

TEACHER'S GUIDE

JOURNEY

TO SUCCESS™

LEVEL
3

BUILDING BASIC SKILLS IN READING AND WRITING



New Readers Press®
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Journey to Success™: Building Basic Skills in Reading and Writing
Teacher's Guide Level 3
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Journey to Success is a reading and writing program designed for adult learners. The student books and accompanying teacher's guides represent research-based principles and best teaching practices.

Journey to Success develops explicit connections between reading in the content areas, vocabulary, writing, speaking and listening, and language instruction as suggested by the College and Career Readiness Standards for Adult Education.

Each student book is divided into four units: Work and Life Skills; Social Studies; Science; and Literature. Each unit contains three 10-page lessons and a unit review. Students work with authentic reading selections that include practical, informational, and literary texts. Writing assignments reflect real-world and academic activities that draw on elements of the readings.

In *Journey to Success*, students work independently and collaboratively. Students complete some activities on their own, while other activities involve pair, group, and whole class work. Many activities allow students to discuss ideas and share responses, providing opportunities for speaking and listening practice.

Extension activities in each lesson encourage students to research topics, analyze information, and apply skills to new situations. In addition, each lesson ends with a **Think and Discuss** feature that further extends the content of the lesson. Students engage in group discussions, respond to stimuli such as quotations and photographs, and connect the lesson's content to real-world scenarios. Students draw on their knowledge and life experiences and learn how the readings are relevant beyond the classroom.

Answer Keys at the back of student books allow students to monitor their progress and work at an individual pace.

The *Journey to Success* teacher's guides provide lesson-by-lesson support for both new and experienced teachers. Notes for each lesson include valuable background information about reading topics; vocabulary tips; English language learner activities; extension activities; and teaching ideas and support for each activity in the lesson. Photocopy masters include blank copies of vocabulary resources as well as graphic organizers used with the reading selections.

The teacher's guides also include a level review covering all reading skills in the level. Along with unit reviews, the level review provides students with test-like practice to measure their mastery of the reading skills.

Paired Readings

Lessons have a consistent format that includes a pair of readings that allows reading content to be presented in discrete, manageable pieces. This maintains student interest and attention, and it provides flexibility in teaching the lessons. Paired readings create multiple opportunities to practice the targeted reading skill in varied contexts. In addition, students develop their critical thinking skills by analyzing, evaluating, and synthesizing information from multiple texts.

The nonfiction readings in *Journey to Success* incorporate text features such as headings, maps, photographs with captions, graphs, diagrams, and charts. These are features that students encounter regularly at work, at home, at school, and in the community. Students learn to interpret these features and use them to enhance their understanding of the text.

Most literature selections in *Journey to Success* are works by well-known writers in the public domain. The selections have been adapted to preserve the original content, language, and style when possible while making vocabulary and sentence structure accessible for readers at various levels.

Reading Strategies

Research shows that students get more out of reading if they use reading strategies that help them actively engage in the reading process. *Journey to Success* teaches students a number of strategies they can use before and during reading to improve their reading comprehension.

Before Reading strategies include previewing, skimming, setting a purpose for reading, and using prior knowledge.

During Reading strategies include making connections, taking notes, visualizing, rereading, and asking and answering questions. These strategies encourage students to draw on their life experiences and to monitor their understanding as they read. Questions and prompts in the margins encourage students to use the strategies with each reading selection.

Reading Skills

Journey to Success covers key reading skills that help students master the College and Career Readiness Standards for Adult Education. Students practice applying the skills to each of the paired readings.

Scaffolded instruction introduces the skill after **Reading 1**, the first reading selection. Students may interact directly with the text by circling signal words or underlining key details or evidence. Students respond to a variety of question types and formats, including multiple choice, literal comprehension, and open-ended inferential questions. Students deepen their understanding of the reading skill with the **Reading 2** selection.

A variety of graphic organizers help students record, organize, and understand information from the texts. Copies of these graphic organizers are included in each *Journey to Success* teacher's guide.

Vocabulary and Word Analysis Skills

Comprehension and learning are dependent on vocabulary knowledge. *Journey to Success* offers the direct and explicit **Vocabulary** instruction that students need in order to improve their comprehension. Students are pre-taught meaningful high-utility words before they encounter the words in context of the readings. There is also instructional support for technical, domain-specific vocabulary. Lessons provide multiple exposures and practice opportunities for key vocabulary.

Vocabulary Tips coach students on using multiple meanings, dictionary definitions, parts of speech, and context clues to determine word meanings. Each lesson also provides a word analysis activity where students practice using common affixes and roots.

Writing

Most students who struggle with reading have difficulty writing. Writing can be intimidating because it requires the coordination of many elements, such as determining a purpose, choosing a topic, developing and organizing ideas, spelling correctly, and structuring sentences.

Journey to Success integrates **Writing** instruction with the content, theme, or form of the reading selections. Students complete writing assignments that include informative and explanatory, opinion, and narrative pieces. Writing products include functional and academic pieces that resemble the types of writing adults may produce at home, work, and school.

The lessons approach writing as a process. Following a brief introduction to the writing form or product they will be working on, students review a list of characteristics to include in their writing and a writing prompt connected to the lesson's theme or content. Then they brainstorm, plan, and prewrite using a graphic organizer; draft their writing; and revise and edit.

Language Mini-Lessons in the back of each student book provide additional practice with the conventions of standard English.

LESSON 1: GETTING A JOB (pp. 8–17)**Introduce the Lesson (p. 8)**

Have students read the lesson title. Explain that the readings in this lesson will be about different steps for finding a job. Invite students to share what they know about how people look for jobs. If needed, provide general background information about the topic.

Explain that there can be a number of steps in getting a job. Different kinds of jobs may have different steps. Sometimes the hiring process is simple, informal, and quick, while other times it might have several stages that last for weeks.

If necessary, introduce students to some common terms in the hiring and job search process, such as *application*, *résumé*, and *interview*.

Review the lesson goals. Explain that students will:

- read two passages that give information about getting a job. Point out that as they read, they should think about the information they are learning.
- practice understanding compound words.
- write sentences about their job skills and work experience.

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the passages and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model the pronunciation of difficult words such as *supervisor* and *application*.
- Provide support for challenging words (such as *confident*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 9)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 8 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about getting a job and the hiring process in their home country. If students have work experience, ask them to share about it and how they got their job.

Review the Vocabulary Tip. Explain that when students look up a word in a dictionary, they may see that the word can be different parts of speech. Each part of speech can have multiple definitions. Have students answer the question and explain their answer choice. Challenge students to write two sentences using different definitions for the word *form* as a noun. Invite volunteers to share their sentences with the class.

READING 1 (pp. 10–11)**Pre-Reading Strategy: Preview (p. 10)**

Explain that students will use the pre-reading strategy of previewing. Tell students that before they read a passage, they can preview it. Previewing can help them better understand what they are going to read.

When students preview, they should:

- read the title and think about its meaning
- read the first sentence or two to see what the article will be about
- look at the list of bulleted items
- look at any graphics and think about what they show

Discuss students' answers to the questions. If necessary, point out the list of bulleted items. Explain that bullets are small dots used for items in a list. They help divide the text to make it easier to read. Be sure students know what the list is about.

Point out the sample application form. Have students identify the information that the form asks for.

Reading Strategy: Ask and Answer Questions

Explain that readers should ask themselves questions as they read. This helps them pay attention to what they are learning. After they ask themselves a question, they should look for the answer.

Point out the prompts on the side. Explain that the first one is an example of a question a reader might ask. After students have finished reading the passage, have them share the questions they asked and the answers they found.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 11)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the article to find the answers.

Reading Skill: Find Key Details

Explain the reading skill. Tell students that they should pay attention to the key details of a text.

Have students read paragraph 1 and answer the first two questions. Have students read aloud the sentences from the paragraph that have the details.

Have students complete questions 3–6 and share their answers.

Fluency **Improve Your Reading** Pair students. Have them silently read paragraph 1 at least twice. Then have them take turns reading aloud and listening to their partner. Remind students to pay attention to how words can be grouped together into phrases.

READING 2 (pp. 12–13)

Practice the Skills

Have students preview the second passage and answer the questions. Discuss students' answers. If necessary, point out and discuss the text features.

Have students look at the boldface headings. Explain that authors use headings to organize information. A heading will tell them what a section of text is about.

Point out the photograph. Ask students what they see. Have them read the caption. Explain that a caption gives more information about a photograph or graphic.

Remind students to ask and answer questions as they read the passage. Point out the prompts on the side. After students have finished reading, have them share what questions they asked and what answers they found.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 13)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Practice Finding Key Details

Review the reading skill. Explain that key details might answer questions about who, what, when, where, why, and how.

- Have students reread paragraph 2. Before they answer the questions, have them circle the question words that give clues about what kind of detail they are looking for (how, why). Have students share their answers.
- Explain that a graphic organizer can help students list several details about a topic. Point out the different parts of the organizer.
- Have students complete the graphic organizer with details.
- Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice with finding key details, provide them with a copy of the Key Details graphic organizer (Master 4). Guide them to complete the organizer using other parts of the passages.

Fluency **Improve Your Reading** Have students look at the “During the Interview” tips. Point out that some of these tips are short and that they are written as commands. Model reading the tips aloud while students listen to your tone and expression. Then have them choral read the tips with you.

DEVELOP YOUR UNDERSTANDING (pp. 14–15)

Respond to the Readings (p. 14)

Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to share why they think honesty is important.

Extension Ask students to think about other times someone might fill out an application. Ask how these are different from a job application. Have students discuss what some other kinds of interviews are besides job interviews. Who is part of these interviews? What kind of information do they want to get from the person being interviewed?

Use Word Parts: Compound Words

Explain that a compound word is made of two shorter words. Thinking about the two shorter words can help students read the compound word and figure out its meaning.

Write these compound words on the board: *teacup*, *sidewalk*, *bedroom*. Have volunteers tell you which two words make up the compound word. Draw a line between the words. Then ask students to guess the meaning based on the two shorter words.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 15)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote.

Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 16–17)

Write Sentences (p. 16)

Explain to students what a cover letter is. Discuss what kinds of things people might want to tell an employer about themselves.

Read the features that students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that students' sentences should tell about their skills and experience.

Then guide students through the steps:

Plan: Point out that students can use a graphic organizer to plan their writing. Explain that they can write the name of the job they want in the top oval. They should write skills they have in the bottom boxes.

Have students work in small groups to brainstorm ideas. Encourage them to think of things they do well and are good at. If necessary, prompt them with ideas, such as working on a team, being careful with money, paying attention to details, caring about the work they do.

Write: Have students use the ideas they wrote in their graphic organizer to write their sentences. Explain that the first sentence should tell about the job they want to get. The other sentences can tell about why they are interested in the job and their job skills and experience.

Review: Have students use the checklist to check their sentences and make any needed changes. Then have

students read their writing aloud to a partner. Ask partners to discuss what they learned.

Have students complete the Language Mini-Lesson about complete sentences on page 135 and check their answers in the Answer Key.

Think and Discuss (p. 17)

Point out the list of common interview questions. Explain that in many interviews, the employer will ask questions similar to these, so it's a good idea to know how to answer them.



Read the questions aloud, modeling proper expression and pacing. If needed, explain the meaning of the any difficult words or terms, such as *team player*, *weakness*, and *conflict*. Then have students read the questions chorally with you.

Put students in small groups. Have them discuss why employers might ask these questions. Then have students discuss good ways to answer them.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

- Have students work in small groups and discuss how people find jobs in their country. If possible, put students from at least two different countries in each group.
- Have students role play being an employer and an interviewee. Ask them to think about what each person wants to get from the interview. Have them conduct mock interviews and then switch roles.
- Ask the class: *Many people are nervous before a job interview. Why do you think people might be nervous? What could they do to feel more confident?* Have students discuss the topic in small groups and jot down their ideas.

LESSON 2: HANDLING MONEY (pp. 18–27)**Introduce the Lesson (p. 18)**

Have students read the lesson title. Explain that the readings in this lesson will be about banking and shopping. Invite students to talk about different things they do to save money.

Review the lesson goals. Explain that students will:

- read two passages about handling money
- practice using the suffix *-ful*
- write an opinion paragraph

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the passages and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words.
- Provide support for challenging words (such as *benefits* and *services*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 19)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 18 or use a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to describe services that are common in schools in their home country, but not in the United States. Have them use the word *services* in their responses.

Review the Vocabulary Tip and have students explain their answer choice. Challenge students to write sentences using the word *benefits* as a noun and as a verb. Invite volunteers to share their sentences with the class.

READING 1 (pp. 20–21)**Pre-Reading Strategy: Use Prior Knowledge (p. 20)**

Explain that students will use the pre-reading strategy of using prior knowledge. Tell students that before they read a passage, they can think about what they already know about the topic. Activating prior knowledge helps readers make sense of what they are going to read.

Discuss students' answers to the questions.

Distribute the Know, Want to Know, Learned (K-W-L) Chart (Master 3) to help students draw on their background knowledge before they read the passages.

- Have the class work as a whole to brainstorm and write down what they know about the topics in the *K* column.
- Ask students to generate a list of questions about what they want to learn about the topics and write them in the *W* column.

Reading Strategy: Make Connections

Explain that making connections is a strategy students can use while they read. Making connections can help them relate to the information as they read. They can make connections to themselves, another text, or to the world around them.

Point out the prompts on the side and tell students they should think about how the information in the text relates to their own life, ideas, and experiences. Have students share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 21)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Identify Reasons and Evidence

Explain the reading skill. Tell students that authors make key points when they write. They use reasons to support these points. Identifying the author's key point and reasons will help them understand what they are reading.

