T320, T328–329, T30, T334–335, T335a, T336, T343a, T345, T345c, T345d, T345e, T345g, T346, T347, T348, T349, T350, T351, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T351i, T354, T356a–359, T360, T371, T372, T377a, T377b, T378, T379a, T379b, T379c, T379d, T379q, T380b, T385g, T385i, T385j, T385k, T385l, T386, T388, T388a, T392, T403, T404, T407, T417d, T418, T419, T420, T421, T422, T423, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T426, T428, T428a, T431, T432, T439, T440, T441, T442, T443, T443a, T444, T453i, T453e, T453g, T453j, T453k, T453l, T454, T456, T456a, T458, T459, T460, T468–469, T470, T475a, T475b, T476, T477a, T477b, T477c, T477d, T484, T485, T486, T487, T488, T489, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T492, T494, T494a, T496, T497, T498, T506–507, T513b, T514, T515a, T515b, T515c, T515d, T515q, T516b, T525i, T525j, T525k, T525l, T526, T527, T528a, T530, T531, T532, T538, T546–T547, T547a, T548, T560, T561, T562, T563, T564, T565, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

Speaking and Listening

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations	
Comprehension and Collaboration	CC.4.SL.1	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Unit 1: T6a, T7, T8, T9, T10, T11, T12–13, T14–15, T16–17, T18–19, T20, T22–23, T24–25, T26a, T27, T57b, T58a, T59, T59j; Unit 2: T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T92–93, T95a, T96, T96a, T97, T105q, T137d, T137h, T142, T143; Unit 3: T152, T153, T154–155, T156–157, T158, T166a, T167, T167q, T168a, T168b, T171a, T172, T173, T176a, T177, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T196, T205f, T205g, T205h; Unit 4: T213i, T245r; Unit 5: T313r; Unit 6: T379j, T385r, T409g; Unit 7: T423i, T423j, T477i, T483h; Unit 8: T515i, T525r, T549g	
	CC.4.SL.1.a	(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Unit 1: T6a, T8, T14–15, T18–19, T20, T24–25, T25a, T26, T27, T35e, T35g, T35h, T57b, T58a, T59, T65e, T65h, T70, T71, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 2: T97i, T105f, T105g, T105h, T130a, T137f, T137h, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 3: T144, T145, T160, T165, T166, T166a, T167, T173e, T173f, T173h, T212, T213, SG7, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 4: T213i, T245f, T245g, T245h, T245r, T275e, T275f, T275g, T280, T281, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 5: T313f, T313g, T313h, T345e, T345g, T345h, T350, T351, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 6: T352, T353, T385h, T417h, T422, T423, SG6, SG7, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; Unit 7: T424, T425, T453h, T488, T489, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; Unit 8: T525e, T525r, T559h, T564, T565, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25	
	CC.4.SL.1.b	(b) Follow agreed-upon rules for discussions and carry out assigned roles.	Unit 2: T106, T107, T107a, T108a, T109, T110, T112, T128, T143; Unit 3: T152, T153, T154–155, T156–157, T158, T167q, T168a, T168b, T171a, T172, T173b, T197o; Unit 4: T216, T217, T218a, T219, T232, T233, T234, T235, T235a, T236, T236a, T237, T237h; Unit 6: T351i, T385r	
