

Teacher Edition Sampler







TEACHER EDITION SAMPLER

Secondary System

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www.FLEXLiteracy.com/CA



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Send all inquiries to: McGraw-Hill Education 8787 Orion Place Columbus, OH 43240

Printed in the United States of America.





Introduction to *SRA FLEX Literacy*™

The *SRA FLEX Literacy*™ Print Experience: Lesson Overview

The *SRA FLEX Literacy*™ Print Experience: Interactive Reader

The SRA FLEX Literacy™ Print Experience: Resources

Teacher Edition: Volume A

Week 1 The Gift of the Magi

Week 13 Creepy Crawly Neighbors

Week 27 **Stephen Hawking: A Legendary Scientist and Man**

Teacher Edition: Volume B

Week 1 Wringer: Part One

Week 7 The Olympians: Coroebus, James, and Veronica

Week 25 For the Love of the Game: Video Games Then and Now

Teacher Edition: Volume C

Week 1 One Giant Leap

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Week 25 Life-Saving Technologies Inspired by Nature: Part One

Week 29 The Road Not Taken



SRA FLEX Literacy™ is a comprehensive Reading and Language Arts Intervention System for struggling readers.

Why the System Works

- SRA FLEX Literacy[™] is built on a research-based instructional model to reach students of various reading levels, as low as Beginning Reading.
- Students are engaged as never before through high-interest interactive tools and rich text selections.
- Teachers are empowered to tailor instruction through ongoing assessment that provides true differentiated instruction.
- Administrators are equipped with the tools they need for critical decisionmaking.

Powerful.

Flexible.

Data-Driven.

Learning xperiences

By design, *SRA FLEX Literacy*™ learning Experiences combine the best of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness.



Individualized Instruction

Computer-based instruction focuses on skill development through individualized and motivating technology. Scaffolded instruction, practice, assessment, remediation, and review opportunities are embedded.



Small-Group and Differentiated Instruction

Teacher-led, shared-reading lessons develop comprehension strategies using systematic, explicit instruction. Opportunities for skill differentiation and independent reading are informed by each student's performance in The Digital Experience.



Collaborative Learning

Whole-group learning, small-group collaboration, and independent application activities connect with compelling writingcentered projects built around 21st Century skills. Projects enable students to make cross-curricular and literacy connections with a technology focus.

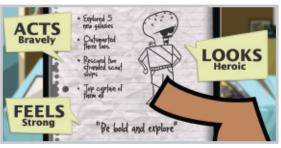
Powerful

Tools to Engage and Support Struggling Readers

Powerful Instruction

SRA FLEX Literacy* makes the best use of computer-based and teacher-led instruction to accelerate student progress.

- Multiple teaching and learning modalities motivate and engage students to make learning fun
- Comprehensive instruction supports Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills
- The research-proven gradual release model of instruction accelerates student learning throughout The Experiences



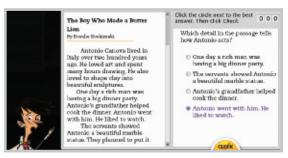
Model

Engaging animations introduce, explain, and demonstrate skills.



Guide

Leveled text passages and supported activities provide guidance and instructional feedback



Monitor

Independent practice activities build toward mastery with embedded opportunities for remediation and acceleration.

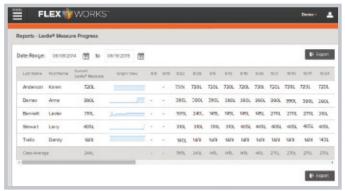


Characters & Settings Digital Lesson

Powerful Technology

Web-based technology enhances instruction for both teacher and student.

- Every student's needs are met through differentiated and scaffolded instruction—not just practice—with support and feedback throughout
- Teachers are empowered to monitor progress, differentiate instruction, and manage their classrooms with the *FLEX*Works Online Teacher Tool



Lexile Measure Progress



25Minutes Individualized Reading Intervention

Flexible

to Meet Today's School And District Needs



50Minutes

Comprehensive Reading Intervention



90 Minutes

Comprehensive Reading & Language Arts Intervention

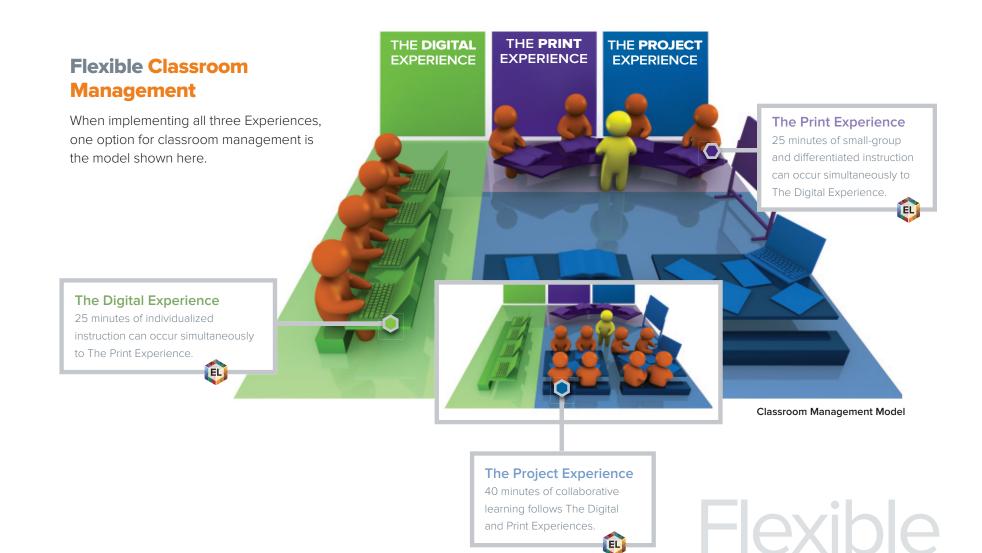
Flexible Implementation

SRA FLEX Literacy™ fits the intensive intervention needs of every classroom through multiple implementation options.

- Accommodates small or large groups
- Supports mixed-ability group instruction

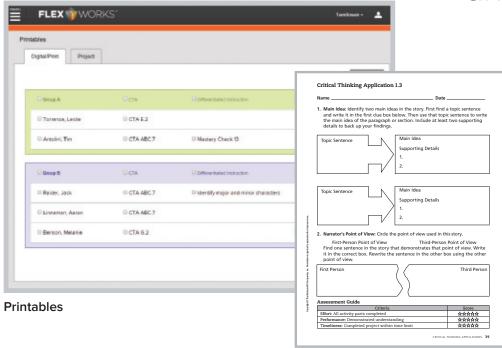


■ Includes foundational skill lessons for Beginning Readers, regardless of grade level



Data-Driven

Connections to Inform and Drive Instruction



Critical Thinking Applications

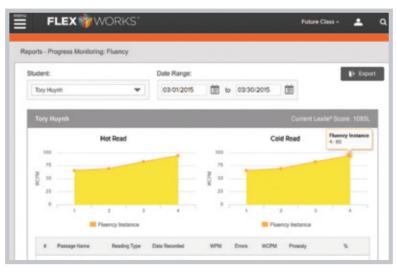
Data-Driven Differentiation

True differentiation is achieved because student performance throughout all three Experiences informs instruction.

- The Lexile® Measure Placement Test, ongoing assessment, and progress monitoring tailor instruction to each individual student's needs
- Relevant remediation ensures students receive the support they need, when they need it
- Critical Thinking Applications, informed by The Digital Experience, provide each student practice and extension opportunities for previously mastered digital skills

Data-Driven Progress Monitoring

*FLEX*Works Online Teacher Tool helps teachers monitor progress and easily target the needs of each student to maximize instructional effectiveness.

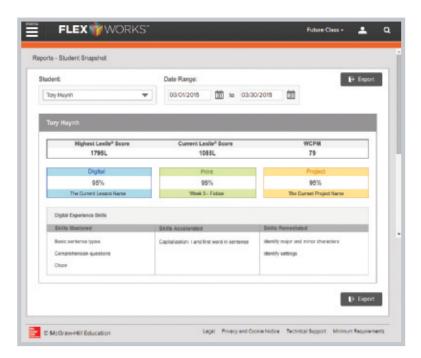


Fluency Report

Data-Driven

Data-Driven Reporting

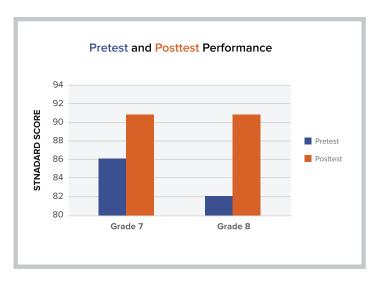
Relevant reporting is central to *SRA FLEX Literacy**. Critical information to decision making is provided at a student, classroom, and school level.