Explain that students will practice finding the reasons that support the key point of a paragraph.

Have students complete the first practice activity. Have volunteers write the reasons on the board.

Explain that not every sentence in a paragraph supports the key point. Students should not include those sentences in their answers.

Have students complete the second practice activity and explain their answer.

Improve Your Reading

Pair students. Have them silently read paragraph 4 at least twice. Then have them take turns reading aloud and listening to their partner. Remind students to pay attention to words that cause them to stumble and to read for the author's message.

READING 2 (pp. 22–23)

Practice the Skills (page 22)

Ask students to think about what they already know about the second article and answer the questions. Discuss students' answers.

Remind students to connect to the text as they read. Point out the prompts on the side and tell students to use these as opportunities to make connections with their own life, ideas, and experiences. After students have finished reading, have students share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 23)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Practice Finding the Key Point and Reasons

Review the reading skill. Explain that a graphic organizer can help students identify the key point and find the reasons that support it. Point out the different parts of

the organizer. Discuss the hint on the side at the top of the page.

- Have students complete the first graphic organizer.
- Have students complete the second graphic organizer.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with finding the key point and reasons of a paragraph, provide them with a copy of Key Points and Reasons (Master 5) graphic organizer. Guide them to complete the organizer using other paragraphs from the reading selections.

Improve Your Reading


Tell students they will practice reading aloud. Have students reread paragraph 2 silently two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then choral read the paragraph with them.

DEVELOP YOUR UNDERSTANDING (pp. 24–25)

Respond to the Readings (p. 24)

Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to discuss the two passages.

Have students return to their K-W-L chart and answer the questions from the *W* column. Help students record their answers in the *L* column.

 In both “Do I Need a Bank Account?” and “There’s More Than One Way to Shop” students read about different ways that money is a part of their everyday lives. Ask them to name some other areas of life that money plays an important role.

Use Word Parts: Suffix *-ful*

Explain the meaning of the suffix *-ful*. Tell students the suffix can be added to nouns to make adjectives.

Write these nouns on the board: *cheer*, *color*, *thought*. Model adding the suffix *-ful* to each word. Review the meaning of each noun and the adjective that is formed when the suffix is added.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 25)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences they in which they the vocabulary words. Reframe student sentences that do not use the vocabulary correctly.

Write an Opinion Paragraph (pp. 26–27)

Explain that the purpose of an opinion paragraph is to give your opinion in a convincing way.

List some common forms of opinion writing. Invite students to name other examples of types of writing that give the writer's opinion and the facts to support that opinion. List the examples on the board.

Discuss the features students should include in their opinion paragraph. Make sure students understand each one.

Read aloud the writing prompt. Then guide students through the steps:

Plan: Point out that students can use the Key Points and Reasons graphic organizer (Master 5) to plan their writing. Explain that their key idea goes in the top box. As a class, have students brainstorm possible key points.

Explain that facts, examples, and information go in the Reason boxes. Point out that the reasons must support the key point and that good supporting reasons will make the paragraph stronger.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Remind students that most of the sentences in the paragraph should support their opinion.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen for the opinion in the paragraph and discuss what they understood.

Think and Discuss (p. 27)

Point out the advice. Explain that the advice comes from an article from the Federal Trade Commission (FTC), a U.S. government agency.



Improve Your Reading Read the advice aloud, modeling proper expression and pacing. Then have students read it chorally with you.


Put students in small groups. Have them make a list of personal information. What do they think could happen if someone else had that information?

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss a popular place to shop in their city or country. It might be a mall, a market, a store, etc. Encourage students to talk about why it is so popular. Is it large? Convenient? Inexpensive?
- Pick up brochures from your local bank about opening a checking account. Bring them to class. Have students discuss the information in small groups. Ask them to identify new vocabulary and write it on the board. Discuss their meanings as a class. Encourage students to add the words to their personal dictionary page.
- Ask the class, *Why do you think some people would rather keep their money at home than in a bank?* Have students discuss the question in small groups. Ask each group to share their answer with the class.

LESSON 3: SAFE AT HOME (pp. 28–37)**Introduce the Lesson (p. 28)**

Have students read the lesson title. Explain that the readings in this lesson will be about home safety. Invite students to talk about different things that make their home safe.

Review the lesson goals. Explain that students will:

- read a passage about fires at home and another about preventing home robberies. Point out that as they read, they should think about what information they are learning.
- practice with plural endings *-s*, *-es*, and *-ies*
- write a paragraph using cause and effect

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the passages and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words.
- Provide support for challenging words by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 29)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 28 or use a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to talk about things that are expensive in their home country, but not in the United States. Have them use the word *expensive* in their responses.

Review the Vocabulary Tip and have students explain their answer choice. Challenge students to write sentences using the word *post* as a noun and as a verb. Invite volunteers to share their sentences with the class.

READING 1 (pp. 30–31)**Pre-Reading Strategy: Set a Purpose for Reading (p. 30)**

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that if they read with a clear purpose, they will understand and remember more.

When students set a purpose for reading, they should:

- preview the article to get an idea of what it's about
- read any headings to see what sections of the article will be about
- look at any maps, photos, or other graphics and think about what they show
- read any captions to better understand the graphics

Discuss students' answers to the questions. If necessary, point out the text features and explain that authors use headings to organize information and tell what a section of text is about.

Distribute the Know, Want to Know, Learned (K-W-L) Chart (Master 3) to help students draw on their background knowledge before they read the passages.

- Have the class work as a whole to brainstorm and write down what they know about the topics in the K column.

Ask students to generate a list of questions about what they want to learn about the topics and write them in the W column.

Reading Strategy: Monitor Understanding

Explain that monitoring understanding is a strategy that students can use to identify when they don't understand something they are reading. During reading, students should stop and ask themselves questions about the content of the text.

Point out the prompts on the side and tell students they should ask questions when the text is difficult to understand. Have students share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 31)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Identify Cause and Effect

Explain the reading skill. Tell students that a cause and effect pattern shows what happens and why. If students can figure out when the author is telling why something happens (the cause) and what happens (the effect), they will better understand what they are reading.

Explain that students will practice matching causes and effects from a paragraph.

Have students complete the first practice activity. Ask them to share their answers with the class.

Extension Challenge students to identify signal words they can use to connect the causes and the effects.

Have students complete the second practice activity and explain their answer.

Fluency **Improve Your Reading** Read paragraphs 2 and 3 aloud and have students “echo” what you have modeled. Break the text into meaningful phrases. Read the phrase aloud, paying attention to your accuracy and prosody. Then have the class repeat the phrase, also paying attention to accuracy and prosody.

READING 2 (pp. 32–33)**Practice the Skills (p. 32)**

Have students preview the poster. Ask them to set a purpose for reading the poster and answer the questions. Discuss students’ answers.

Ask students where they have seen posters similar to this. Discuss the features of a poster (they’re easy to read, they’re well organized, they are visually interesting) and what kind of information they usually contain. Demonstrate how to read this poster if appropriate.

Remind students to monitor their understanding as they read the poster. Point out the prompts on the side and tell students to use these as opportunities to stop reading and ask themselves questions about the text. After students have finished reading, have students share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 33)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Practice Identifying Cause and Effect

Review the reading skill. Explain that a graphic organizer can help students identify causes and effects. Point out the different parts of the organizer.

- Have students complete the first graphic organizer. Remind them that to look for cause and effect signal words. Discuss the tip on the side.
- Have students complete the second graphic organizer.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with finding the key point and reasons of a paragraph, provide them with a copy of the Cause and Effect graphic organizer (Master 6). Guide them to complete the organizer using other paragraphs from the reading selections.

Fluency **Improve Your Reading**

Tell students they will practice reading aloud. Have students reread Tip 4 silently two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then have them take turns reading the tip aloud to a partner.

DEVELOP YOUR UNDERSTANDING (pp. 34–35)**Respond to the Readings (p. 34)**

Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to discuss the two passages. Make a class list of answers.

Have students return to their K-W-L chart and answer the questions from the *W* column. Help students record their answers in the *L* column.

Use Word Parts: -s, -es, -ies

Explain that plurals indicate that there is more than one of something. To make plural nouns, we usually add -s, -es, or -ies to the end of the singular noun. The spelling of plurals usually depends on what letter the singular noun ends in.

Write these nouns on the board in a column: *kitchen*, *class*, *city*. Model adding -s, -es, or -ies to the correct word. Review the meaning of each plural noun and how to determine the correct ending for each one.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary correctly.

Write a Cause and Effect Paragraph (pp. 36–37)

Explain that the purpose of a cause and effect paragraph is to describe the reasons why something happened or the effects of something.

Discuss the features students should include in their paragraph. Make sure students understand that the effect tells what happened and the cause tells why it happened.

Read aloud the writing prompt. Then guide students through the steps:

Plan: Point out that students can use the Cause and Effect graphic organizer (Master 6) to plan their writing. Explain that their causes go in the Cause boxes on the left, and the effects go in the Effect boxes on the right. As a class, have students brainstorm possible causes or effects that answer the question.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Remind students to use cause and effect connecting words as appropriate.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen for the causes and effects in the paragraph and discuss what they understood.

Have students complete the Writing Skills Mini-Lesson on subject and verb agreement on page 136.

Think and Discuss (p. 37)

Point out the proverb. Explain that a proverb is a short common saying that gives advice or states something that many people think is true. Talk about a common proverb such as *There's no time like the present* and talk about its meaning ("If you need to do something, don't wait until later. Do it now.") Have volunteers share other proverbs.


Put students in small groups. Have them discuss what the proverb means to them. (It's wiser to be cautious and careful than to be hasty and so do something you may later regret.) Then ask students to share examples of *better safe than sorry* situations.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students share proverbs from their country and write them on the board. If appropriate, ask students to add similar proverbs from the United States or other countries.
- Put students in groups to make a list of at least five ways to keep their home a safe place for young children or older adults. Invite a volunteer from each group to share their list with the class. Ask the class to vote on the best idea from each group.
- Write the following on the board: *There are more candle fires in the winter than at any other time of year.* Have the class decide why this is a true statement. (Hint: The top three days for home candle fires are New Year's Day, Christmas Day, and New Year's Eve.)

LESSON 4: THE NEW WORLD (pp. 40–49)**Introduce the Lesson (p. 40)**

Read aloud the lesson title. Explain that the term “New World” was the name used for North and South America and the nearby islands. Use a map to point out the continents and show students the New World and the Old World.

Tell students that the readings in this lesson will describe what happened when people from Europe learned of the New World and began to come here. Invite students to share what they know about this period of history. If needed, provide general background information about the time period.

People moved into North America thousands of years ago. Over time they moved into South America. By the 1400s, there were 1 to 2 million Native Americans living in what is now the U.S. and Canada.

Around the year 1000, Vikings from Norway came to North America, but they did not stay. It took nearly 500 years before Europeans would return to the New World. After Europeans came in 1492, life changed for people on both sides of the Atlantic Ocean.

Review the lesson goals. Explain that students will:

- read two articles about the New World
- practice using the suffixes *-er* and *-or*
- write a narrative paragraph

Pre-Teach the Vocabulary

Read aloud the key vocabulary and words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words. Point out that the word *supplies* is usually plural when it means things that people need and use (as in school supplies, office supplies, etc.).
- Review the content vocabulary words and their definitions. Point out how *colony* and *colonist* are related.

- Provide support for conceptually challenging words (such as *claim* and *exchange*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 41)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 40 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about their home countries. Ask them to share what they know about the history of native people and of explorers.

Review the Vocabulary Tip and have students explain their answer choices. Challenge students to write sentences using the word *crop* as a noun and as a verb. Invite volunteers to share their sentences with the class.

READING 1 (pp. 42–43)**Pre-Reading Strategy: Use Prior Knowledge (p. 42)**

Explain that students will use their prior knowledge as a pre-reading strategy. Remind them that thinking about what they already know about a topic can help them better understand the text.

Before students read, they should:

- read the title and think about its meaning
- scan the first sentence of each paragraph to find out what the article will be about
- look at the map and think about what it shows

Provide students with a K-W-L chart (Master 3) and have them write what they already know about Jamestown and early settlements in North America. Then have them fill out what they want to know.

Have students answer the questions. Discuss their answers.

Have students look at the map. Point out the key and be sure students understand how a key is useful for reading a map.

Reading Strategy: Take Notes

Explain that taking notes can help readers understand what they are reading. Note-taking helps readers pay attention to important ideas and details. Notes also make it easier for students to find information quickly and remember what they read.

Tell students that they can jot down ideas on the sides as well as underline, highlight, or circle information in the text. Remind them that they should only markup text in books they own or on worksheets—never on library books or books that belong to others.

Point out the prompts on the side and tell students they should make notes as they read. After students have finished reading the article, have them share what they underlined or wrote for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading. Have them return to their K-W-L charts and fill out what they learned.

Check Your Comprehension (p. 43)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Find the Main Idea and Details

Tell students that identifying the main idea and supporting details of a text will help them understand what they are reading.

Explain that students will practice finding the main idea of a paragraph. Point out that sometimes one sentence will tell the main idea. Have students complete the first practice activity. Check that they underlined the first sentence. Have volunteers write the details on the board.

Explain that the main idea is not always the first sentence in paragraph. Students will need to read the whole paragraph to find the main idea. Have students complete the second practice activity. Check that they underlined

the last sentence. If needed, guide students to find the sentence that tells what the paragraph is mostly about. Have volunteers write the details on the board.