	CC.4.SL.1.c	(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Unit 1: T1h, T36, T37, T37a, T38a, T41, T59i; Unit 2: T90, T92–93, T95a, T96, T96a, T97, T105q, T106, T107, T107a, T129b, T137h, T143; Unit 3: T165b, T166, T166a, T167, T169, T170; Unit 7: T423i, T445g, T454, T455, T456	
	CC.4.SL.1.d	(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Unit 1: T27h, T27o, T28, T28a, T28b, T59q, T60, T60a, T60b; Unit 2: T97q, T98a, T98b, T130a, T130b; Unit 3: T173i, T173j, T173k, T176a, T177, T178, T179, T180, T182–183, T184–185; Unit 4: T248a, T249, T250, T251, T252, T253, T254–255, T256–257, T258, T259, T260, T261, T262–263, T264–265, T267a, T268, T268a, T269, T269q, T270a, T270b, T270c, T271, T272, T273, T273a, T274, T274a, T275, T275a, T275e, T275f, T275g, T275g; Unit 5: T303q, T304, T304a, T304b, T315, T315a, T316, T316a, T318, T319, T337o, T338a, T338b; Unit 6: T380a, T380b, T409g, T409o, T410a, T410b; Unit 7: T445h, T445o, T446, T446a, T446b, T453q, T477q; Unit 8: T515q, T526, T527, T528a, T530, T531, T549g, T549o, T550a, T550b	
	CC.4.SL.2	(2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 1: T2, T3, T59j; Unit 2: T71i, T90, T97i, T105q, T107a, T129e, SG21, SG27; Unit 3: T144, T145, T174, T175a, T181, T182–183, T184–185, T186–187, T188–189, SG21; Unit 4: T214, T232, T233, T234, T235, T237a, T237b, T237g, T245q; Unit 5: T281i, T313q, T337g; Unit 6: T380b, T385q, T409a, T409b, T409g; Unit 7: T424, T425, T432, T433, T434–435, T436–437, T438, T439, T445g, T453q, T477i; Unit 8: T515i, T525q	
	CC.4.SL.3	(3) Identify the reasons and evidence a speaker provides to support particular points.	Unit 4: T245i, T245j, T245k; Unit 5: T337a, T337b	
	Presentation of Knowledge and Ideas	CC.4.SL.4	(4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Unit 1: T27a, T27b, T27g, T33a, T34, T34a, T35, T35d, T37a, T38, T58a, T59i, T63a, T64, T65, SG20, SG21; Unit 2: T97i, T103a, T014, T105, T105a, T105b, T105d, T105r, T129e, T135a, T136, T137, T142, T143, SG14; Unit 3: T171a, T172, T173q, T197a, T197b, T203a, T204, T205e; Unit 4: T213i, T237g, T237h, T243a, T244, T245, T269i, T269j, T273a, T274, T274a, T275, T281; Unit 5: T281i, T281j, T285, T286a, T288, T289, T303i, T303j, T311a, T312, T337a, T337b, T337g, T343a, T344, T345; Unit 6: T351j, T379i, T383a, T384, T385r, T388a, T408, T409g, T409h, T416; Unit 7: T445h, T451a, T452, T453r, T456a, T458, T481a, T482, SG20; Unit 8: T494a, T496, T497, T524, T525, T525r, T549a, T549b, T549h, T557a, T558
		CC.4.SL.5	(5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Unit 3: T205e; Unit 4: T281; Unit 5: T303i; Unit 6: T351j, T379j; Unit 7: T445a, T445b, T477j; Unit 8: T515j
CC.4.SL.6		(6) Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Unit 1: T27g, T59i, T59o, T59p, T66, T67, T68, T69; Unit 2: T108a, T109, T110, T128, T129; Unit 7: T428a, T456a	