Student Snapshot Report

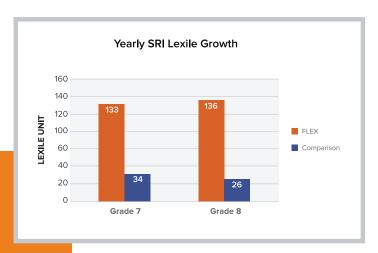
Results Proven to engage students and increase

In the 2012-2013 school year over 140 students grade 6-8 in four states (Georgia, South Carolina, Tennessee, and Texas) implemented *SRA FLEX Literacy* with students two or more years below grade level with 86% receiving free and reduced lunch and 54% having special needs. *SRA FLEX Literacy* is associated with gains in basic reading skills for students considered at-risk in reading.



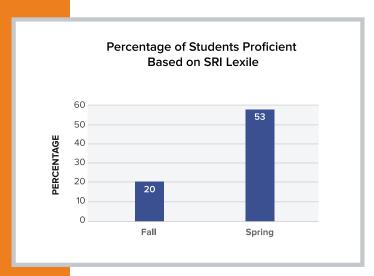
Student and teacher perceptions of the program were positive: students report that is "fun" and "cool", and teachers used such words as "challenging", "flexible", "engaging", and "intense" in describing the program.

Closing the gap in reading performance



During the 2013–2014 school year, the Deer Park School District, WA implemented *SRA FLEX Literacy* in four Deer Park Middle School classrooms that served over 44 at-risk readers.

FLEX Literacy is the first program we have in our elementary school that allows us to track Lexiles... And, it's the only program that allows us to track student progress toward mastery of the Common Core standards.



The percentages of *SRA FLEX Literacy* students who scored 'proficient,' in the fall (before receiving *SRA FLEX Literacy* instruction) and in the spring (after receiving *SRA FLEX Literacy* instruction).

Barbara Neslin,
 Literacy Specialist

Proven Results



Lesson Overview

The Print Experience provides students with crucial instruction and practice in skills and strategies as they interact with text. Students work directly with the teacher who guides them through the reading selections, facilitates rich discussions, and provides differentiated instruction and the necessary level of support.

Each Teacher Edition volume is divided into 36 5-day lesson plans for 180 days of instruction. The regularity of the lesson sequence establishes a familiar and efficient classroom routine.

Day 1 **BEFORE READING**

- Prepare for reading by discussing story elements or poetry features, setting a purpose, and building background.
- Model reading the story aloud to students.
- Provide skill differentiation with Individualized Instruction activities.

Days 2 & 3 **DURING READING**

- Review and reread the story or poem with student participation.
- Engage in rich discussion and debate based on reading selections.
- Introduce and review vocabulary words and review story elements or poetry structure.
- Generate and answer questions, highlighting text evidence.
- · Make and verify predictions about the story.

Days 4 & 5 **AFTER READING**

- · Reflect on and retell the story.
- Make connections, analyze point of view, compare and contrast.
- Develop reading fluency with Readers' Theater in Poetry.
- · Meet individual needs with Skill Differentiation.
- Provide feedback and inform instruction with Assessment.

The Print Experience

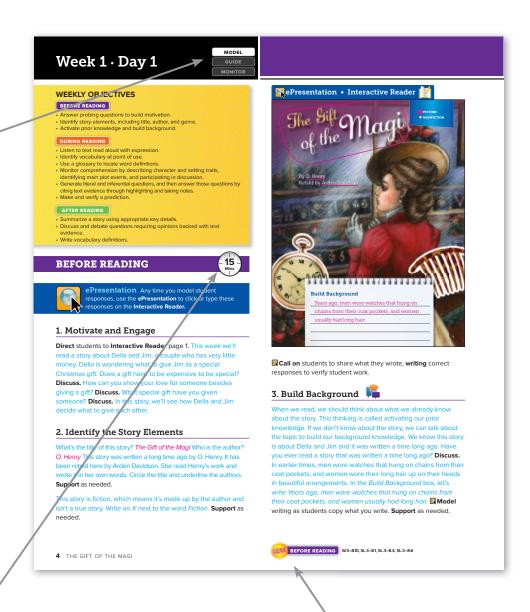
Lesson Overview

Gradual Release of Responsibility

Students become more independent as the amount of support provided by the teacher decreases.

The lessons in The Print Experience provide gradually decreasing amounts of teacher support— Model, Guide, and Monitor—equipping students to become increasingly more responsible for their own learning.

MODEL					
TEACHER	TEACHER Introduces and models reading and writing strategies				
STUDENTS	Read and respond following the teacher model				
GUIDE					
TEACHER Reviews, guides, and provides feedback					
STUDENTS	Respond with teacher guidance				
MONITOR					
TEACHER	Monitors and provides guidance as needed				
STUDENTS	Apply strategies independently				



Built-in Pacing

15 SRA FLEX Literacy™ has built-in pacing that helps manage your instruction. The total daily time allotment for the Print Experience is 15 minutes. The timing for each instructional segment is provided.

California Common Core State Standards

Standards correlations located right on the pages help you track your lessons against the Common Core State Standards.



The Interactive Reader

Students write their responses to the text directly on the pages of the Interactive Reader. As a result, the Reader personalizes learning, becoming a record of each student's own performance and growth.

Accessible Text

Text becomes accessible and manageable to students as they engage with and respond to reading selections at point of use.

Text Highlighting

Students access important ideas in the reading more easily because they can highlight or question directly in the text.

Taking Notes

Students learn to take notes and cite text evidence through direct on-page interaction with text.

Vocabulary

Word: reaction

Definition:

the look or feeling someone has after

something happens

word: fainted

Definition:

suddenly passed out

Della knew of a store that bought hair and made it into wigs. She already had \$1.87. She needed only twenty dollars more. "That will be just enough to buy that twenty-one-dollar chain for Jim," Della told herself. She walked into the store feeling proud. An hour later she came out with \$21.87 in her pocket and very short hair. An hour after that she was back at home with eightyseven cents and a wonderful gift for her husband. Della was worried about what Jim would think about her new haircut. But mostly she was happy she had a special Christmas gift to give him.

Della waited anxiously for Jim to arrive home. When she heard the doorknob turn, she was excited. But when Jim saw his wife's short hair, all he could do was stare. He looked like he had just been punched in the stomach.

"It will grow back fast," Della quickly told Jim. She did not know what he was thinking. "I'm sorry if you don't like it, but I did it for you."

Jim finally snapped out of his trance. He told Della she looked beautiful, no matter what. Then he gave her a kiss on the cheek for comfort. "Forgive me for staring," Jim said. "You will understand my reaction when you open vour gift." He handed Della a small box with a bow.

Generate Questions

Inferential: Why do you think Jim stares at Della's short hair? Her short hair means she doesn't need the combs he bought.

The Gift of the Magi

The Print Experience

Interactive Reader

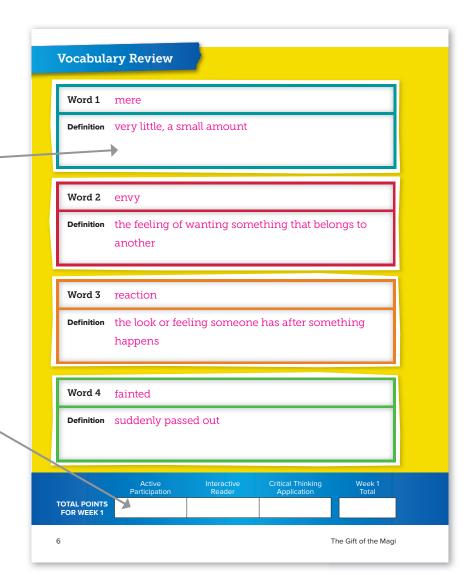
Track Student Progress

Students track and document their own progress because the write-in text acts as a student portfolio—a written record of growth and accomplishment.