Improve Your Reading Have students read paragraph 3 silently, sounding out any long or difficult words. Remind them to break words into parts to make them easier to read. Then have students take turns reading the paragraph aloud to a partner. Ask them to pay attention to their reading speed.

READING 2 (pp. 44–45)

Practice the Skills

Have students preview the second article and answer the questions. Discuss students' answers. Provide students with a K-W-L chart (Master 3) and have them write what they already know about the exchange of materials between the Old World and the New World. Then have them fill out what they want to know.

Point out the diagram and discuss what it shows. Explain that the arrows show which direction the plants and animals moved.

Remind students to take notes as they read the article. Point out the prompts on the side. After students have finished reading, have them share what they underlined and what notes they wrote.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading. Have them return to their K-W-L charts and fill out what they learned.

Check Your Comprehension (p. 45)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Finding the Main Idea and Details

Review the reading skill. Explain that a main idea and details graphic organizer can help students identify the main idea and find the details that support the main idea. Point out the different parts of the organizer.

- Have students complete the first graphic organizer. Remind them that sometimes the main idea of a paragraph is stated in a single sentence.
- Explain that sometimes, the main idea is not given in one sentence or even at all. Students will have to read the whole paragraph and think about the details to figure out the main idea.
- Have students complete the second graphic organizer.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with finding the main idea and details of a paragraph, provide them with a copy of Main Idea and Details (Master 7) graphic organizer. Guide them to complete the organizer using other paragraphs from the reading selections.

Fluency **Improve Your Reading** Ask students to listen while you read paragraph 5 aloud. Tell them to listen to your tone and expression. Then have students chorally read the paragraph with you.

DEVELOP YOUR UNDERSTANDING (pp. 46–47)

Respond to the Readings (p. 46)

Ask students to check their answers to questions 1–4 in the Answer Key. Invite students to share their responses to question 5.

Extension Every October in the United States, we celebrate the anniversary of Christopher Columbus' arrival in the Americas on October 12, 1492. Columbus Day became a national holiday in 1937. People disagree about whether we should celebrate Columbus because of the horrible effects his arrival had on Native Americans. In recent years, some states and cities have replaced Columbus Day with Indigenous Peoples Day. Ask students if they think we should celebrate Christopher Columbus and the day his ships landed in the New World.

Use Word Parts: Suffixes *-er* and *-or*

Explain the meaning of the suffixes *-er* and *-or*. Point out that these suffixes are often used in nouns that name a person who does something.

Write these words on the board: *run, jump, talk*. Model adding the suffix *-er* to each word and point out how each verb became a noun.

Have students read the tip on the side. Explain that when they read words that end in *-er* or *-or*, they will need to think about the context to figure out the meaning.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 47)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 48–49)

Write a Narrative Paragraph (p. 48)

Explain to students that a narrative is a story. A personal narrative can tell about the events in a real person's life.

Have students think about what the trip to the New World might have been like for the early settlers. Explain that they will write their own narrative telling about a trip they have taken.

Discuss the features students should include in their narrative paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students can write about a real or imagined trip.

Then guide students through the steps:

Plan: Have students use the Main Idea and Details graphic organizer. Discuss the kinds of notes and ideas they might write in each box. Remind students that they should tell the events in the order they happened.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Point out the tip on the side. You may wish to provide examples of attention-grabbing sentences.

Remind students that their last sentence should be a conclusion that wraps up the ideas in the paragraph.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen and think about what they want to know more about.

Have students complete the Language Skills Mini-Lesson on past tense verbs on page 137.

Think and Discuss (p. 49)

Read the journal entry aloud. Explain the meaning of difficult words like *marvelous*, *greenery*, and *enchanted*.


Have students in small groups discuss how Columbus felt when he saw the New World. Then have them respond to the discussion question.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups. Ask them to discuss why they or their family came to the United States. Are the reasons similar to or different from the reasons described in the first paragraph of “The Columbian Exchange”?
- Have students review the article “Jamestown” and make a time line of the different events described in the article.

Ask the class to look at the diagram of the Columbian Exchange. Have students select one of the items and discuss or research its importance. Have students share with the class how the item is important.

LESSON 5: RIGHTS AND CIVIL RIGHTS (pp. 50–59)

Introduce the Lesson (p. 50)

Read aloud the lesson title. Explain that the readings in this lesson will be about the rights of American citizens. Invite students to share what they know about the Bill of Rights and about civil rights. If needed, provide general background information about each.

The first 10 amendments to the Constitution, the Bill of Rights, were passed in 1791. They guarantee the rights and freedoms of all Americans that were not included in the Constitution.

The civil rights of U.S. citizens are protected by the Constitution regardless of gender, skin color, religion, nationality, age, disability, or religion. The Civil Rights Movement of the 1950s and 1960s primarily protested racial discrimination.

Review the lesson goals. Explain that students will:

- read two articles that give information about the Constitution and the Bill of Rights and the March on Washington
- practice using the suffix *-ly*
- write a summary

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words. Explain that the content vocabulary word *species* can be singular or plural.
- Provide support for challenging words (such as *movement* and *demonstration*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 51)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 50 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about how our freedoms and rights are the same or different from those in their native country.

Review the Vocabulary Tip and have students explain their answer choices. Challenge students to write a sentence using the word *guarantee*. Invite volunteers to share their sentence with the class.

READING 1 (pp. 52–53)

Pre-Reading Strategy: Preview (p. 52)

Explain that students will use the pre-reading strategy of previewing. Remind them that previewing can help them better understand what they are going to read.

When students preview, they should:

- read the title and think about its meaning
- read the headings to see what the sections of the article will be about
- look at photos, diagrams, or other graphics and read the captions and think about what they show

Discuss students' answers to the questions. If necessary, point out the text features and remind students that authors use headings to organize information and tell what a section of text is about.

Reading Strategy: Monitor Understanding

Explain that monitoring understanding is a strategy that students can use to identify when they don't understand something they are reading. Students should stop and reread anything about the text that is unclear or confusing.

Point out the prompts on the side and tell students they should reread when the text is difficult to understand. Have students share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 53)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Summarize

Explain the reading skill. Tell students that when they summarize, they identify the most important ideas in a text and connect them in a meaningful way. Summarizing makes it easier to remember what they read.

Explain that students will practice summarizing. Have them read the paragraph and underline the ideas they would include in a summary. Then have them answer the questions. Ask them to share their answers.

Have students complete the second practice activity. Ask them to share the phrases they underlined. Have them answer the question and explain their answer.

Fluency **Improve Your Reading** Have students read paragraph 4 silently. Then have the students read the paragraph chorally.

READING 2 (pp. 54–55)

Practice the Skills (p. 54)

Have students preview the second article and answer the questions. Discuss students' answers. If necessary, point out the text features.

Point out the photograph and ask students to describe what they see. Ensure they have read the caption under the photograph.

Remind students to monitor their understanding as they read the article. Point out the prompts on the side and tell students they should reread if they're having trouble answering the questions. After students have finished reading, have them share their answers to each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 55)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Summarizing

Review the reading skill. Point out that in the first activity, they will be writing one summary of two paragraphs.

Explain that the graphic organizer can help them organize thoughts and identify the key ideas and information.

Have students complete the graphic organizers.

If students need more practice with summarizing, provide them with a copy of the Summary graphic organizer (Master 8). Guide them to complete the organizer using passages from previous readings.

Fluency **Improve Your Reading** Ask students to read paragraph 4 to themselves. Tell them to focus on punctuation and how that groups words together. Then have students chorally read the paragraph with you.

DEVELOP YOUR UNDERSTANDING (pp. 56–57)**Respond to the Readings (p. 56)**

Ask students to check their answers in the Answer Key. Invite students to share their responses to question 5.

Use Word Parts: Suffix -ly

Explain the meanings of the suffix *-ly*. Tell students that the suffix can be added to an adjective to form an adverb. Point out that the suffix means “characteristic of” or “in a way that is.”

Write these verbs on the board: *happy, brave, quick*. Model adding the suffix *-ly* to each word. Review the meaning of each verb and explain the rules for any spelling changes.

Have students complete the activity and share their sentences.

Review the Vocabulary (p. 57)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences in which they wrote the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 58–59)**Write a Summary (p. 58)**

Read aloud the writing prompt. Have students work in groups to brainstorm the names of favorite books,

movies, or TV shows. Help them pick one they liked best or found the most interesting. Direct them to choose the one they remember best.

Remind students that when they summarize, they tell only the most important ideas, and that a summary is not just a list. The ideas must be connected in a meaningful way.

Have students complete the Summary graphic organizer. Explain that the graphic organizer can help them organize their ideas.

Have students use the ideas they wrote in their graphic organizer to write their summary.

Have students use the checklist to check their paragraph and make any needed changes. Then have students read their summary aloud to a partner. Ask partners to listen and ask any questions they have about the paragraph.

Think and Discuss (p. 59)

Point out the photograph. Explain that Dr. Martin Luther King Jr. was one of the “Big Six” leaders of the civil rights movement. He was standing in front of the Lincoln Memorial when he gave his “I Have a Dream” speech at the March on Washington.

Read the text aloud. Have students discuss the questions in small groups.

Extension Ask students why they think Dr. King and others chose to speak and perform in front of the Lincoln Memorial.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

- **ELL** Download a simplified version of the Bill of Rights. There are many good ones available online. Have different students read each amendment aloud. Discuss any new vocabulary or concepts as needed.

- Have the class brainstorm a bill of rights for students at their school. Guide students to think about privacy, use of technology, health and safety, schedules, etc. Ask a volunteer from each group to write their group's amendments on the board. Have the class vote for their favorites.
- Folk singer Joan Baez sang "We Shall Overcome" at the 1963 March on Washington. The song became the anthem of the Civil Rights movement.

Introduce any new vocabulary and have students read the lyrics. If possible, download and play a recording of the song. As a class, have students discuss the meaning of the song. Ask if the song has any significance today.

*We shall overcome,
We shall overcome,
We shall overcome, some day.*

*Oh, deep in my heart,
I do believe
We shall overcome, some day.*

*We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.*

*Oh, deep in my heart,
I do believe
We shall overcome, some day.*

*We are not afraid,
We are not afraid,
We are not afraid, today.*

*Oh, deep in my heart,
I do believe
We shall overcome, some day.*

*We shall overcome,
We shall overcome,
We shall overcome, some day.*

*Oh, deep in my heart,
I do believe
That we shall overcome, some day.*

LESSON 6: CARS AND THE AMERICAN ROAD (pp. 60–69)

Introduce the Lesson (p. 60)

Have students read the lesson title. Explain that the readings in this lesson will be about early cars and highways in the United States.

Review the lesson goals. Explain that students will:

- read two passages—one that tells the story of Henry Ford and the Model T and one that tells the story of Route 66. Point out that as they read, they should think about what information they are learning.
- practice using the prefix *re-*
- write a narrative paragraph using sequence

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the passages and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of any difficult words.
- Provide support for challenging words (such as *symbol*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to understand any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (pp. 61)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 60 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to describe symbols from their home country. Have them use visuals if possible.

Review the Vocabulary Tip and have students explain their answer choice. Copy other sentences from the passages (or write your own) and provide answer options. Challenge students to define unknown words using context clues. Encourage more advanced students to try and figure out the meaning of the words without using the answer options.

READING 1 (pp. 62–63)

Pre-Reading Strategy: Make Predictions (p. 62)

Explain that students will use the pre-reading strategy of making predictions. Tell students that before they read a passage, they can make predictions about it. Making predictions can help them better understand what they are going to read.

When students make predictions about what they are going to read, they should:

- read the title and think about its meaning
- read any headings to see what sections of the passage will be about
- look at any maps, photos, or other graphics and think about what they show
- think about what they already know about the subject

Discuss students' answers to the questions. If necessary, point out the text features and explain that author uses headings to organize information and tell what a section of text is about.

Ask students to explain what they think the title "Henry Ford and the Assembly Line" means.

Reading Strategy: Draw conclusions

Explain that drawing conclusions is a strategy students can use while they read. When they draw conclusions, they put together different pieces of information in the passage to help them better understand what they are reading.

Point out the prompts on the side and tell students they should use information that is not directly stated in the passage to answer the questions. After students have finished reading the passage, have them share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 63)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Understand Sequence

Tell students that understanding sequence and time order words will help them understand what they are reading.

Explain that students will practice understanding the sequence of a paragraph. Have students complete the first practice activity. Check that they underlined *First* and *Next*. Have volunteers write the words on the board.

Explain that they can understand sequence of events even when there are no time order words. Students will need to use their understanding of the order in which things happen and look for clues such as the time of the day, the day of the week, the month, the season, and the year. Have students complete the second practice activity and explain their answers.

Fluency **Improve Your Reading** Put students in small groups of three. Have them listen to you as you read paragraphs 3 and 4 aloud. Then have students read the same paragraphs together as a group. Remind students to pay attention to their intonation and stress.

READING 2 (pp. 64–65)

Practice the Skills

Before students begin to practice the skills, point out the terms *Great Depression* and *Pulitzer Prize*. Invite students to share any information they know about them. If needed, provide general background information.

The Great Depression was a worldwide economic crisis of low business activity and high unemployment between 1929 until the start of World War II. It was the longest and worst depression in modern history.

The Pulitzer Prize for Literature is an award that is given in the United States every year for excellent writing.

Have students preview the second passage and answer the questions. Discuss students' answers. If necessary, point out and discuss the text features.

Then have students look at the map in the passage. Ask if they ever use maps and why. Discuss the key features in the map. Start with the title and elicit that it tells what the map is about. Point out the highway symbol for Route 66. Ask what states the map runs through.