Grade 4 Common Core Standards

Language

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Conventions of Standard English	CC.4.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T11, T1m, T34a, T35, T35a, T35b, T35c, T35d, T35u, T35v, T59d, T59i, T59m, T59n, T64a, T65, T65h, T66, T67, T68, T69; Unit 2: T71m, T71n, T97c, T97d, T97n, T104a, T105, T105c, T105u, T105v, T107, T136a, T137; Unit 3: T143k, T143m, T143n, T143o, T143p, T167a, T167b, T167c, T167d, T167m, T167n, T172a, T173, T173i, T173j, T173k, T173l, T173u, T173v, T197k, T197l, T204a, T205, T210, T211; Unit 4: T213m, T213n, T237k, T237l, T244a, T245, T245l, T245q, T245u, T245v, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; Unit 5: T281m, T281n, T285, T286, T303a, T303d, T303m, T303n, T312a, T313, T313l, T313r, T313u, T313t, T337k, T337l, T344a, T344a, T345, T348, T349; Unit 6: T351m, T351n, T351o, T351p, T354, T355, T355a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T416a, T417, T420; Unit 7: T423m, T423n, T445k, T445l, T445m, T445n, T452a, T453, T453k, T453l, T453u, T453v, T477c, T477d, T477m, T477n, T482a, T483, T486; Unit 8: T489m, T489n, T515d, T515m, T515n, T524a, T525, T525e, T525h, T525u, T525v, T549k, T549l, T558a, T559, T562, T563
	CC.4.L.1.a	(a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Unit 1: T35u, T35v, T59d, T59m, T59n, T66, T67, T68, T69; Unit 7: T453u, T453v, T477d
	CC.4.L.1.b	(b) Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.	Unit 4: T213n, T237k, T237l; Unit 8: T515m, T515n, T525k, T525l, T525u, T525v, T549k, T549l, T562, T563
	CC.4.L.1.c	(c) Use modal auxiliaries (e.g. can, may, must) to convey various conditions.	Unit 4: T269m, T269n; Unit 8: T525u, T525v
	CC.4.L.1.d	(d) Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).	Unit 5: T303m, T303n, T313l, T337k, T337l
	CC.4.L.1.e	(e) Form and use prepositional phrases.	Unit 6: T351i; Unit 7: T486
	CC.4.L.1.f	(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Unit 1: T11, T1m, T27k, T27l, T34a, T35, T35l, T59m, T59n, T66, T67, T68, T69; Unit 2: T105u, T105v, T129k, T129l, T139, T140; Unit 6: T379a, T379b, T379c, T379d; Unit 7: T445m, T445n, T453k, T453l
	CC.4.L.1.g	(g) Correctly use frequently confused words (e.g. to, too, two; there, their).	Unit 1: T1j, T27i, T59i; Unit 2: T71k, T71l, T97k, T105t, T129j; Unit 3: T143k, T167l, T173t; Unit 4: T213k, T237i, T245s, T269k; Unit 5: T281l, T303l, T313t, T337j; Unit 6: T351l, T379k, T385s, T409j; Unit 7: T423l, T445j, T453t, T477l; Unit 8: T489l, T515k, T525s, T549i