Authentic Assessment

The Interactive Reader facilitates authentic assessment because the teacher has the record of day-to-day student accomplishment in one easily accessible location.





ePresentation

All lessons are available for use on an interactive white board. Guide students as they answer the prompts in their *Interactive Readers*. Model

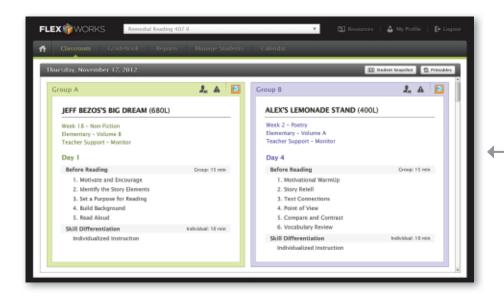
student responses or click on prepared answers, providing the amount of support that is appropriate for your class.



Resources

The Print Experience seamlessly integrates technology and print tools to ensure that all students receive the instruction and feedback they need to succeed.

Technology •



FLEXWorks

The FLEXWorks Online Teacher Tool allows for scheduling, planning, and managing The Print Experience in one convenient online location.

Assessment

Assessment Guides

Assess students' performance, enter the data into the FLEXWorks Gradebook, and run reports that show progress.



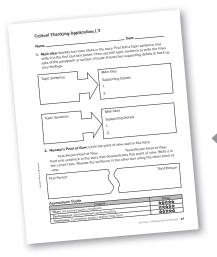
The Print Experience

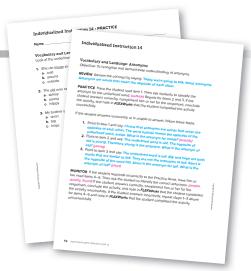
Resources

Differentiated Instruction

Individualized Instruction

When students need extra support they are assigned Individualized Instruction activities. The FLEXWorks Online Teacher Tool provides just-in-time customized versions of these activities for you to implement one-on-one with students.





Critical Thinking Applications

Customized versions of these short activities are provided by FLEXWorks for each student based on his or her performance in the Digital Experience.

Decodables



Decodable Reader

The Decodable Reader provides additional practice for beginning readers who need extra support to develop automaticity and to practice fluency.

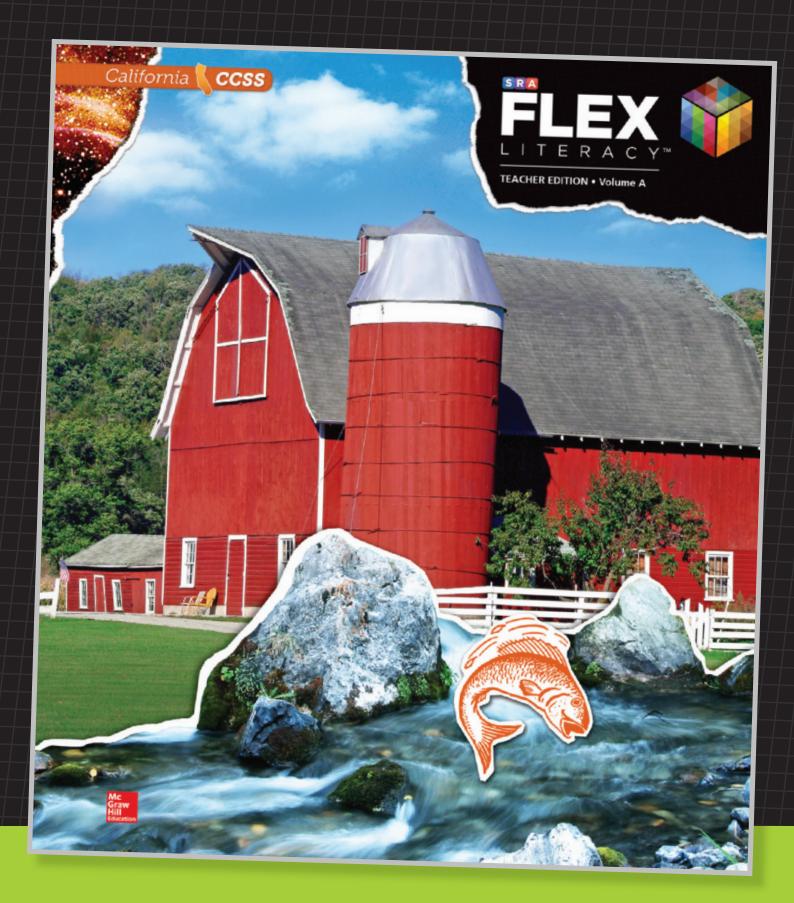
Trade Book Library



Trade Book Library

Encourage independent reading with a selection of high-interest books that have been specially chosen to align with students' reading-level needs.





TEACHER EDITION · Volume A SECONDARY SYSTEM



Week 1	The Gift of the Magi FICTION O. Henry, Retold By Arden Davidson
Week 2	Anything But Typical: Part One FICTION 12 Nora Raleigh Baskin
Week 3	Anything But Typical: Part Two Nora Raleigh Baskin 20
Week 4	Shakespeare and the Black Death Troy Markham 28
Week 5	The Harlem Hellfighters: Heroes of World War I Dennis Fertig NONFICTION 36
Week 6	Behind the Mask: The Real Story of King Tut NONFICTION Hilary Mac Austin
Week 7	The Dance of Knives and Fire NONFICTION 52 Kathleen Thompson
Week 8	Listening for Crickets: Part One FICTION 60 David Gifaldi
Week 9	Listening for Crickets: Part Two David Gifaldi 68
Week 10	Listening for Crickets: Part Three David Gifaldi 76
Week 11	The Curious Case of Phineas Gage NONFICTION 84 Troy Markham
Week 12	The Curse of the Hope Diamond NONFICTION 92 Hilary Mac Austin
Week 13	Creepy, Crawly Neighbors NONFICTION Dennis Fertig
Week 14	Rising Out of the Flood Kathleen Thompson 108
Week 15	The Great Chicken Debacle: Part One FICTION 116 Phyllis Reynolds Naylor
Week 16	The Great Chicken Debacle: Part Two FICTION 124 Phyllis Reynolds Naylor

Week 17	The Great Chicken Debacle: Part Three Phyllis Reynolds Naylor 132
Week 18	William Halsted: The Father of Modern Surgery NONFICTION 140 Troy Markham
Week 19	Escape Across the Ice NONFICTION 148 Hilary Mac Austin
Week 20	All in an Instant NONFICTION 156 Kathleen Thompson
Week 21	Savannah: The Ghostly City That Never Sleeps NONFICTION 164 Dennis Fertig
Week 22	Lily B. on the Brink of Cool: Part One FICTION 172 Elizabeth Cody Kimmel
Week 23	Lily B. on the Brink of Cool: Part Two Elizabeth Cody Kimmel 180
Week 24	Lily B. on the Brink of Cool: Part Three FICTION 188 Elizabeth Cody Kimmel
Week 25	A Real-life Jurassic Park Troy Markham 196
Week 26	Surviving the Sinking <i>Titanic</i> NONFICTION 204 Dennis Fertig
Week 27	Stephen Hawking: A Legendary Scientist and Man NONFICTION 212 Arden Davidson
Week 28	Egypt's Revolution NONFICTION Hilary Mac Austin
Week 29	Be Glad Your Nose Is on Your Face POETRY Jack Prelutsky 228
Week 30	Some Words about Time POETRY Gary Soto 236
Week 31	Those Fabulous Frenchmen Joyce Sidman 244
Week 32	I Love the Look of Words POETRY Maya Angelou 252
Weeks 33-3	36 Choose Your Own Book 260