Remind students to draw conclusions as they read the passage. Point out the prompts on the side and tell students they should think about how the pieces of information they are reading connect to each other. After students have finished reading, have students share their responses to each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 65)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Practice Understanding Sequence

Review the reading skill. Explain that a sequence graphic organizer can help students understand the order in which events took place. Point out the different parts of the organizer.

- Have students complete the first graphic organizer. Remind them that in a passage without time order words or clue words, they should think about the order in which things happened.
- Have students complete the second graphic organizer.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with understanding sequence, provide them with a copy of Sequence graphic organizer (Master 9). Guide them to complete the organizer using other paragraphs from the reading selections.

Fluency **Improve Your Reading** Tell students they will practice reading aloud. Have students read paragraph 2 of “The Mother Road” silently as you read it aloud two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then have students read the paragraph back to you as a class.

DEVELOP YOUR UNDERSTANDING (pp. 66–67)

Respond to the Readings (p. 66)

Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to share what they learned from the two passages.

Extension In both “Henry Ford and the Assembly Line” and “The Mother Road” students read about how one event or one decision can bring about great change. Ask students to share an event or decision they’ve made that changed their life.

Use Word Parts: Prefix *re-*

Explain the prefix *re-* means “again.” Tell students the prefix can be added to verbs to make new verbs.

Write these verbs on the board: *think, make, do*. Model adding the prefix *re-* to each word. Review the meaning of each verb and the new verb that is formed when the prefix is added.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 67)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 68–69)

Write a Narrative Paragraph Using Sequence (p. 68)

Explain that narrative writing tells a story. It answers the question, *What happened then?* Biographies, autobiographies, and history texts are all examples of narratives.

Discuss the features students should include in their narrative paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should use facts and information from their life in their writing.

Then guide students through the steps:

Plan: Point out that students can use a Sequence graphic organizer to plan their writing. Explain that their title goes in the top box. As a class, have students brainstorm possible titles.

Explain the Event boxes. Point out that the events should be in the order that they happened. Encourage them to use time order words and other clues.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Explain that the first sentence should tell the main idea. Their last sentence should be a conclusion that wraps up the ideas in the paragraph.

Review: Have students use the checklist to check their paragraphs and make any needed changes. Then have students read their partner's paragraph. Ask partners to look for the sequence in the paragraph and discuss what they understood.

Have students complete the Language Mini-Lesson on capitalization on page 138.

Think and Discuss (p. 69)

Point out the quotation and explain that these are the words of Henry Ford.



Read the quote aloud, modeling proper expression and pacing. Then have students read the quotation with a partner.

Point out that Ford is standing between the first and 10 millionth Model T. Encourage students to discuss the differences between the cars. See if anyone can read or figure out what's written on the newer car, "The Ten Millio(nth Model T), New York to San Francisco, Lincoln Highway." Tell students that the Lincoln Highway was an "auto trail" built in 1913 to connect New York City to San Francisco. Like Route 66, parts of the Lincoln Highway still exist.


Put students in small groups. Have them talk about what Ford's words mean to them. Then have students discuss how the quotation reflects an event or decision in their life.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Cut the pages from an old calendar. Mix up the months. Ask students to order the months from January to December by laying the pages. *Which month goes first? Then which one? Which month is last?*
- Create a sequence of events strip story. Write each sentence of a story (or one they've already read) on a slip of paper. Mix the strips and distribute them to the students. Ask each student to read out their strip and have the class or group work out how the strips should be assembled to form the correct sequence of the story.
- Divide the class into in two groups. Have one group complete a timeline representing key events about Henry Ford and the Assembly Line and have the other group complete a timeline about The Mother Road
- Write another Henry Ford quotation on the board. *Failure is simply the opportunity to begin again, this time more intelligently.* Explain any new vocabulary. Have the class discuss the quotation. Take a poll and find out if the how many students agree or disagree with Ford. Encourage them to explain their thinking.

LESSON 7: HELPING THE ENVIRONMENT (pp. 72–81)

Introduce the Lesson (p. 72)

Read aloud the lesson title. Explain that the readings in this lesson will be about two kinds of animals that are important to the environment, or the natural world. Invite students to share what they know about bats and bees. If needed, provide general background information about different categories of living things mentioned in the articles.

Scientists group living things into categories to help us understand their features. Mammals are one of these big groups. People are mammals, and so are dogs, cats, and even bats. Mammals are warm-blooded animals. The young drink their mother's milk. Birds are another category of animal. They are the only group of animals with feathers.

Insects are another group of animal. Insects have 6 legs and 2 pairs of wings, even if they don't fly.

Review the lesson goals. Explain that students will:

- read two articles that give information about two kinds of animals that have beneficial roles in the environment
- practice using the prefix *un-*
- write a compare and contrast paragraph

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words. Explain that the verb *depend* is followed by the word *on*. Point out that the content vocabulary word *species* can be singular or plural.
- Provide support for challenging words (such as *environment*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 73)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 72 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about different locations where they have lived and what they know about crops grown in their home country. Have them use the words *location* and *crops* in their responses.

Review the Vocabulary Tip and have students explain their answer choices. Challenge students to write sentences using the word *crop* as a noun and as a verb. Invite volunteers to share their sentences with the class.

READING 1 (pp. 74–75)

Pre-Reading Strategy: Preview (p. 74)

Explain that students will use the pre-reading strategy of previewing. Remind them that previewing can help them better understand what they are going to read.

When students preview, they should:

- read the title and think about its meaning.
- read the headings to see what the sections of the article will be about.
- look at photos, diagrams, or other graphics, read the captions, and think about what they show.

Discuss students' answers to the questions. If necessary, point out the text features and remind students that authors use headings to organize information and tell what a section of text is about.

Ask for a volunteer to tell what the word *benefits* means. Have them explain what the title means.

Have students look at the diagram of echolocation. Explain that a diagram is a kind of picture that explains how something works. Read aloud the caption. Point out the bat, the insect, and the lines that show sound waves.

Reading Strategy: Visualize

Explain that visualizing is a strategy students can use while they read. Visualizing can help them picture what is happening as they read and help them better understand what they are reading.

Point out the prompts on the side and tell students they should visualize the details. After students have finished reading the article, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 75)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Compare and Contrast

Explain the reading skill. Tell students that authors sometimes compare and contrast two or more different things to help readers understand how they are alike and different.

Explain that students will practice identifying things the article compares and contrasts. Point out that some words signal that two things are being compared or contrasted. Read the signal words in the chart aloud.

Have students read the paragraph and circle the signal words they found. Then have them complete questions 1–5. Have them share their answers.

Have students complete the second practice activity and answer questions 6–7. If students have difficulty answering, help them find the details in paragraphs 3 and 4.

Fluency **Improve Your Reading** Have students read paragraph 2 silently, sounding out any long or difficult words. Remind them to break words into parts to make them easier to read. Then have students take turns reading the paragraph aloud to a partner.

READING 2 (pp. 76–77)

Practice the Skills

Have students preview the second article and answer the questions. Discuss students' answers. If necessary, point out the text features.

Point out the chart. Explain that one column has photographs of different types of bees, and the other column has text describing them. Make sure students have read the caption on the photograph.

Remind students to visualize as they read the article. Point out the prompts on the side and tell students they should visualize what the text describes. After students have finished reading, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 77)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Comparing and Contrasting

Review the reading skill. Point out that with the first article, students were comparing and contrasting things and ideas within the same text. Now they will be comparing and contrasting information from two different texts.

Explain that a Venn diagram is a way to organize information when comparing and contrasting. Point out the different parts of the Venn diagram and what goes in each part.

- Have students complete the Venn diagram. Explain that some information has already been entered.
- Explain that students can write any details they want about bats and bees. They should look for unique details about bats and bees from each article.
- Have students check their answers in the Answer Key.

If students need more practice with comparing and contrasting, provide them with a copy of the Venn Diagram graphic organizer (Master 10). Guide them as they complete the organizer using details about different types of bees, such as worker bees and drones.

Fluency **Improve Your Reading** Ask students to listen while you read paragraph 1 aloud. Tell them to listen to how you group words together. Then have students chorally read the paragraph with you.

DEVELOP YOUR UNDERSTANDING (pp. 78–79)

Respond to the Readings (p. 78)

Ask students to check their answers to questions 1–5 in the Answer Key. Invite students to share their responses to question 1 and explain what they found to be unusual about bats.

Extension Tell students that in some communities people do things to attract bats and bees, such as put up bat houses or plant bee-friendly flower gardens. Then ask students to find out more about bats and bees in your area. For example, have them use the internet to find out what species of bats are common or whether

people make local honey or have backyard hives. Invite them to share their findings with the class.

Use Word Parts: Prefix *un-*

Explain the meanings of the prefix *un-*. Point out the prefix usually means “not” when added to an adjective and “the opposite of” when added to a verb.

Write these words on the board: *friendly, tie, even*. Model adding the prefix *un-* to each word and discuss how the meaning changes. Have students read the Tip and identify the words in which the letters *un* are not a prefix (*uncle, under*).

Have students complete the activity and share their sentences.

Review the Vocabulary (p. 79)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 80–81)

Write a Compare and Contrast Paragraph (p. 80)

Remind students that when you compare, you tell how things are alike. When you contrast, you show how things are different. Point out how students might compare and contrast things in their everyday lives, such as when shopping at a grocery store. List some common examples of different products found in the bread aisle, such as white bread, tortillas, and whole grain bread. Ask students what features they might compare and contrast when choosing a bread product and list them on the board (for example, price, planned use, taste, health benefits).

Discuss the features students should include in their compare and contrast paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should tell how their topics are alike and different.

Then guide students through the steps:

Plan: Help students select topics that they know something about and that they have an interest in. Explain that the Venn Diagram graphic organizer can help them compare and contrast the two topics.

Have students write the name of each topic above the circles. Remind them that the center section is for writing things that the two topics have in common.

Write: Have students use the ideas they wrote in their Venn diagram to write their paragraph. Explain that the first sentence should tell what the topics are. Their last sentence should be a conclusion that wraps up the ideas in the paragraph.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen and ask any questions they have about the paragraph.

Have students complete the Language Mini-Lesson on adjectives on page 139.

Think and Discuss (p. 81)

Point out the photograph. Explain that it shows a beehive that was set up in the middle of a large city.

Read the text aloud. Have students discuss the question in small groups.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

ELL Have students work in small groups and discuss what they know about bats and bees in their home country. If needed, prompt them with questions such as *Have you seen bats? How do people from your country feel about bats? Do people in your country raise bees for honey? What are some common crops in your home country? Do you think bats and bees help pollinate them?*

- Discuss the diagram of bat echolocation as a class. Then have students write a brief description of the diagram. Encourage them to read their description to you or to another student.
- Ask the class *Why do you think people are often afraid of bats? How do you think the author of “The Benefits of Bats” feels about bats? Why?* Have students discuss the questions in small groups.

LESSON 8: SEVERE WEATHER (pp. 82–91)**Introduce the Lesson (p. 82)**

Read aloud the lesson title. Explain that the readings in this lesson will be about two kinds of serious weather: tornadoes and hurricanes. Invite students to share what they know about each kind of storm and what they might have seen in the news about such storms.

Explain that a tornado is a kind of storm that we can usually see. It's shaped like a cone or funnel. Tornadoes form from strong thunderstorms and often occur suddenly, with little warning.

Hurricanes, on the other hand, can be slow moving storms that take many days to reach land. We usually see pictures of hurricanes taken from space. Point out that in the past, hurricanes claimed many more lives because we couldn't predict their path and size.

Review the lesson goals. Explain that students will:

- read two articles that give information about two types of severe weather. Point out that as they read, they should pay attention to facts and details and think about why the information is important
- practice using the prefix *pre-*
- write a safety plan

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *damage* and *surface*. Explain that the word *damage* as used in this lesson does not have a plural form. We also don't use the article *a* in front of *damage*. Point out that the content vocabulary word *column* ends with a silent letter.
- Provide support for challenging words (such as the multiple meaning word *track*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 83)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 82 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about different kinds of severe weather they have in their home country.

Review the Vocabulary Tip and have students explain their answer choice. Point out that students can try substituting words for *track* in the sentence to see if they make sense.

READING 1 (pp. 84–85)**Pre-Reading Strategy: Preview (p. 84)**

Tell students that they will use the pre-reading strategy of skimming. Explain that skimming helps readers understand what the article is about and how the information is organized.

When students skim, they should:

- read the title and think about its meaning
- read the headings to see what the sections of the article will be about
- read the first sentence of each paragraph
- look at any graphics, read the captions, and think about what they show

Discuss students' answers to the questions. If necessary, point out the text features and remind students that authors use headings to organize information and tell what a section of text is about.

Have students look at the photo. Invite a volunteer to read the caption aloud. Discuss what happened in the photo. Explain that the photo can help students understand ideas from the article.

Reading Strategy: Synthesize

Explain that when they read, students can synthesize information. When they synthesize, they put together all the information and make a new idea about it.

Point out the prompts on the side. Tell students that they should put together the information from the article. They should think about what they understand after putting the information together. After students have finished reading the article, have them share their answers to the prompts.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 85)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Make Inferences

Explain the reading skill. Read aloud the instruction on page 85. Point out that sometimes authors state information directly by giving facts and details. Readers can put this information together with what they know to form a new idea.

Explain that students will practice making inferences. Point out that students can use both the text and images when they infer.