	CC.4.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T1j, T1k, T1m, T27i, T27j, T27l, T34a, T35, T35l, T35s, T35t, T59i, T59k, T59l; Unit 2: T71l, T97c, T97d, T97l, T97n, T105t, T105u, T105v, T129j, T129k, T129l, T139, T140; Unit 3: T143k, T143l, T143m, T143n, T167a, T167b, T167c, T167d, T167l, T167m, T167n, T173i, T173j, T173k, T173s, T173t, T197i, T197j; Unit 4: T213l, T237i, T237j, T245s, T245t, T245u, T245v, T269k, T269l; Unit 5: T281n, T303d, T303l, T313t, T337j; Unit 6: T351k, T351l, T379k, T379l, T385t, T409j; Unit 7: T423l, T445j, T453q, T453t, T461, T464–465, T468–469, T477i, T477l; Unit 8: T489k, T489l, T489m, T489n, T515d, T515l, T525l, T525t, T549i, T549j
	CC.4.L.2.a	(a) Use correct capitalization.	Unit 1: T1m, T34a, T35, T35l, T59i; Unit 2: T105u, T105v, T129k, T129l
	CC.4.L.2.b	(b) Use commas and quotation marks to mark direct speech and quotations from a text.	Unit 2: T97m, T97n; Unit 5: T281o, T281p, T303d; Unit 6: T409a, T409b; Unit 8: T515k, T515l
	CC.4.L.2.c	(c) Use comma before a coordinating conjunction in a compound sentence.	Unit 2: T105u, T105v, T129k, T129l, T139, T140
	CC.4.L.2.d	(d) Spell grade-appropriate words correctly, consulting references as needed.	Unit 1: T1k, T27i, T27j, T35s, T35t, T59i; Unit 2: T71k, T71l, T97k, T97l, T105t, T129j; Unit 3: T143k, T143l, T167k, T167l, T173s, T173t, T197i, T197j; Unit 4: T213l, T237j, T245t, T269k, T269l; Unit 5: T281k, T281l, T281n, T303d, T303k, T303l, T313t, T337i, T337j; Unit 6: T351l, T379k, T379l, T385s, T385t, T409i, T409j; Unit 7: T423k, T423l, T445i, T445j, T453s, T477k, T477l; Unit 8: T489l, T515k, T525s, T525t, T549i, T549j
Knowledge of Language	CC.4.L.3	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 1: T1l, T1m, T27k, T27l, T34a, T35, T35l, T35u, T35v, T59d, T59m, T59n, T63a, T64, T64a, T65, T66, T67, T68, T69; Unit 2: T71m, T71n, T97c, T97d, T97m, T97n, T104a, T105, T105u, T105v, T136a, T137; Unit 3: T143i, T143j, T143m, T143n, T167a, T167b, T167c, T167d, T167i, T167m, T167n, T173j, T173k, T173l, T173q, T173u, T173v, T190, T191, T192–193, T194–195, T197k, T197l, T204a, T205, T210, T211; Unit 4: T213m, T213n, T237k, T237l, T244a, T245, T245l, T245u, T245v, T248a, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; Unit 5: T281m, T281n, T281o, T281p, T303c, T303d, T303m, T303n, T311a, T312, T312a, T313, T313l, T313u, T313t, T344, T344a, T345, T348, T349; Unit 6: T351m, T351n, T379a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T409m, T409n, T415a, T416a, T417, T420; Unit 7: T423m, T423n, T445k, T445l, T452a, T453, T453k, T453l, T461, T464–465, T468–469, T477c, T477d, T477m, T477n, T482a, T483, T486, SG24, SG25, SG26, SG27; Unit 8: T515d, T524a, T525, T525u, T525v, T549k, T549l, T558a, T559, T562, T563
	CC.4.L.3.a	(a) Choose words and phrases to convey ideas precisely.	Unit 2: T139, T140; Unit 4: T252, T254–255, T256–257, T267, T267a, T268, T268a, T269; Unit 8: T528a, T529
	CC.4.L.3.b	(b) Choose punctuation for effect.*	Unit 1: T59i; Unit 2: T97m, T97n, T139, T140
	CC.4.L.3.c	(c) Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion).	Unit 1: T27g, T59o, T59p, T66, T67, T68, T69