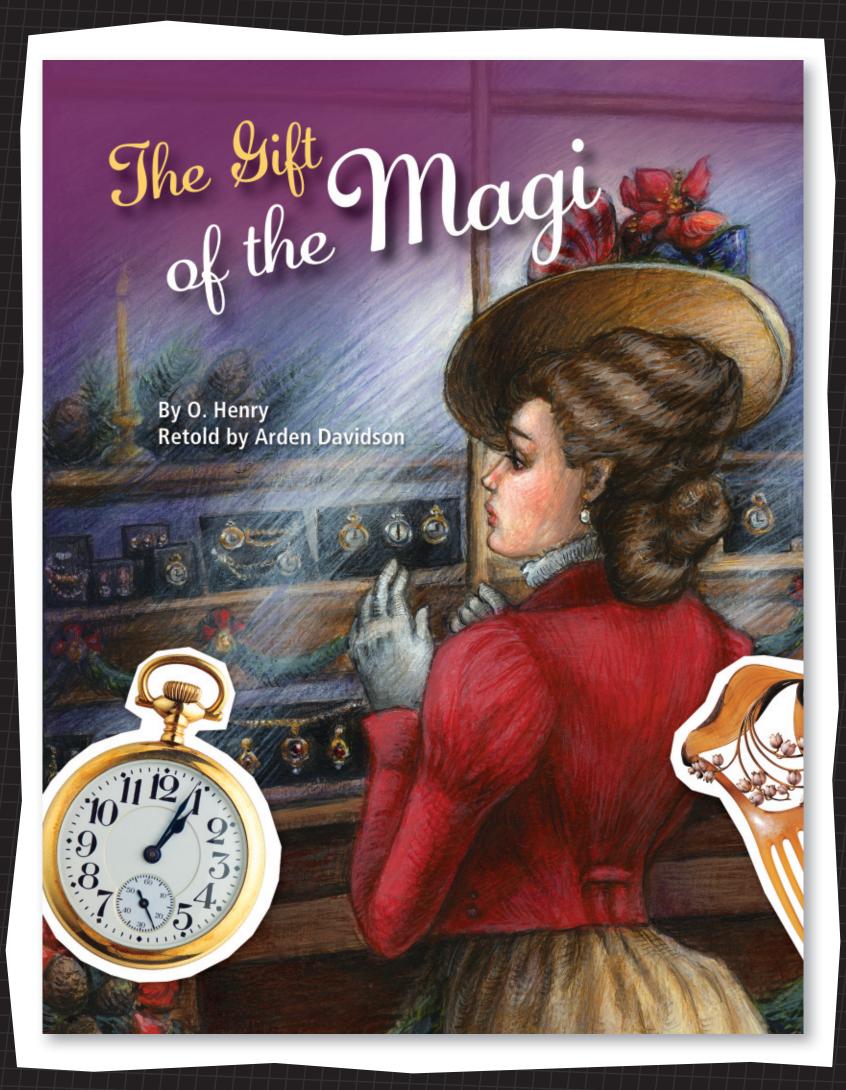


Week 1

The Gift of the Magi

INSTRUCTIONAL SUPPORT MODEL

FICTION



Week 1 · Day 1

MODEL

GUIDE

MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify story elements, including title, author, and genre.
- · Activate prior knowledge and build background.

DURING READING

- · Listen to text read aloud with expression.
- · Identify vocabulary at point of use.
- · Use a glossary to locate word definitions.
- Monitor comprehension by describing character and setting traits, identifying main plot events, and participating in discussion.
- Generate literal and inferential questions, and then answer those questions by citing text evidence through highlighting and taking notes.
- · Make and verify a prediction.

AFTER READING

- · Summarize a story using appropriate key details.
- Discuss and debate questions requiring opinions backed with text evidence.
- · Write vocabulary definitions.

BEFORE READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

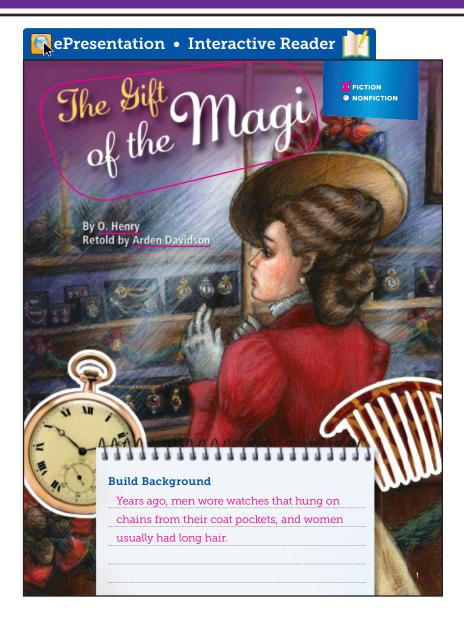
1. Motivate and Engage

Direct students to Interactive Reader page 1. This week we'll read a story about Della and Jim, a couple who has very little money. Della is wondering what to give Jim as a special Christmas gift. Does a gift have to be expensive to be special? Discuss. How can you show your love for someone besides giving a gift? Discuss. What special gift have you given someone? Discuss. In this story, we'll see how Della and Jim decide what to give each other.

2. Identify the Story Elements

What's the title of this story? *The Gift of the Magi* Who is the author? *O. Henry* This story was written a long time ago by O. Henry. It has been retold here by Arden Davidson. She read Henry's work and wrote it in her own words. Circle the title and underline the authors. **Support** as needed.

This story is fiction, which means it's made up by the author and isn't a true story. Write an *X* next to the word *Fiction*. **Support** as needed.



Call on students to share what they wrote, writing correct responses to verify student work.

3. Build Background



When we read, we should think about what we already know about the story. This thinking is called activating our prior knowledge. If we don't know about the story, we can talk about the topic to build our background knowledge. We know this story is about Della and Jim and it was written a time long ago. Have you ever read a story that was written a time long ago? **Discuss.** In earlier times, men wore watches that hung on chains from their coat pockets, and women wore their long hair up on their heads in beautiful arrangements. In the *Build Background* box, let's write *Years ago, men wore watches that hung on chains from their coat pockets, and women usually had long hair.* Model writing as students copy what you write. **Support** as needed.

It was Christmas Eve. The snow had fallen. The cold The only problem was that Jim had only a torn leather Vocabulary had settled in comfortably. And so had Della, a beautiful strap to attach the watch to his pocket. It just didn't seem **Make Prediction** young woman, who sat in her small apartment counting right. It was like combining silk sheets with burlap pillows. Word: her change. "Eighty-five, eighty-six, eighty-seven," she The watch was far too elegant for the strap that held it. said aloud as she stacked the last of her pennies. Her Della felt that Jim deserved a lovely gold chain that was Definition: grand total was \$1.87. All the saving and hard work she worthy of his lovely gold watch. But \$1.87 would not pay had endured these last few months had resulted in a even for a shoestring. And this was why Della cried. She wanted to make her husband happy. She wanted to give She tried to comfort herself. But she could not. Della him the perfect Christmas gift. She just had to think of was so disappointed she flung herself onto her old, worn some way to buy that chain! sofa and began to cry. A spring popped up and almost cut So Della sat and thought. Then she thought some Word: her. That made her cry even harder. more. As she was twirling her hair around her finger, the Della was sad with good reason. She wanted to buy a idea finally hit her. She jumped up and yelled, "Yes!" Definition: really nice Christmas present for her husband, Jim. The It was twirling her hair that had given her the idea. Della couple was quite poor. They did not have many fancy loved her hair as much as Jim loved his watch. She was so things. But Della wanted to show Jim her love with a proud of the way it flowed down to her ankles. She loved special gift. Sadly, she knew that \$1.87 would not do. to show it off. And she smiled at the \boldsymbol{envy} of others. But as Della wanted badly to buy Jim a fancy chain for his gold much as she loved her hair, Della loved her husband even pocket watch. Jim truly loved that watch! He would pull it more. That was why she did what she did next. out whenever he could. He didn't really care what time it was. He just wanted to show off his most prized possession. He also wanted to admire it himself. **Generate Questions** The Gift of the Magi The Gift of the Magi

4. Read Aloud

Direct students to page 2. Now I'll read the first part of the story. Listen carefully, and enjoy it. Read pages 2 and 3 aloud with expression to engage students.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile® measure at which each student is



English Learners

Support understanding of figurative language such as The cold had settled in comfortably. For more ideas, refer to the EL Strategies.

MODEL GUIDE **MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader page 1. Let's review the work we did yesterday. Ask different students what they wrote on page 1.

2. Clarify the Words

When we read, we need to understand the words. If we don't know what a word means, we can clarify its meaning from another source, such as a glossary. A glossary is an alphabetical list of words and their definitions. You'll find a glossary at the back of your Interactive Reader. Direct students to page 187. Flip through the glossary with students, explaining how to find the definition of a word.

Direct students to pages 2 and 3. The first part of our story has two vocabulary words that are bold in the text. Let's look up the words in the glossary and then write the words and definitions on page 2. Model looking up each word in the glossary. Read each definition, and then use each word in a sentence. Model writing the words and definitions on page 2 as students copy what you write. Support as needed.

- mere: very little, a small amount (Her book report was a mere two pages.)
- envy: the feeling of wanting something that belongs to another (The women were filled with **envy** when they saw the queen's diamond crown.)