Have students reread paragraph 1 and find the answers to questions 1 and 2. Explain that these questions ask them to use information directly stated in the text. Then have them use that information to make an inference and answer question 3. Have them share their answers.

Have students answer questions 5–6. If students have difficulty answering, help them find facts in the article. Then help them use what they already know to make inferences about the information.

Fluency **Improve Your Reading** Have students reread the Tornado Safety Tips silently. Point out that many of these sentences are commands. Model reading some of the short sentences with proper expression. Then have students, working in groups of three, take turns reading the tips aloud.

READING 2 (pp. 86–87)

Practice the Skills

Have students skim the second article and answer the questions. Discuss students' answers. If necessary, point out the text features.

Point out the photo with labels and the caption. Have students look at the chart. Ask them to read the headings of the chart and to explain what the chart shows.

Remind students to synthesize information as they read the article. Point out the prompts on the side and remind students to answer the questions as they read. After

students have finished reading, have them share their responses.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 87)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Making Inferences

Review the reading skill. Remind students that when they make inferences, they use information from the text and what they know to form a new understanding.

- Work through the parts of question 1 with students. Have them find text evidence. Then have them use what they already know. Finally, have them put the information together to make an inference.
- Have students complete items 2–5 on their own. If they have difficulty answering, guide them to find text evidence and then use what they already know in order to answer.
- Have students check their answers in the Answer Key.

Fluency **Improve Your Reading** Ask students to read paragraph 5 silently. Have them read it two to three times, paying attention to punctuation marks. Then have them work with a partner and alternate reading each sentence aloud.

DEVELOP YOUR UNDERSTANDING (pp. 88–89)

Respond to the Readings (p. 88)

Ask students to check their answers to questions 1–3 in the Answer Key. Invite students to share their responses to questions 4 and 5.

Extension Have students research a recent major hurricane or tornado. Ask them to find the storm's rating and its track and to find what kind of damage the storm did. Have students report on what they learned.

Use Word Parts: Prefix *pre-*

Tell students that the prefix *pre-* means "before." Explain that knowing that a group of letters is a prefix can make

words easier to read. It can also help students figure out a word's meaning. Point out that the prefix *pre-* can be added to word roots (as in *predict*) or to complete words (as in *prepay*).

Write these words on the board: *mix, game, season*. Model adding the prefix *pre-* to each word and discuss the new meaning.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 89)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 90–91)

Write a Safety Plan (p. 90)

Point out to students that they read a safety plan in the article “Tornadoes.” Ask them to think about how the safety plan was organized (by steps to take before, during, and after a tornado).

Explain that many businesses, schools, and cities have safety plans. These plans help people prepare for and know what to do if there is severe weather or a natural disaster.

Discuss the features students should include in their safety plan. Make sure students understand each one. Explain that for this assignment, students will use the internet to do some basic research about their topic.

Read aloud the writing prompt. Point out that students must be careful to use their own words when writing their safety plan and not simply copy one they find online.

Then guide students through the steps:

Plan: Help students choose a weather event or natural disaster. They may be more interested in one that affects your geographical region.

Support students as they research their topic. You might suggest government sites such as fema.gov, noaa.gov, and cdc.gov.

Remind students that they will need to organize their safety plan. Review the Sequence graphic organizer (Master 9) and guide students to think about what will go in each part.

Write: Have students use the ideas they wrote in their graphic organizer to write their safety plan. Explain that

the beginning should tell about the disaster and why people should prepare.

Review: Have students use the checklist to check their safety plan and make any needed changes. Then have students read their safety plan aloud to a partner. Ask partners to listen and ask any questions they have about the safety plan.

Think and Discuss (p. 91)

Point out the photograph. Explain that it shows the effects of Hurricane Katrina in 2005. Flood water rose from storm surge and rain. People had to climb onto the roofs of their homes and wait to be rescued.


Read the text aloud. Have small groups of students discuss reasons people may not want to leave their homes during a hurricane.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss severe weather in their home country or region of the world. If possible, put students from different countries in each group. If needed, prompt them with questions such as *Do you have hurricanes? What do you call them? What kinds of severe weather occur? How do people prepare for severe weather? What happens after a severe weather event?*
- Discuss the photo of the hurricane with labeled parts as a class. Ask students to think about how technology like satellites gives us information about hurricanes that people didn't have in the past. Have them write a couple of sentences describing what the satellite photo shows. Encourage them to read their description to you or to another student.
- Ask the class *How can you and your family plan and prepare for severe weather?* Have students discuss the questions in small groups.

LESSON 9: SLEEP AND HIBERNATION (pp. 92–101)

Introduce the Lesson (p. 92)

Have students read the lesson title. Explain that the readings in this lesson will be about sleep.

Review the lesson goals. Explain that students will:

- read two articles that give information about sleep—one that describes various ways to get a good night’s sleep and one that discusses hibernation. Point out that as they read, students should think about what information they are learning
- practice using the suffix *-er*
- write a paragraph using cause and effect

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words.
- Provide support for challenging words (such as *affect* and *energy*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 93)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 92 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL The United States is one of very few countries in the world still using Fahrenheit to measure temperatures. Demonstrate how to convert Fahrenheit to Celsius and vice versa.

F to C: Subtract 32 from F. Multiply by 5 and divide by 9.

C to F: Multiply C by 9. Divide by 5 and add 32.

You may need to introduce *degrees* and the degree symbol ($^{\circ}$).

Review the Vocabulary Tip and have students explain their answer choice. Challenge students to write new sentences using the word *calm*. Invite volunteers to share their sentences with the class

READING 1 (pp. 94–95)

Ask students to explain what they think the title “Sleep Well” means. Have them explain their answer. Discuss other things people say before someone goes to sleep, such as *Sweet dreams*, *Sleep tight*, *Good night*.

Invite students to share any information they have about insomnia and what people can do if they have difficulty sleeping. If needed, provide general background information about the topic.

People who have insomnia have trouble falling asleep, staying asleep, or both. As a result, they may get too little sleep or have poor quality sleep. They may not feel rested when they wake up.

Pre-Reading Strategy: Set a Purpose for Reading (p. 94)

Explain that students will use the pre-reading strategy of setting a purpose, or reason, for reading. Tell students that their purpose might be to gain information, to learn how to do something, to solve a problem, to form an opinion, or to be entertained.

When students set a purpose for reading, they should:

- preview the article to get an idea of what it’s about
- read any headings to see what sections of the article will be about
- look at any maps, photos, or other graphics and think about what they show
- read any captions to better understand the graphics

Discuss students’ answers to the questions. If necessary, point out the text features and explain that authors use headings to organize information and tell what a section of text is about.

Reading Strategy: Make Connections

Explain that making connections is a strategy students can use while they read. Making connections allows them to relate personally to the text. They can make connections to previous knowledge or personal experience.

Point out the prompts on the side and tell students they should answer the questions to help them connect to the article. After students have finished reading the article, have them share how they responded to each prompt.

Encourage students to ask themselves these questions as they read:

- What does the article remind me of?
- Can I relate to any of the information in the article?
- Does anything in the article remind me of anything in my own life?

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 95)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Extension Encourage volunteers to keep a sleep journal. They can record their sleep patterns for a few weeks and identify things that may be interfering with their sleep. Have volunteers share their results with the class.

Reading Skill: Identify Cause and Effect

Explain the reading skill. Tell students that a cause and effect pattern shows that each action (cause) leads to an outcome (effect). Making these connections will help them will better understand what they are reading.

Explain that students will practice matching causes and effects from a paragraph.

Have students complete the first practice activity. Ask them to share their answers with the class.

Extension Challenge students to identify signal words they can use to connect the causes and the effects.

Have students complete the second practice activity and explain their answer.

Fluency **Improve Your Reading** Put students in small groups of three. Have them listen to you as you read paragraph 3 aloud. Then have students read the same paragraphs along with you. Remind students to pay attention to their intonation and stress.

READING 2 (pp. 96–97)**Practice the Skills (p. 96)**

Have students preview the second article. Ask them to set a purpose for reading the article and answer the questions. Discuss students' answers.

If necessary, point out and discuss the text features.

Model the pronunciation of *Punxsutawney* [punk-suh-TAW-nee].

Distribute the K-W-L Chart (Master 3) to help students draw on their background knowledge before they read the passage.

- Have the class work as a whole to brainstorm and write down what they know about the topic in the *K* column.
- Ask students to generate a list of questions about what they want to learn about the topic and write them in the *W* column.

Remind students to make connections as they read the article. Point out the prompts on the side and tell students to use these as opportunities to stop reading and connect to the text. After students have finished reading, have students share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 97)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Identifying Cause and Effect

Review the reading skill. Explain that a graphic organizer can help students identify causes and effects. Point out the different parts of the organizer.

- Have students complete the first graphic organizer. Remind them that to look for cause and effect signal words.
- Have students complete the second graphic organizer. Point out the hint on the side.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with finding the causes and effects in a paragraph, provide them with a copy of Cause and Effect graphic organizer (Master 6). Guide them to complete the organizer using other paragraphs from the reading selections.

Fluency **Improve Your Reading** Tell students they will practice reading aloud. Put students in groups of four. Assign one paragraph from “A Cold Winter’s Sleep” to each student in the group. Have them practice reading their paragraph. Then ask them to read their paragraphs aloud sequentially.

DEVELOP YOUR UNDERSTANDING (pp. 98–99)**Respond to the Readings (p. 98)**

Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to share what they learned from the two articles. Make a class list of answers.

Extension Have students return to their K-W-L chart and answer the questions from the *W* column. Help students record their answers in the *L* column.

Use Word Parts: Suffix -er

Explain the meaning of the suffix *-er*. Tell students the suffix can be added to adjectives in order to make comparisons.

Write these adjectives on the board: *fast*, *hot*, *hungry*, *late*. Model adding the suffix *-er* to each word. Review the meaning of each adjective and the adjective that is formed when the suffix is added. Add other words as needed.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 99)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 100–101)**Write a Cause and Effect Paragraph (p. 100)**

Explain that the purpose of a cause and effect paragraph is to describe the reasons why something happened or the effects of something.

Discuss the features students should include in their paragraph. Make sure students understand that the effect tells what happened and the cause tells why it happened.

Read aloud the writing prompt. Point out that students should use facts and information from both articles in their writing.

Then guide students through the steps:

Plan: Point out that students can use a Cause and Effect graphic organizer to plan their writing. Explain that their causes go in the Cause boxes on the left, and the effects go in the Effect boxes on the right. As a class, have students brainstorm possible causes or effects that answer the question.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Remind students to use cause and effect connecting words as appropriate.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen for the causes and effects in the paragraph and discuss what they understood.

Have students complete the Language Mini-Lesson on pronoun antecedent agreement on page 140.

Think and Discuss (p. 101)

Point out the poem. Explain what it means when the poet is “unknown.”

Fluency Read the poem aloud, modeling proper expression and pacing. If needed, explain the meaning of the words *squirrels*, *geese*, *fox*, and *cave*. Then have students read the poem chorally with you.

Put students in small groups. Have them identify the animals in the poem that don't hibernate. Then have them discuss how these animals adapt to get through cold winters.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

- ELL Have students work in small groups. If possible, put students from at least two different countries in each group. Provide each group with a calendar that shows the dates when the seasons change. Ask students to describe the seasons in their native country and compare them to winter, spring, summer, and fall in the part of the United States where they live.
- Discuss Groundhog Day as a class. For fun, ask students to identify these facts as true or false and explain their answers. Note: All of the following facts are true.

Punxsutawney held its first Groundhog Day in the United States in the 1800s.

Punxsutawney Phil (the groundhog) was named after King Phillip.

Canada also celebrates Groundhog Day.

The movie *Groundhog Day* (1993) made Punxsutawney Phil famous around the world.

Other states have their own groundhogs, such as General Beauregard Lee in Georgia and Buckeye Chuck in Ohio.

Punxsutawney Phil went to Washington to meet President Ronald Reagan.

You can get a text message to find out if Punxsutawney Phil saw his shadow.
- Have students work in small groups. Ask them to discuss the question *If it were possible for you to go into hibernation, when and why would you do it?* Encourage each group to come to consensus and share their answer with the class.

LESSON 10: TO BUILD A FIRE (pp. 104–113)

Introduce the Lesson (p. 104)

Explain to students that they will be reading selections from a short story called “To Build a Fire,” by Jack London. Point out that this short story is fiction. Discuss the difference between informational text and fiction.

Provide students with background information about the story. You may wish to show students where the Yukon is on a map.

“To Build a Fire” was published in 1908. The story takes place in part of western Canada called the Yukon. In the late 1800s, gold was discovered there. Many people, including the author Jack London, rushed to the Yukon to find gold.

The Yukon has long, cold winters and short summers. Because of the cold climate, very few people live in the region. The population of the entire Yukon today is less than 40,000 people.

The story starts with a man hiking along a trail by himself in winter.

Invite students to share what they know about very cold weather and any experiences they have had in the cold.

Review the lesson goals. Explain that students will:

- read two excerpts from the short story “To Build a Fire,” by Jack London
- practice using the suffix *-ed*
- write a descriptive paragraph

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the excerpts and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *moisture*. Explain that some of the vocabulary words, such as *attempt* and *delay*, can be both nouns and verbs.
- Provide support for challenging concepts (such as *lack*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 105)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 104 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to describe the weather and climate in their home country. Ask them if there are places that have extreme temperatures—very hot or very cold.

Review the Vocabulary Tip and have students discuss their answers. Ask students to explain how they used context clues to figure out the meaning. Have students write an original sentence using the word *steep*. Invite volunteers to share their sentence with the class.