Language, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Vocabulary Acquisition and Use	CC.4.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Unit 1: T27o, T28, T28c, T35c, T35e, T35f, T35g, T59q, T60, T60c, T61, T65c, T65d; Unit 2: T97q, T98, T98c, T99, T105c, T105e, T129f, T129o, T130, T130a, T130c, T131, T137a, T137b, T137c, T137e, T137f; Unit 3: T197j, T197o, T198, T198c, T199, T205c, T205d; Unit 4: T237h, T237o, T238, T238c, T240, T245a, T245c, T245e, T245h, T245q, T269q, T270c, T275c, T275d, T275e; Unit 5: T303q, T304, T304a, T304b, T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T339, T340, T345a, T345c, T345d, T345e, T345g; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T412–413, T417c, T417e; Unit 7: T445o, T446, T446c, T453c, T453e, T477q, T478, T478c, T479, T481a, T482a, T483, T483c, T483e; Unit 8: T515q, T516, T516c, T525c, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e
	CC.4.L.4.a	(a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Unit 2: T98c, T105c, T105e; Unit 4: T237o, T238, T238c, T245c, T245e, T269q, T270c, T275e
	CC.4.L.4.b	(b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)	Unit 3: T167q, T168, T168c, T173c, T173e; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417c, T417e
	CC.4.L.4.c	(c) Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Unit 1: T1k, T27o, T28, T35c, T35e; Unit 2: T97l, T129j, T130, T130c, T137a, T137b, T137c, T137e; Unit 3: T143l, T173c, T173e, T197j; Unit 4: T269l; Unit 6: T379l, T409i; Unit 7: T453t; Unit 8: T489l
	CC.4.L.5	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Unit 2: T95a; Unit 3: T162–163, T164, T165a, T168a, T168b, T170, T171a, T173r, T197i, T197o, T198, T198c, T205c, SG14; Unit 4: T252, T253, T254–255, T256–257, T259, T260, T261, T262–263, T264–265, T267, T269o, T269p, T269q, T270a, T270b, T271, T272, T273, T273a, T275f, T276, T277, T278, T279; Unit 5: T281i, T303q, T304, T304b, T305, T306–307, T310, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T345c, T345e; Unit 6: T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417e; Unit 7: T423i; Unit 8: T513, T513a, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e
	CC.4.L.5.a	(a) Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.	Unit 3: T168a, T168b, T170, T171a; Unit 4: T270a, T270b, T272, T273, T273a
	CC.4.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	Unit 1: T44–45, T59q, T60, T60c, T61, T65c; Unit 8: T515q, T516, T516c, T525c, T559a, T559b, T559d
	CC.4.L.5.c	(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Unit 3: T143l; Unit 4: SG26; Unit 5: T303q, T304, T304b, T304b, T305, T306–307, T310, T313c, T313e, T337o, T338, T338c, T345c, T345e; Unit 8: T525r
CC.4.L.6	(6) Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).	Unit1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T9, T10, T11, T12–13, T16–17, T18–19, T20, T21, T25a, T26, T27, T27g, T33a, T34, T35, T35q, T36, T37, T37a, T38, T38a, T40, T41, T42, T43, T50–51, T52, T53, T56, T57a, T57b, T58, T58a, T59, T59i, T63a, T64, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG4, SG25, SG26, SG27; Unit 2: T71i, T74, T75, T75a, T76, T80, T81, T82–83, T88–89, T90, T95b, T96, T97i, T103a, T105, T105q, T106, T107, T108, T108a, T109, T112, T122, T127a, T128, T128a, T129e, T135a, T136, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG17, SG18, SG19, SG20, SG21, SG23, SG24, SG25, SG26, SG27; Unit 3: T143i, T146, T147, T147a, T148, T148a, T149, T151, T152, T153, T158, T159, T160, T161, T162–163, T164, T165a, T165b, T166a, T167, T167i, T172a, T172, T173, T173q, T174, T175, T175a, T176, T176a, T177, T178, T179, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T192–193, T194–195, T195a, T196, T196a, T197, T197g, T203a, T204, T205, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 4: T213i, T216, T217, T218a, T219, T222, T223, T224–225, T226–227, T228–229, T232, T233, T234, T235, T235a, T236, T236a, T237, T237g, T243a, T245, T245q, T246, T247, T247a, T248a, T249, T250, T252, T253, T256–257, T259, T260, T261, T264–265, T267a, T269, T269i, T269o, T269p, T270c, T271, T272, T273a, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 5: T281i, T284, T285, T285a, T286a, T287, T288, T289, T290, T291, T292, T293, T294, T295, T296, T297, T298–299, T300, T301a, T301b, T302, T302a, T303, T303i, T311a, T312, T312a, T313, T313q, T314, T315, T315a, T316, T316a, T317, T320, T321, T322–323, T324–325, T326–327, T328–329, T330, T331, T332–333, T334–335, T335a, T336, T336a, T337, T337g, T343a, T344, T345, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 6: T351i, T354, T355, T355a, T356a, T357, T360, T372, T373, T377b, T378, T379i, T383a, T385, T385q, T386, T387, T387a, T388a, T389, T392, T393, T394–395, T396–397, T404, T406, T407a, T408, T408a, T409g, T415a, T416a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T423i, T426, T427, T427a, T428, T428a, T429, T430, T431, T432, T433, T434–435, T436–437, T438, T439, T440, T441, T442, T443, T443a, T444, T444a, T445, T445g, T451a, T452, T453, T453q, T454, T455, T455a, T456, T456a, T457, T458, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, T475b, T476, T476a, T477, T477i, T481a, T482, T483, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; Unit 8: T489i, T492, T493, T493a, T494, T494a, T495, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T513b, T514, T514a, T515, T515i, T523a, T524, T525q, T526, T527, T527a, T528, T528a, T529, T532, T533, T534–535, T536–537, T538, T539, T540–541, T542–543, T544–545, T546–547, T547a, T548, T548a, T549, T549g, T557a, T558, T558a, T559, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27	