3. Reread the Story



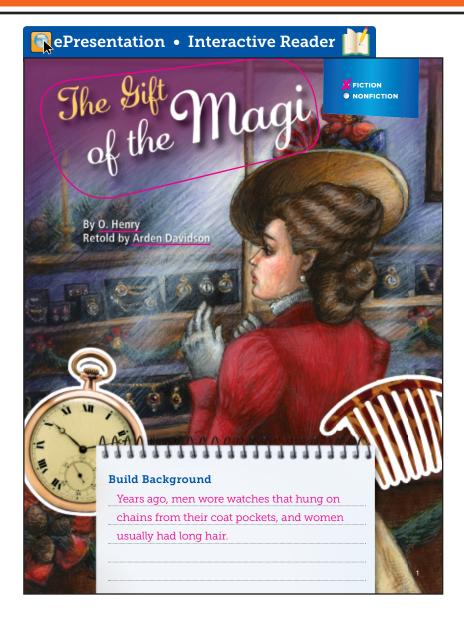
Follow along while we reread the first part of the story. When you hear our two vocabulary words—*mere* or *envy*—raise your thumb.

Reread pages 2 and 3 aloud with expression to engage students. **Call on** students who have reached Lexile® 580L to help you read.

4. Clarify the Story Elements



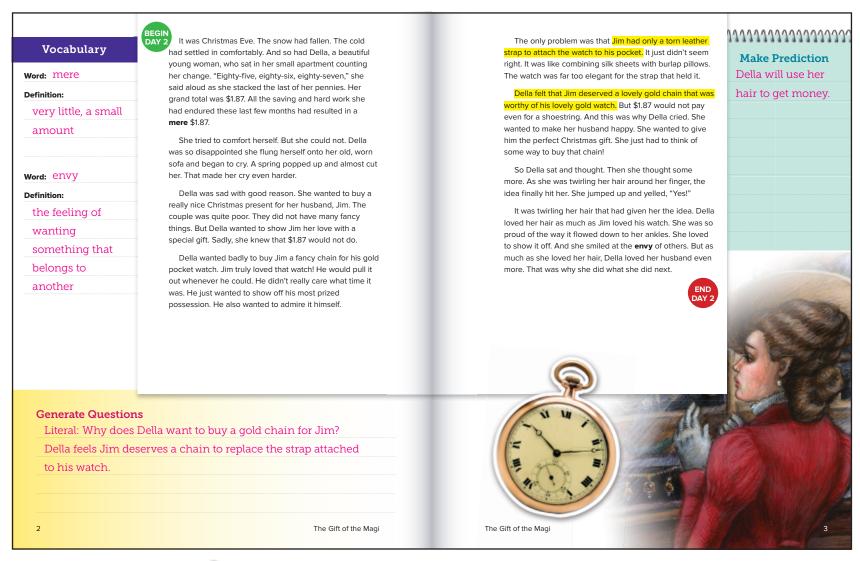
As we read, we need to think about what we understand and don't understand about the text. We need to clarify the story elements, such as characters, setting, and plot, so we understand what we didn't know before.



Let's clarify our understanding of the characters. Characters are whom or what the story is about. I know Della is a young woman who is rather sad and poor. I want to make sure I know who Jim is. When we don't understand a character, we should stop, reread the text slowly, and try to figure out the confusing part. Model slowly rereading page 2, paragraph 3. I read She wanted to buy a really nice Christmas present for her husband, Jim. This clarifies that Jim is Della's husband.

Now, let's clarify our understanding of the setting. The setting is where and when the story mostly takes place. I know the setting is Jim and Della's apartment on Christmas Eve. I don't know what the inside looks like. Model slowly rereading page 2, paragraph 2. I read She flung herself onto her old, worn sofa and began to cry. This clarifies that the inside of the apartment has really old furniture in it.

Tomorrow we will clarify our understanding of the events that make up the plot, so think about what is happening in the story and what might be confusing.



5. Generate Questions



Direct students to page 2. Let's generate a literal question about what we read to help us understand the story. The answer to a literal question is found in the text. We'll begin our literal question with the word who, what, where, when, why, or how. In the Generate Questions box, let's write Literal: Why does Della want to buy a gold chain for Jim? Model writing as students copy what you write. **Support** as needed. Next, let's highlight the text evidence we need to answer that question. Model highlighting the text on pages 2 and 3 as indicated while students do the same. Support as needed. Now let's answer the question by looking at what we highlighted. Under our literal question, let's write Della feels Jim deserves a chain to replace the strap attached to his watch. Model writing as students copy what you write. Support as needed.

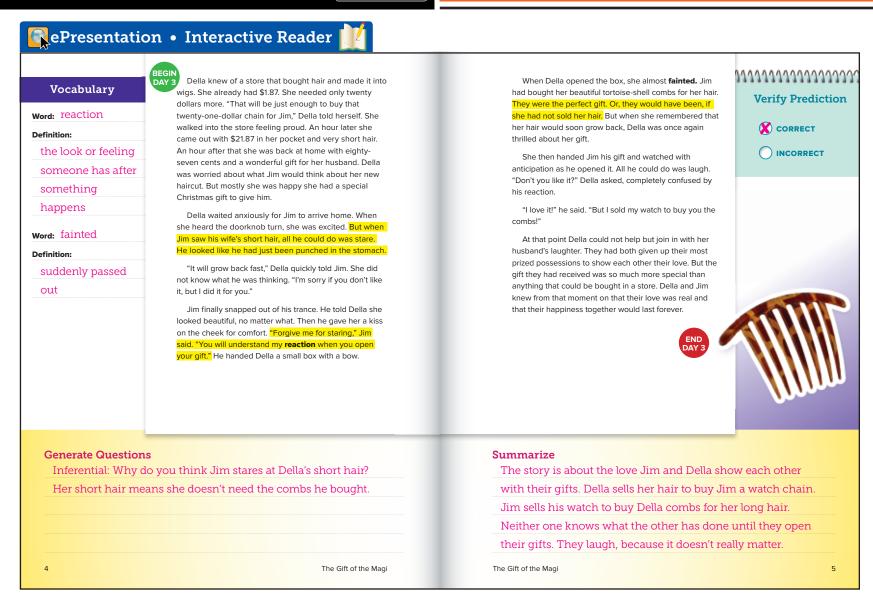
6. Make Prediction

Direct students to page 3. We need to make predictions about a story as we're reading. Predictions are guesses about what we think might happen next. I wonder if Della will do something with her hair to get money for a gift. In the *Make Prediction* box, let's write Della will use her hair to get money. Model writing as students copy what you write. Support as needed.

7. Summarize the Story

To summarize a story, begin by identifying what the story is about. Add the most important details. Then say that information in as few words as possible. Della decides what to get Jim for Christmas. She wants to buy Jim a chain for his gold pocket watch, but she has only \$1.87. After crying a little, Della decides she'll think of a way to get the money. Suddenly, while twirling her hair, she thinks of a plan.





DURING READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 2 and 3. Let's review the work we did yesterday. Ask different students what they wrote on pages 2 and 3.

2. Clarify the Words

Direct students to pages 4 and 5. Remember, when we read, we need to clarify the meanings of words we don't understand. The last part of our story has two vocabulary words that are bold in the text. Let's look up the words in the glossary and then write

the words and definitions on page 4. **Model** looking up each word in the glossary. **Read** each definition, and then **use** each word in a sentence. **Model** writing the words and definitions on page 4 as students copy what you write. **Support** as needed.

- reaction: the look or feeling someone has after something happens (My mother had an angry reaction when the ball broke the window.)
- fainted: suddenly passed out (The woman fainted when she saw the accident.)

3. Read the Story



Follow along while we read the last part of the story. When you hear our two vocabulary words—*reaction* or *fainted*—raise your thumb. **Read** pages 4 and 5 aloud with expression to engage students. **Call on** students who have reached Lexile* 580L to help you read.

4. Clarify the Story Elements



Remember, as we read, we need to think about what we understand and don't understand about the text. We need to clarify information about story elements, such as plot, so we understand what we didn't know before.

Let's clarify our understanding of the events in the story that make up the plot. I know Della wants to get her husband a present, and she sells her hair to get money for a watch chain. I don't know what exactly happens at the end. When we don't understand, we should stop, reread the text slowly, and try to figure out the confusing part. **Model** slowly rereading page 5, paragraphs 2 and 3. I read that Jim laughs when he opens his present and sees the watch chain. This confuses Della until he tells her he sold his watch to get her the hair combs. This clarifies the last event that makes up the plot.