READING 1 (pp. 106–107)

Pre-Reading Strategy: Skimming (p. 106)

Explain that students will use the pre-reading strategy of skimming. Remind them that skimming helps readers understand what a selection is about. It is done quickly before they read carefully.

When students skim, they should:

- read the title and think about its meaning
- read the name of the author
- read the first sentence of each paragraph
- look at any graphics, read the captions, and think about what they show

Discuss students' answers to the questions. If necessary, reread the first sentence of each paragraph. Stress that skimming gives a general idea about the selection. As students read carefully, their understanding may change.

Have students look at the photo. Invite a volunteer to read the caption aloud. Discuss what it shows.

Reading Strategy: Visualize

Remind students that visualizing can help them picture what is happening as they read and help them better understand what they are reading. Explain that this selection has many sensory details. Visualizing the details will help students understand the action in the story.

Point out the prompts on the side and tell students they should visualize the details. After students have finished reading the selection, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 107)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood what is happening in the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Understand Setting

Explain the reading skill. Tell students that the setting of a story is when and where the story takes place. Sometimes an author will say when and where the story happens. Other times, readers will need to use clues in the text to figure out the setting.

Tell students that thinking about the setting can help them understand the events in "To Build a Fire." Point out that Jack London uses many sensory details in the story to help readers picture the setting.

Have students answer questions 1–7. If students have difficulty answering, have them look for answers in the text. Have them explain their thinking.

Have students answer question 8. Invite volunteers to share their response with the class.

Fluency **Improve Your Reading** Have students read paragraph 2 silently, paying attention to their phrasing as they read. After students have read the paragraph two or three times, have them take turns reading the paragraph aloud to a partner.

READING 2 (pp. 108–109)

Practice the Skills

Have students skim the second selection and answer the questions. Remind them that when they skim, they read quickly to get a general idea about the text. Have students share their answers to the questions.

Point out the prompts on the side and tell students they should visualize what the story describes. After students have finished reading, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 109)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main events from the selection. If necessary, help students turn back to the story to find the answers.

Reading Skill: Practice Understanding Setting

Review the reading skill. Explain that students can look at the sensory details about the setting to understand what happens in the story.

Have students look at the graphic organizer. Explain that they can record and organize details about the setting in the web.

- Have students write details about the setting in the outer circles of the web. Encourage them to use details from both excerpts.
- Have students share what details they wrote in the outer circles. List responses on the board.
- Ask students which senses each detail is associated with.
- Have students complete questions 5–7 and then check their answers in the Answer Key.

If students need more practice with analyzing a setting, provide them with a blank copy of a Web graphic organizer (Master 11). Give them a setting, such as your classroom, and have them brainstorm sensory details that could describe it.

Fluency **Improve Your Reading** Ask students to practice reading paragraph 5 silently. Tell them to pay attention to punctuation marks as they read. Then have students take turns reading the paragraph aloud to a partner.

DEVELOP YOUR UNDERSTANDING (pp. 110–111)

Respond to the Readings (p. 110)

Have students answer questions 1–5 and check their answers in the Answer Key. Invite students to share their responses to question 5.

Extension “To Build a Fire” takes place in a very difficult environment. As students if they were the man walking through the Yukon in winter, what would they do differently? Have them write their ideas.

Use Word Parts: Suffix -ed

Explain that the suffix *-ed* is added to many regular verbs to form the past tense.

Write these words on the board: *call, smile, clap, try, play*. Model adding *-ed* to each word. Point out spelling changes.

Have students complete items 1–8 and check their answers in the Answer Key. Then have students share the sentences they wrote for items 9–10.

Review the Vocabulary (p. 111)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 112–113)

Write a Descriptive Paragraph (p. 112)

Bring in some examples of travel brochures. Read aloud some of the descriptive language that describes a place and have students identify the sensory details.

Then remind students that the story they have been reading has a lot of details about the setting. Explain that students will be writing a descriptive paragraph about a place.

Discuss the features students should include in their descriptive paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should write their paragraph about a place they know well.

Then guide students through the steps:

Plan: Have students use the Web graphic organizer to plan their writing. Explain that the place they are writing about can go in the center circle. Details about the place go in the outer circles.

If students have a hard time picking a place, help them select a topic. Ask them to think about places they’ve worked, places they like to go to be alone or with friends,

etc. Point out that the place can be anywhere—it doesn't have to be in nature.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Remind them to include sensory details that help the reader picture the place.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen and ask any questions they have about the paragraph.

Have students complete the Language Mini-Lesson on apostrophes on page 141.

Think and Discuss (p. 113)

Read the text aloud. You may want to make a chart on the board listing what life was like in 1900 and what life is like today. You may also want to brainstorm stories about the wilderness or survival.

Have students discuss the questions in small groups.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

- **ELL** Have students work in small groups and discuss the place they are from. Encourage them to use sensory words in their descriptions. If needed, prompt them with questions such as *Is the weather very hot or very cold? Are you from a city or the country? What kind of things could you see in this place? What does the air feel like? What does it smell like?*
- Have students research different aspects of the Yukon, including its history, geography, climate, and population. Ask students to share what they learned about the Yukon. As a class, make connections between what they learned and what they read in the excerpts from "To Build a Fire."
- Ask the class to predict what will happen to the man in "To Build a Fire." Have them explain their predictions.

LESSON 11: LITTLE WOMEN (pp. 114–123)

Introduce the Lesson (p. 114)

Have students read the lesson title. Explain that they will be reading passages from *Little Women*, a novel written by Louisa May Alcott and published in 1868 and 1869. Provide general background information about the Civil War and the book.

Little Women is the story of Meg, Jo, Beth, and Amy March. The four sisters are growing up in Massachusetts during the Civil War, while their father serves in the Union Army. The family used to be wealthy, but no longer has much money.

Review the lesson goals. Explain that students will:

- read two passages adapted from Louisa May Alcott's novel *Little Women*. Point out that as they read, they should think about what they are learning.
- practice using the suffix *-ing*
- write a journal entry

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the passages and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words. Point out that the word *separate* has different pronunciations depending on whether it is a verb or an adjective.
- Provide support for challenging words (such as *regret*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 115)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 114 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to talk about women’s clothing and hairstyles in their country in the mid-nineteenth century. Do they look like the women in the illustration on page 114?

Review the Vocabulary Tip and have students explain their answer choice. Challenge students to write sentences using the word *lie* meaning “to say something that isn’t the truth” and meaning “to rest on something.” Invite volunteers to share their sentences with the class.

READING 1 (pp. 116-117)

Pre-Reading Strategy: Set a Purpose for Reading (p. 116)

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell them that setting a purpose for reading will help them monitor their reading, figure out what information is most important, and better understand what they are going to read.

In “A Merry Christmas,” the March girls have been waiting to have Christmas breakfast with their mother. She encourages them to give their breakfast to a poor family.

If necessary, explain that the six women in the illustration are Mrs. March, the four March girls, and their maid and cook, Hannah.

Discuss students’ answers to the questions.

Reading Strategy: Draw Conclusions

Explain that drawing conclusions is a strategy students can use while they read. When they draw conclusions, they put together different pieces of information in the passage to help them better understand what they are reading.

Point out the prompts on the side and tell students they should use information that is not directly stated in the passage to answer the questions. After students have finished reading the passage, have them share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 117)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary,

help students turn back to the passage to find the answers.

Reading Skill: Identify Character

Explain that students will be using the word *character* two different ways. 1. a person or animal in a story is a character. 2. The things that a person says or does that show what kind of person he or she is reveals his or her character.

Explain the reading skill. Tell students that identifying the character of the characters in a text will help them better understand what they read.

Generate a class list of character traits. You can start the list by describing someone famous or someone you know. You can find lists of traits online as well. If necessary, review the difference between character traits and physical traits.

Explain that students will practice identifying character. Discuss the character of the women in the March family. Point out to students that they should focus on the personalities of the characters. Have students provide text evidence that helps them draw conclusions about the character of the women based on what they say, think, feel, and do. Have students complete the first practice activity. Ask volunteers to write their answers on the board.

Have students complete the second practice activity. Explain that a graphic organizer can help students identify character and support their answers with evidence. Point out the different parts of the organizer.

- Have students complete the first column of the graphic organizer.
- Have students complete the second column of the graphic organizer. Remind them that someone’s character is often revealed by the words and actions.

If students need more practice with identifying character, provide them with a copy of the Character graphic organizer (Master 12). Guide them to complete the organizer using the reading selections in Lesson 12.

Fluency **Improve Your Reading** Read paragraphs 2-6 of “A Merry Christmas” aloud, focusing on accuracy and prosody. Then have students read the same paragraphs aloud in groups. To maintain the pace, read aloud with your students.

READING 2 (pp. 118-119)**Practice the Skills**

Have students read the lesson title. Remind them that have been reading from *Little Women*, the story of Meg, Jo, Beth, and Amy March growing up during the American Civil War. Review the meaning of *telegram*. Remind students that telegraphs sent messages electrically over telegraph wires. It was the fastest and most reliable way to send messages of its time.

Give students some background information before reading the passage. Explain that in “A Telegram,” the March family had received a telegram saying that their father is sick in a hospital in Washington, D.C. Mrs. March has to travel there to take care of him. The family needs money to pay for her trip. It’s evening, and no one knows where Jo is. We soon find out that she has sold her hair to help finance the trip.

Explain that when Jo cuts off her hair and sells it to a wigmaker, she is making a huge personal sacrifice for her family. In the mid-nineteenth century, young women didn’t cut their hair short. When Jo cuts her hair, she gives up her beauty and respectability.

Have students set a purpose for reading “A Telegram” and answer the questions. Discuss their answers and the text features.

Remind students to draw conclusions as they read the passage. Point out the prompts on the side and tell students they should draw conclusions about what the girls say and do. After students have finished reading, have students share their answers for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 119)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the passage. If necessary, help students turn back to the passage to find the answers.

Reading Skill: Practice Identifying Character

Review the reading skill. Have students complete the practice activities and explain their answers.



Improve Your Reading Tell students they will practice reading aloud with a partner. Have students reread paragraph 5 silently two or three times. Remind them to pay attention to the meaning. Then have them take turns reading the paragraph aloud with a partner.

DEVELOP YOUR UNDERSTANDING (pp. 120-121)**Respond to the Readings (p. 120)**

Ask students to check their answers to questions 1–4 in the Answer Key.

Use Word Parts: Suffix -ing

Explain the meaning of the suffix *-ing*. Tell students the suffix can be added to the base form of a verb to form the present participle.

Write these verbs on the board: *listen, drive, sit*. Model adding the suffix *-ing* to each word. Review the meaning of each verb and explain the rules for any spelling changes.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 121)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 122-123)**Write a Journal Entry (p. 122)**

Tell students that throughout her life, Louisa May Alcott kept journals, keeping a record of herself and her times.

Discuss the features that are included in a journal entry. Make sure students understand each one.

Read aloud the writing prompt. Reinforce the fact that students should write from the perspective of a character in one of the passages from *Little Women*.

Then guide students through the steps:

Plan: Point out that students can use the Character graphic organizer to plan their writing. Have students refer back to both passages to find relevant details.

Write: Have students use the ideas they wrote in their graphic organizer to write their journal entry. Explain that they should write the name of the character they chose on the line that begins “From the journal of ...”

Review: Have students use the checklist to check their journal entry and make any needed changes. Then have students read their entry aloud to a partner, but not tell their partner who they are writing as. Ask partners to guess.

Have students complete the Writing Skills Mini-Lesson on coordinating conjunctions on page 142.

Think and Discuss (p. 123)


Put students in small groups. Have them discuss a time when they or someone they know (or read or heard about) made a personal sacrifice to help someone else. Then have them discuss how the person's actions made them feel and how it changed their perception of that person.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Encourage students to keep a journal as a way to practice writing in English.
- Play a game. Ask a volunteer to use various character traits to describe a famous person or another student in the class without using that person's name. Have other students guess who is being described.
- There are several movie versions of *Little Women* that include scenes of “A Merry Christmas” and “A Telegram.” Show the movie to the class or just show the scenes with those passages. Discuss how they are the same or different from what students read, visualized, or inferred.

LESSON 12: AESOP'S FABLES (pp. 124–133)

Introduce the Lesson (p. 124)

Tell students that they will be reading two fables from the Greek writer Aesop. Explain that a fable is a kind of fiction.

Provide students with background information about fables and Aesop.

A fable is a kind of short story that teaches a moral or a lesson. Fables often have characters who are animals, plants, or objects. These characters speak and act like people. Sometimes the end of a fable will tell you the moral directly.

The fables in this lesson come from Aesop's Fables, a group of fables more than 2,500 years old. Aesop lived in ancient Greece and was a storyteller. The fables were written down over the years and retold. Today there are many different versions of these classic fables.

Ask students if they are familiar with any Aesop's fables, such as “The Tortoise and the Hare,” or “The Ant and the Grasshopper.” Invite students to share what they know about these fables and the lessons the fables teach.

Review the lesson goals. Explain that students will:

- read two fables: “The Fox and the Crow” and “The Dog, the Rooster, and the Fox”
- practice using the suffixes *-ion*, *-tion*
- write an opinion paragraph

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the stories and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *immediately* and *suspicious*.
- Provide extra support for concepts such as *flattering*, *perfect*, *politely*, and *suspicious* by having students give examples of actions

or events that are flattering, perfect, polite, or suspicious and explain their reasoning. If students use a word incorrectly, reframe their examples.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 125)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 124 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to describe fables or stories that teach lessons in their culture or home country.