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 Pinkney, Jerry T461–T468-469, T475
 Sanchez, Nathan T205a–T205b
 Shed, Greg T499–T506-507
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Mark-Up Models

Illustrations: 2.1 S1-2 Pamela Becker

Photographs: 2.2 S1-2 Dempster Dogs/Alamy

Cross Curricular Teamwork

5 Artville. 11 Alan D. Carey/PhotoDisc/Getty Images. 31 Stephen Aaron Rees/Shutterstock. 33 lemonlight features/Alamy. 38 (tc) Linda & Colin McKie/iStockphoto, (tr) C Squared Studios/Photo-Disc/Getty Images, (mc, mr) PhotoDisc/Getty Images. 48 Werner Pfunder/Photolibrary.

Language Builder Picture Cards

E1-E2 Marilyn Angel Wynn/Nativestock Pictures. E3 Hemisfr/SuperStock/SuperStock. E4 Robin Nelson/PhotoEdit. E5 Rolf Richardson/Alamy Images. E6 Nancy Carter/North Wind Picture Archives. E7 Andrew Woodley/Alamy Images. E8 Radius Images/Alamy Images. E9 Gary Conner/PhotoEdit. E10 Olga Rosario Avendano/epa/Corbis. E11 Todd Gipstein/Corbis. E12 Bob Krist/Corbis. E13 V1/Alamy Images. E14 Marsha Goldenberg/Shutterstock. E15 Mihai Dancaescu/Shutterstock. E16 Radius Images/Alamy Images. E17 Cindy Haggerty/Shutterstock. E18 Corel. E19 David G. Miller/Getty Images. E20 Masterle. E21 Susan E. Degginger/Alamy Images. E22 Nick Koudis/Digital Vision/Getty Images. E23 Steven Senne/AP Images. E24 moodboard/Alamy Images. E25 Jim Parkin/iStockphoto. E26 David H. Wells/Corbis. E27 Alexander Chaikin/Shutterstock. E28 Richard T. Nowitz/Corbis. E29 Arthur Tilley/Jupiterimages. E30 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E31 David S. Boyer and Arlan R. Wiker/National Geographic Image Collection. E32 Sue Flood/Getty Images. E33 Jason Gilmore/National Geographic Image Collection. E34 Richard Coomber/Taxi/Getty Images. E35 Kiyomasa Miyashita/Yamanashi Fujicolor/Dex Image/Getty Images. E36 Stephen Alvarez/National Geographic Image Collection. E37 Bill Brooks/Alamy Images. E38 Frank and Helen Schreider/National Geographic Image Collection. E39 W. Robert Moore/National Geographic Image Collection. E40 Glen Allison/Photodisc/Getty Images. E41 Belinda Pretorius/Shutterstock. E42 Luc Novovitch/Alamy Images. E43 James P. Blair/National Geographic Image Collection. E44 Norbert Michalke/imagebroker/Alamy Images. E45 Nobor/Shutterstock. E46 Brittany Courville/Shutterstock. E47 Corbis Premium RF/Alamy Images. E48 Mike Theiss/National Geographic Image Collection. E49 Masterle. E50 Karl Weatherly/Getty Images. E51 Matt Carr/Getty Images. E52 Jim Cummins/Taxi/Getty Images. E53-E54 Dennis Kunkel Microscopy, Inc./Phototake/Alamy Images. E55 Steve Gschmeissner/Science Photo Library/Alamy Images. E56 Louise Gubb/Corbis Saba/Corbis. E57 Igor Dutina/Shutterstock. E58 Bettmann/Corbis. E59 Daniel Dillon/Alamy Images. E60 Schieren - StockFood Munich/StockFood America. E61 Foodcollection/Alamy Images. E62 Tim Pannell/Corbis Premium RF/Alamy Images. E63 Gianni Tortoli/National Geographic Image Collection. E64 Dr. Morley Read/Shutterstock. E65 blickwinkel/Alamy Images. E66 George F. Mobley/National Geographic Image Collection. E67 Charles E. Rotkin/Corbis. E68 Paul Springett 08/Alamy Images. E69 BMCL/Shutterstock. E70 The Granger Collection, New York. E71 Arteficient/Shutterstock. E72 IIC/Axiom/Getty Images. E73 Bill Curtsinger/National Geographic Image Collection. E74 DK Limited/Corbis. E75-E78 Victor R. Boswell, Jr./National Geographic Image Collection. E79 Michael Newman/PhotoEdit. E80 Jose Carillo/PhotoEdit. E81 max blain/Shutterstock. E82 Louis Fox/Getty Images. E83 Gordon Scammell/Alamy Images. E84 Dave Nagel/Getty Images. E85 Bob Daemmrich/PhotoEdit. E86 James A. Sugar/National Geographic Image Collection. E87 Stockbyte/Getty Images. E88 NASA - Image of the Day Gallery. E89 Richard T. Nowitz/Corbis. E90 Stockbyte/Getty Images. E91 NASA Image Exchange. E92 C. C. Lockwood 2004. E93 Maria Stenzel/National Geographic Image Collection. E94 The Granger Collection, New York. E95 Kenneth Garrett/National Geographic Image Collection. E96 O. Louis Mazzatenta/National Geographic Image Collection. E97 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E98 Sarah Leen/National Geographic Image Collection. E99 Bob Daemmrich/PhotoEdit. E100 Natalie Fobes/Corbis. E101 Patrick Ward/Corbis. E102 PhotoDisc/Getty Images. E103 Jocelyn Augustino/FEMA. E104 Stretch Photography/Blend Images/Corbis.

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