5. Generate Questions



Direct students to page 4. Let's generate an inferential question about what we read to help us understand the story. The answer to an inferential question is not found directly in the text. You must take what you know and what the author wrote to answer the question. We'll begin our inferential question with the word who, what, where, when, why, or how and then add do you think. In the Generate Questions box, let's write Inferential: Why do you think Jim stares at Della's short hair? Model writing as students copy what you write. Support as needed. Next, let's highlight the text evidence we need to answer that question. Model highlighting the text on pages 4 and 5 as indicated while students do the same. Support as needed. Now let's answer the question by looking at what we highlighted. Under our inferential question, let's write Her short hair means she doesn't need the combs he bought. Model writing as students copy what you write. Support as needed.



6. Verify Predictions

Direct students to page 3. When we verify a prediction, we check to see if we were correct about what we thought would happen in the story. In the Make Prediction box, we wrote: Della will use her hair to get money.

Direct students to page 5. Was our prediction correct or incorrect? It was correct! In the Verify Prediction box, let's write an X next to Correct. If our prediction was wrong, we would write an X next to Incorrect. Model writing as students copy what you write. Support as needed.

7. Summarize the Story

Remember, to summarize a story, begin by identifying what the story is about. Add the most important details. Then say that information in as few words as possible. Della cuts her hair and sells it to get the money to buy Jim's watch chain. Della and Jim give each other gifts. Della opens her present from Jim. It's beautiful combs for her long hair. Then, Della gives Jim the watch chain, and he tells her he sold the watch to buy her the combs. Neither one can use their gift, but they laugh because it doesn't matter.



Week 1 · Days 4 · 5

MODEL GUIDE **MONITOR**

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

Direct students to Interactive Reader page 1. Today we'll look back at the story. Flip through pages 1–5. My favorite part is when Jim sees his gift and begins to laugh. What's your favorite part of the story? Discuss. How might the story be different if it were set in the present time? Discuss.

2. Summarize the Story



Direct students to **Interactive Reader** page 5. Now that we've finished reading the story, we can summarize the entire story. Remember, to summarize a story, begin by identifying what the story is about. Add the most important details. Then we'll write that information in as few words as possible. In the Summarize box, let's write The story is about the love Jim and Della show each other with their gifts. Della sells her hair to buy Jim a watch chain. Jim sells his watch to buy Della combs for her long hair. Neither one knows what the other has done until they open their gifts. They laugh, because it doesn't really matter. Model writing as students copy what you write. **Support** as needed.





3. Discuss and Debate



Encourage lively conversation and use of text evidence.

- Opinion: What's your opinion about giving expensive gifts? Is that the best way to show someone you care about him or her? Answers will vary.
- Opinion: What's your opinion about Della and Jim selling their most prized possessions to buy each other gifts? Would you do what they did? If so, give examples. What else could they have done? Answers will vary.

4. Review Vocabulary

Direct students to page 6. We've learned four new vocabulary words in this story. These words are mere, envy, reaction, and fainted. You're going to write these words on page 6 and then write their definitions. I'll help you begin. First, turn back to page 2 to find the first two vocabulary words. Locate mere and envy. Then turn back to page 6 to write mere in the Word 1 box and envy in the Word 2 box. In the Definition box, write the definitions of both these words using the definitions on page 2. After you complete Word 1, finish the rest of the page. Have students complete page 6.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, encouraging them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

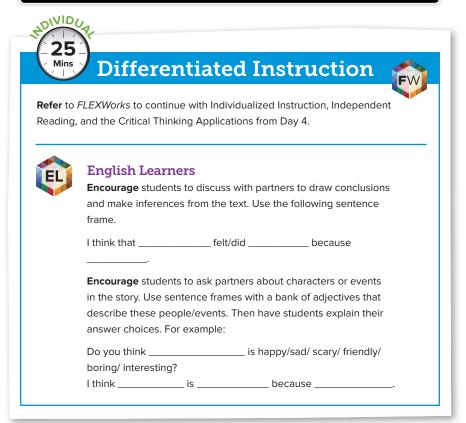


English Learners

Support student understanding of details. Have them list three examples of details that demonstrate positive emotions.



Day 5



Week 1: Grading

After completion of Day 5, **collect** the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 1 Total
TOTAL POINTS FOR WEEK 1				

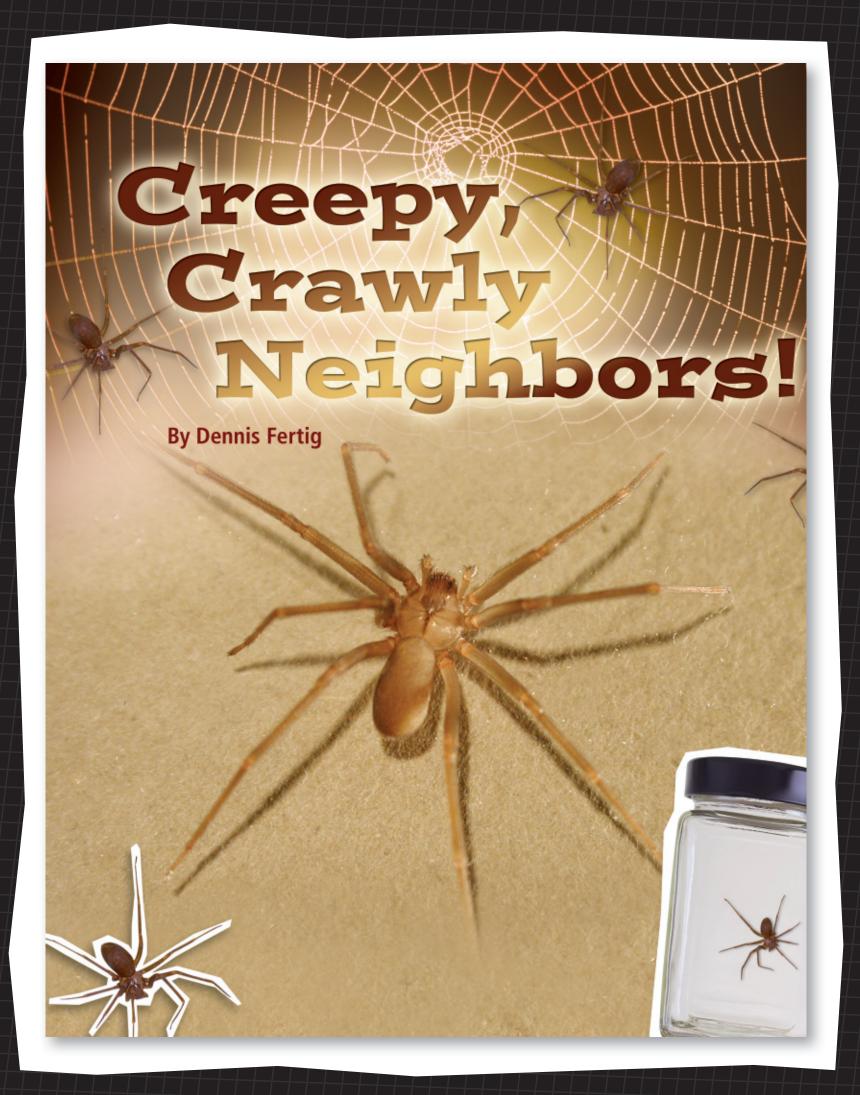


Week 13

Creepy Crawly Neighbors

INSTRUCTIONAL SUPPORT **GUIDE**

NONFICTION



Week 13 · Day 1

MODEL GUIDE MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify story elements, including title, author, and genre.
- · Activate prior knowledge and build background.

DURING READING

- · Listen to text read aloud with expression.
- · Identify vocabulary at point of use.
- · Use a glossary to locate word definitions.
- · Monitor comprehension by describing character and setting traits, identifying main plot events, and participating in discussion.
- Generate literal and inferential questions and then answer those questions by citing text evidence through highlighting and taking notes.
- · Make and verify a prediction.

AFTER READING

- · Summarize a story using appropriate key details.
- · Discuss and debate questions requiring opinions backed with text
- · Write vocabulary definitions.