Review the Vocabulary Tip and have students explain their answer choice. Ask students what clues in the sentences they used to determine the correct meaning. Challenge students to generate original sentences using each of the three definitions of *base*.

READING 1 (pp. 126–127)

Pre-Reading Strategy: Preview (p. 126)

Explain that students will use the pre-reading strategy of previewing. Remind them that previewing helps readers understand what they are going to read.

When students preview, they should:

- read the title and think about its meaning
- read the name of the author
- read the first sentence or two to see what the story will be about
- look at any pictures and think about what they show

Discuss students' answers to the questions. Ask them to predict who the story will be about.

Reading Strategy: Take Notes

Remind students that taking notes can help them pay attention to what is happening in the story as they read. Their notes can also help them find important details in the text. Point out that they can mark up the text with underlining, highlighting, and circling and make notes on the side.

Point out the prompts on the side and tell students they should take notes as they read. After students have finished reading the story, have them share what they circled and wrote for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 127)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood what is happening in the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Understand Plot

Explain the reading skill. Tell students that the plot of a story is the series of events that happen. Point out that a simple way of organizing the events in a story is by thinking about what happens at the beginning, middle, and end. Explain that stories may have a problem that characters try to resolve.

Tell students that a graphic organizer can help them sort the events of a story's plot. Point out the three sections and discuss what goes in each part. Then have students complete the graphic organizer. Discuss what they wrote in each section.

If students need more practice with understanding plot, provide them with a copy of the Plot Chart graphic organizer (Master 13). Guide them to complete the organizer using the reading selections in Lessons 10 or 11.

Fluency **Improve Your Reading** Have students read paragraph 5 silently. After students have read the paragraph two or three times, have them take turns reading the paragraph aloud to a partner, paying attention to tone and expression. You may wish to have volunteers read aloud to the class doing their best impersonations of the Fox character.

READING 2 (pp. 128–129)

Practice the Skills

Have students preview the second selection. Ask them to read the first sentence of each paragraph as they preview the story. Then have them answer the questions. Invite volunteers to share their answers.

Read aloud the direction line and remind students to take notes as they read. Point out the prompts on the side. After students have finished reading, have them share what they underlined and what notes they wrote for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 129)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main events from the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Practice Understanding Plot

Review the reading skill. Explain that as they read, students can think about the story's problem and how the problem is resolved.

Have students complete the graphic organizer with the main story events.

Fluency **Improve Your Reading** Have students work in pairs. Ask them to practice reading the dialogue of either the Fox or the Rooster in paragraphs 4 and 5. After students have practiced reading their part silently, have them read the parts aloud, thinking about how each character would speak.

DEVELOP YOUR UNDERSTANDING (pp. 130-31)

Respond to the Readings (p. 130)

Have students answer questions 1-5 and check their answers in the Answer Key. Invite students to share their responses to the questions.

Extension Have students find and read other examples of Aesop's fables online. Have students retell the plot events and describe what lesson the fable teaches.

Use Word Parts: Suffixes *-ion*, *-tion*

Explain that the suffixes *-ion* and *-tion* appear at the end of nouns and tell about an action, state, or process.

Write these words on the board: *definition*, *discussion*. Ask students what root they see in each word. Explain that when students see a familiar root, they can use it to figure out the meaning of the word.

Have students complete items 1-6 and check their answers in the Answer Key. Then have students share the sentences they wrote for items 7-8.

Review the Vocabulary (p. 131)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 132-133)

Write an Opinion Paragraph (p. 132)

Discuss examples of opinions students might have heard, seen, or read, such as editorials, movie reviews, and sports commentary. Then provide students with two statements about the same topic, one an opinion and one a fact. Ask them to identify which is fact and which is opinion and explain their thinking.

Tell students that they will be writing their opinion about one of the characters in the fables.

Discuss the features students should include in their opinion paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students will write their paragraph about one of the characters and that they should be able to support their opinion with reasons.

Then guide students through the steps:

Plan: Ask students to brainstorm what they like and dislike about the different characters before they choose whom they will write about. If students struggle to form an opinion, prompt them with questions, such as *What words would you use to describe Rooster? Do you think Fox is greedy?* Then model stating an opinion.

Then have students use the graphic organizer to plan their writing. Explain that they will write the name of the character and their opinion about the character in the first box. Reasons that support their opinion will go in the next two boxes.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Remind them to support their opinion with reasons and to use linking words to connect the reasons to the opinion.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen and discuss whether they agree or disagree with the writer's opinion.

Think and Discuss (p. 133)

Read the text aloud. Review what happens at the end of each fable and discuss the lessons that the characters learn.


Have students discuss the questions in small groups. Ask them to give reasons to support their opinions.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss any fables or traditional stories from their home countries. If possible, put students from at least two different countries in each group. You may wish to prompt them with questions such as *What kind of animals appear in these stories? Do the stories teach lessons? What do the characters learn?* Ask students to retell the stories in English.
- Have students work in pairs or small groups to update one of the fables using contemporary characters, settings, and scenarios. Invite groups to share their updated fable with the class.
- Ask students to rewrite the ending of one of the fables. Have them explain what events in the plot they would change. Then ask them to think about what lesson their revised fable teaches.

PREFIX	MEANING	EXAMPLE
<i>anti-</i>	against	antiwar
<i>de-</i>	opposite of, down	decrease
<i>dis-</i>	not, opposite of	disagree, disappear
<i>en-</i> <i>em-</i>	cause to	enjoy employ
<i>fore-</i>	before	foretell
<i>il-</i> <i>in-</i> <i>im-</i> <i>ir-</i>	not, opposite of	illegal incorrect impossible irresponsible
<i>im-</i> <i>in-</i>	in, into	immigrate inside
<i>inter-</i>	among, between	interview
<i>mid-</i>	middle	midnight
<i>mis-</i>	wrongly	misspell
<i>non-</i>	not, opposite of	nonsense
<i>over-</i>	too much, above	overdo
<i>pre-</i>	before	preview
<i>re-</i>	again, back	rewrite
<i>semi-</i>	half	semicircle
<i>sub-</i>	under, lower	subtitle
<i>super-</i>	above, beyond	supermarket
<i>trans-</i>	across	transportation
<i>un-</i>	not, opposite of	unhappy
<i>under-</i>	too little, below	underdone

SUFFIX	MEANING	EXAMPLE
-able -ible	is, can be	comfortable incredible
-al -ial	having characteristics of	national industrial
-ed	past form of verbs	walked
-en	made of	wooden
-er	more	longer
-er -or	one who	driver actor
-est	the most	kindest
-ful	full of	thoughtful
-ic	having characteristics of	scientific
-ing	present participle verb form	working
-ion -tion -ation -ition	act, process	invention introduction communication definition
-ity -ty	state of	activity society
-ive -ative -itive	adjective form of verbs	active informative repetitive
-less	without	sleepless
-ly	characteristic of	loudly
-ment	action or process	enjoyment
-ness	state of, condition of	goodness
-ous -eous -ious	having the qualities of	dangerous righteous serious
-s -es	plurals	windows dishes
-y	characterized by	funny

Check the column that best describes how well you know each vocabulary word.

1 = I don't know this word at all.
2 = I have seen or heard this word before.
3 = I know this word well.

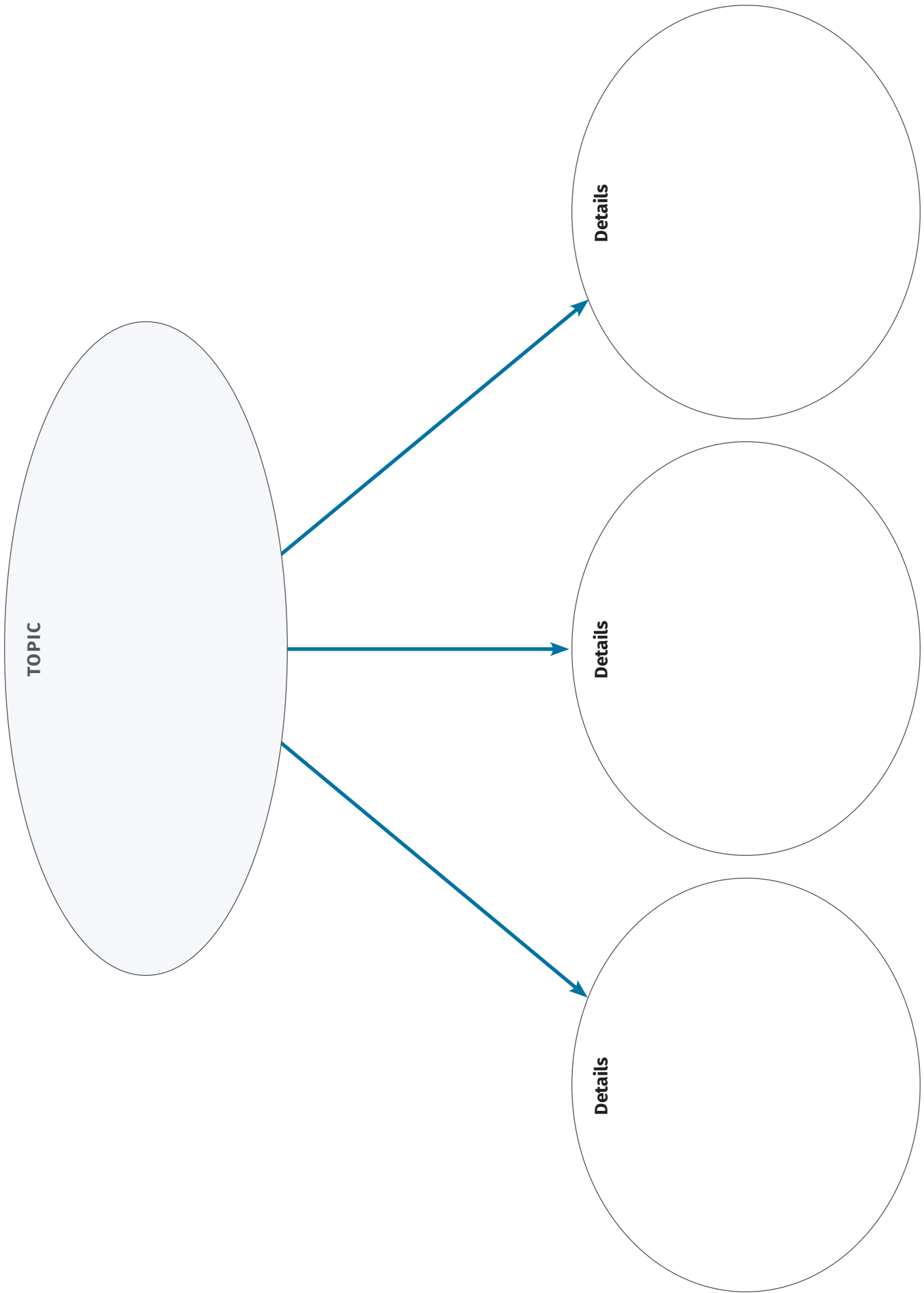
VOCABULARY WORD

BEFORE YOU READ		
1	2	3

AFTER YOU READ		
1	2	3

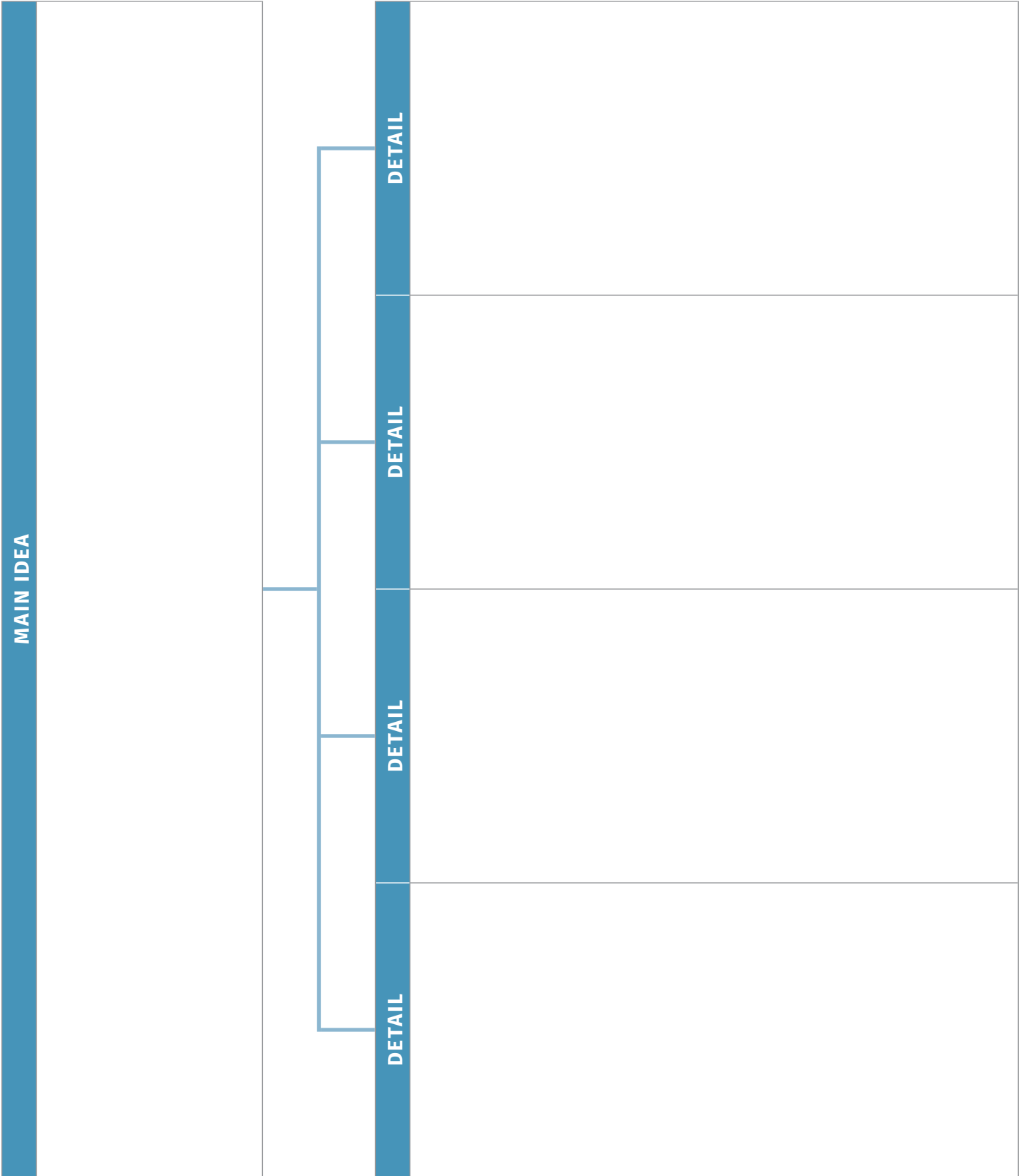
Before you read the passage, brainstorm everything you know about the topic. Write your information in the WHAT I KNOW column. In the WHAT I WANT TO KNOW column, list the questions you have about the topic. After you read, write the answers to your questions in the WHAT I LEARNED column.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED



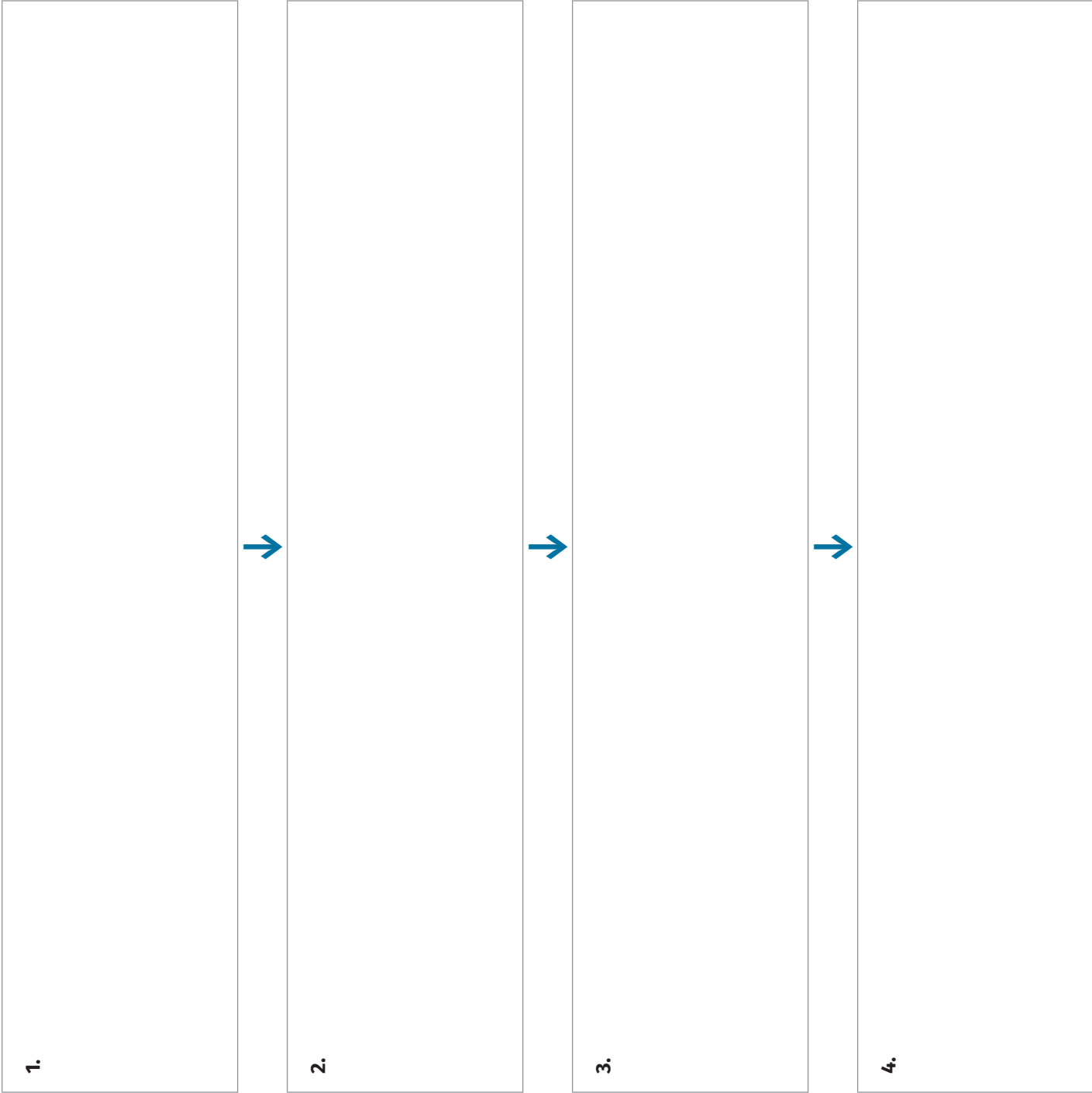
KEY POINT					

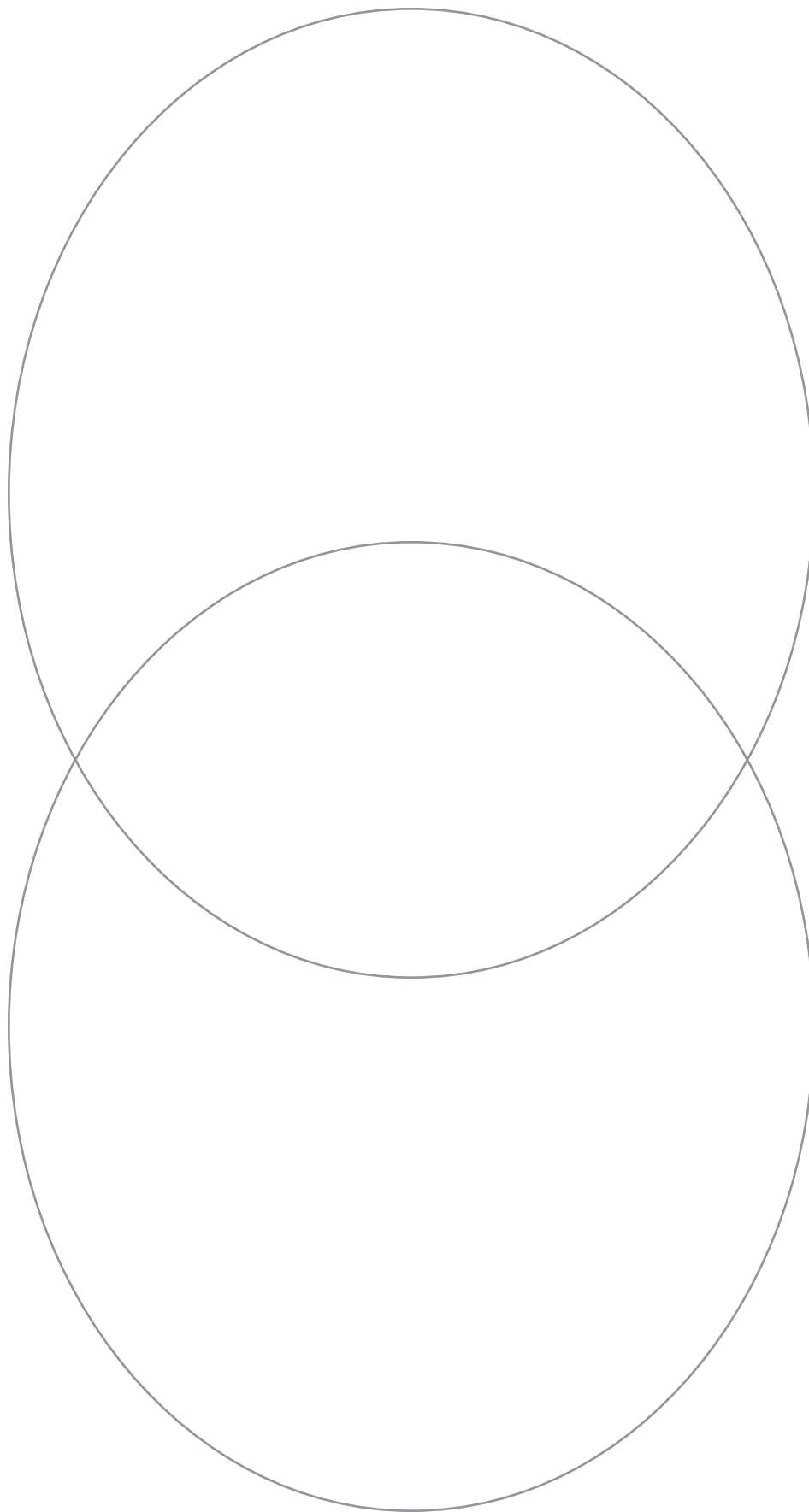
EFFECT					
	↑	↑	↑	↑	
	CAUSE				

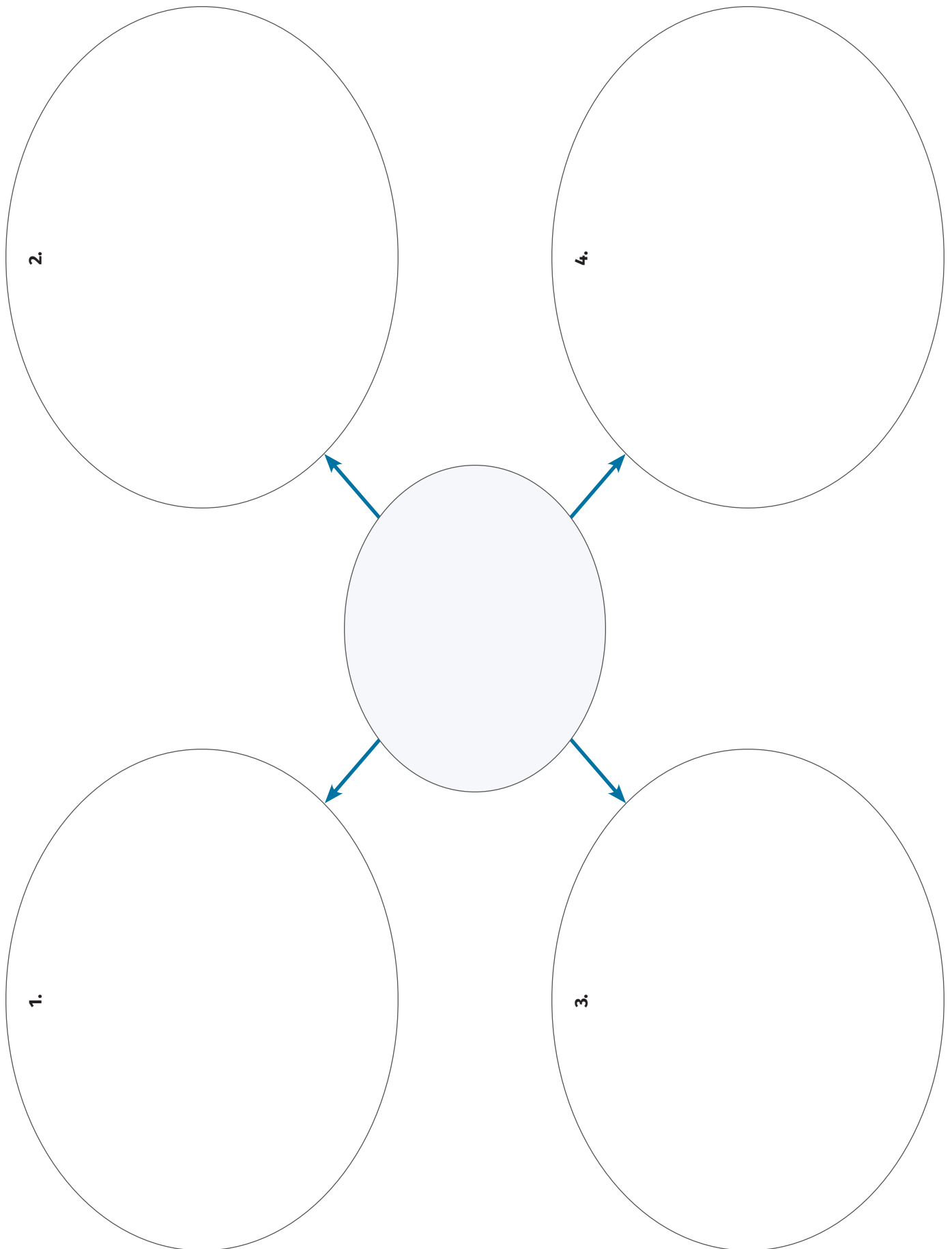


IMPORTANT IDEA	
IMPORTANT IDEA	
IMPORTANT IDEA	

SUMMARY	
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CHARACTER	WHAT SHE / HE SAID OR DID	WORDS THAT DESCRIBE HER / HIS CHARACTER			

BEGINNING

Characters: _____

Setting: _____

What Happens: _____

Story Problem: _____

MIDDLE

Rising Action / Story Events: _____

END

Climax: _____