BEFORE READING



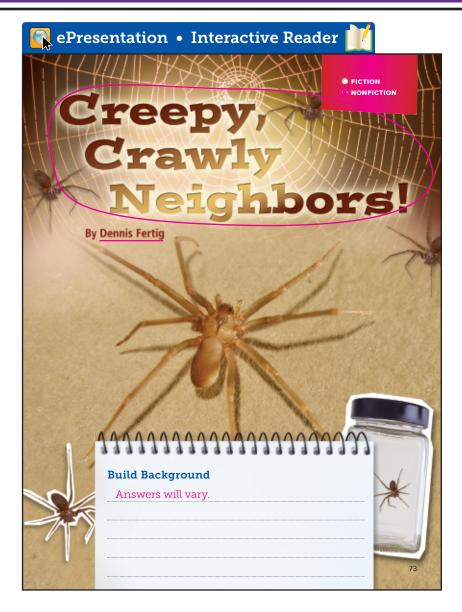


ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Motivate and Engage

Direct students to Interactive Reader page 73. This week we'll read a story about spiders. How do you feel about spiders? Discuss. How would you feel if you found out your home was filled with spiders? Discuss. In this story, we'll find out about a family who shared their home with a lot of spiders.



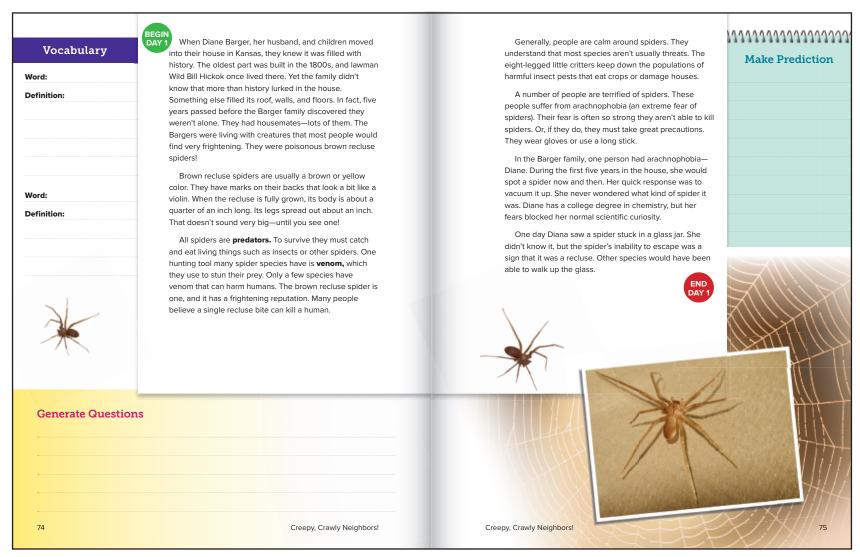


2. Clarify the Story Elements

What's the title of this story? Creepy, Crawly Neighbors! Who's the author? *Dennis Fertig* Circle the title and underline the author. Support as needed.

This is a true story. What type of story is this—fiction or nonfiction? Nonfiction Write the correct X. Support as needed.

Call on students to share what they wrote, writing correct responses to verify student work.



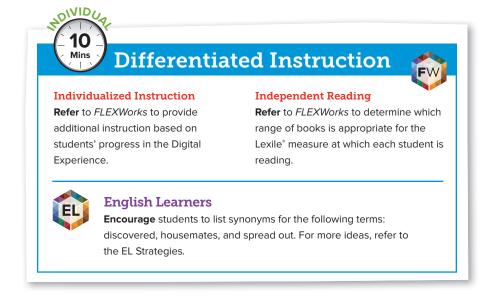
3. Build Background



In this story, a family learns that spiders are living in their house. They are brown recluse spiders, which are poisonous. A bite from a brown recluse can go unnoticed or can get red and swell and make you feel sick. Luckily, they like to hide from people in dark places. What do you do when you see a spider? Discuss. Tell me what else you're thinking about regarding this story. Discuss. Answers will vary. Answers write in the Build Background box. Idea: Brown recluse spider bites are not all the same. **Support** as needed, writing to help and verify student responses.

4. Read Aloud

Direct students to page 74. Now I'll read the first part of the story. Listen carefully, and enjoy it. Read pages 74 and 75 aloud with expression to engage students.



Week 13 · Day 2

MODEL **GUIDE MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader page 73. Let's review the work we did yesterday. Ask different students what they wrote on page 73.

2. Clarify the Words

Direct students to pages 74 and 75. The first part of our story has two vocabulary words that are bold in the text. Look up the words in the glossary, write the definitions in the box on page 74, and then use the word in a sentence. **Have** students look up words and write the definitions. **Use** each word in a sentence. Support as needed.

- predators: animals that live by killing and eating other animals (The lions are **predators** that live on the meat of antelopes.)
- venom: poison made by an animal that can injure or kill (The snake bit my cousin, and he passed out because of its **venom**.)

3. Reread the Story

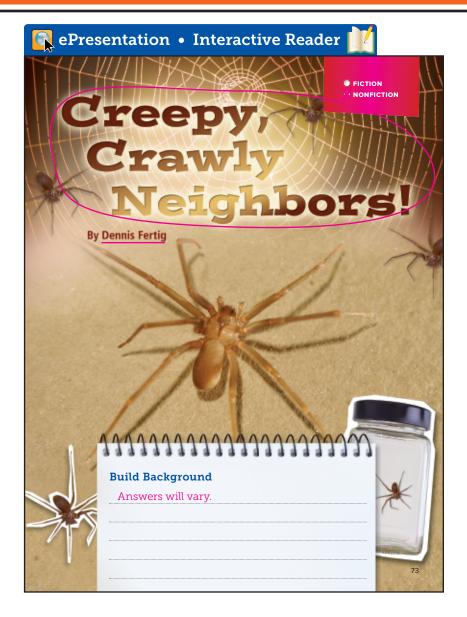


Follow along while we reread the first part of the story. When you hear our two vocabulary words—predators or venom—raise your thumb. Reread pages 74 and 75 aloud with expression to engage students. Call on students who have reached Lexile® 750L to help you read.

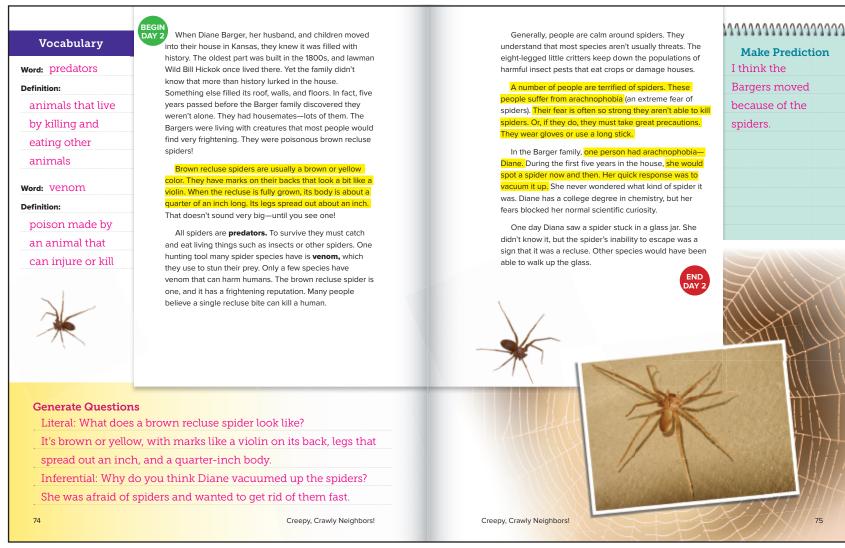
4. Clarify the Story Elements



We've been clarifying our understanding of the characters, setting, and plot in other lessons. Now let's put them together and make sure we understand all the story elements for the first part of the story. Let's clarify our understanding of the characters. What do you know about the characters? Discuss. Idea: Diane Barger, mother, afraid of spiders, degree in chemistry; Diane's husband and children Is there anything you don't know or understand about the characters? Discuss. Let's clarify our understanding of the setting. What do you know about the setting? **Discuss.** Idea: The Barger house in Kansas Is there anything you don't know or understand about the setting? Discuss. Now let's clarify our understanding of the plot. What do



you know about the plot? Discuss. Ideas: The Barger family moved into a house in Kansas. They didn't know it, but the walls, floor and roof were filled with poisonous brown recluse spiders. Diane was terrified of spiders. For the first five years in the house, she would vacuum up any spider she saw. One day she saw a spider that couldn't get out of a glass jar. Is there anything you don't know or understand about the plot? Discuss.



5. Generate Questions



Today we'll generate a question. It can be either a literal or an inferential question. In the Generate Questions box, label and write a literal or inferential question. Discuss. Ideas: Literal: What does a brown recluse spider look like? Inferential: Why do you think Diane vacuumed up the spiders? Have students write their own questions in the appropriate box. Support as needed. Next, let's highlight the text evidence we need to answer our question. Discuss. Have students highlight the text to answer their own questions. Support as needed. Now let's answer our question by looking at what we highlighted. Discuss. Ideas: Literal: It's brown or yellow, with marks like a violin on its back, legs that spread out an inch, and a quarter-inch body. Inferential: She was afraid of spiders and wanted to get rid of them fast. **Have** students write an answer to their own questions. **Support** as needed. Call on students to share as time permits.

6. Make Prediction

What do you think happened next in the story? Discuss. Idea: / think the Bargers moved because of the spiders. Have students write their own prediction in the *Make Prediction* box. **Support** as needed.

7. Summarize the Story

Let's summarize the first part of the story. Then we'll say that information in as few words as possible. Support as needed. Idea: The Bargers discovered that their old house was filled with brown recluse spiders. Brown recluse bites are poisonous. Diane Barger had arachnophobia, an intense fear of spiders. Because of her fear, she vacuumed up any spider she saw. One day she saw a spider that was caught in a jar and couldn't crawl out. That was a sign it was a recluse.

MODEL **GUIDE MONITOR**



ePresentation • Interactive Reader



Vocabulary

word: potentially

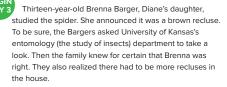
Definition:

possibly

Definition:

proved something was correct or





Now the family paid attention to their housemates. They spent nights hunting recluses. Diane set out sticky glue boards on floors. The spiders walked onto them and didn't walk away. In just one week of trapping, the Bargers found one hundred spiders!

Richard Vetter heard about the Barger house. He was a spider expert at the University of California, Riverside, Soon he was in touch with Diane. He was happy to discover that the family had saved the bodies of the spiders they had rounded up. That meant if the Barger family was willing, they could begin a count of how many recluses lived in their house

In a six-month period, the Bargers collected more than two thousand spiders! All were sent to Vetter. He knew recluses had to be a certain size before they had enough venom to harm humans. He discovered that four hundred of the dead spiders were big enough. Yet he wasn't surprised that no one in the family had been bitten

Vetter studies the dangers spiders potentially pose to humans. He studies reported recluse bites. His rese ually little harm done. Some people get sick after they think a recluse has bitten them, but Vetter routinely finds that the illness comes from something else. In fact, many so-called recluse bites occur in places where recluses

Yet the recluses did live-and still do-in the Barger house. The Bargers still live there, too. Over the years, the count of their little housemates has hit more than seven thousand! Yet the family still has no known bites. The spiders hide, so the Bargers rarely see them unless they actually hunt for them.

ecluses. Diane's fear is under control. Brenna's interaction with spiders confirmed her love of living things in general. She will be a veterinarian soon. Diane's son Bradley once disliked spiders. Now he has an advanced college degree in medical entomology. He has studied how insects and spiders affect the lives of humans.

The old house may still have secrets. For example, were the recluses there when Wild Bill Hickok lived in the house? Could that have been why the brave Western hero



144444444444444 **Verify Prediction**







Generate Questions

Literal: What does a brown recluse bite do to people?

Most of the time very little harm is done.

Inferential: Why do you think Diane's son studied how insects affect humans? He learned about spiders in his own family and wanted to keep studying spiders and insects.

Creepy, Crawly Neighbors!

Summarize

The Bargers discovered brown recluse spiders in their old house. Spider experts confirmed this and studied the thousands of spiders the Bargers caught. Diane got her fear of spiders under control, and Bradley and Brenna entered careers in science because of their experience with spiders.

Creepy, Crawly Neighbors!

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader pages 74 and 75. Let's review the work we did yesterday. Ask different students what they wrote on pages 74 and 75.

2. Clarify the Words

Direct students to pages 76 and 77. The last part of our story has two vocabulary words that are bold in the text. Let's look up the words in the glossary, write the words and the definitions in the box on page 76, and then use the word in a sentence. Have students look up words and write the definitions. Use each word in a sentence. Support as needed.

- potentially: possibly (My brother worries about the damage earthquakes could **potentially** cause to our house.)
- confirmed: proved something was correct or true (Her guess about the flavor of the cake was confirmed when she cut into it and saw it was chocolate.)



Creepy, Crawly Neighbors! LEXILE® 750

3. Read the Story



Follow along while we read the last part of the story. When you hear our two vocabulary words—potentially or confirmed—raise your thumb. Read pages 76 and 77 aloud with expression to engage students. Call on students who have reached Lexile® 750L to help you read.

4. Clarify the Story Elements



Remember, we've been clarifying our understanding of the characters, setting, and plot in previous lessons. Now let's put them together and make sure we understand all the story elements for this part of the story. Let's review our understanding of the characters and setting. Discuss. Ideas: The characters are Diane Barger, Diane's 13-year-old daughter Brenna, Richard Vetter, a spider expert; the setting is the Barger house in Kansas. Is there anything you don't understand about the characters or the setting? Discuss. Now let's clarify our understanding of the plot. What do you know about the plot? Discuss. Ideas: Brenna identified the spider in the jar as a brown recluse, and an expert confirmed it. Another spider expert heard about the spiders in the house. He found out the Bargers had never been bitten and had saved the spiders they caught. In a six-month period they collected more than two thousand spiders. They still live in the house. Now Brenna is a veterinarian, and Diane's fear of spiders is under control. Discuss. Is there anything you don't know or understand about the plot? Discuss.

5. Generate Questions



Today we'll generate a question. It can be either a literal or an inferential question. In the Generate Questions box, label and write a literal or inferential question. Discuss. Ideas: Literal: What does a brown recluse bite do to people? Inferential: Why do you think Diane's son studied how insects affect humans? Have students write their own questions. Support as needed. Next, let's highlight the text evidence we need to answer our question. **Discuss. Have** students highlight the text to answer to their own questions. Support as needed. Now let's answer our question by looking at what we highlighted. Discuss. Ideas: Literal: Most of

the time very little harm is done. Inferential: He learned about spiders in his own family and wanted to keep studying spiders and insects. Have students write an answer to their own questions. Support as needed. Call on students to share as time permits.

6. Verify Predictions

Direct students to page 75. In the *Make Prediction* box, reread your prediction of what would happen in today's text. Was your prediction correct or incorrect? Discuss.

Direct students to page 77. **Have** students write the appropriate X in the Verify Prediction box. Support as needed.

7. Summarize the Story

Let's summarize the last part of the story. Then we'll say that information in as few words as possible. Support as needed. Idea: Brenna told the family the spider was a brown recluse. Spider experts confirmed this and studied the thousands of spiders the Bargers caught. Diane got her fear of spiders under control, and Bradley and Brenna entered careers in science because of their experience with spiders.



Week 13 · Days 4 ₺ 5

MODEL **GUIDE** MONITOR

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

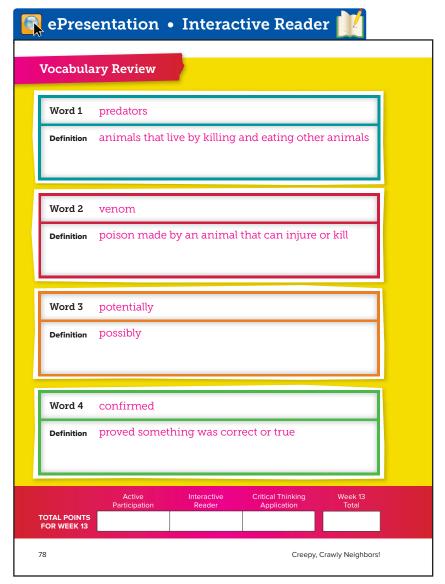
Direct students to Interactive Reader page 73. Today we'll look back at the story. Flip through pages 73–77. My favorite part is when the Bargers collected more than two thousand spiders in their house. What is your favorite part of the story? Discuss. How might the story have been different if it had happened two hundred years ago in Colonial times? Discuss.

2. Summarize the Story



Let's summarize the whole story. Then we'll write that information in as few words as possible. Idea: The Bargers discovered brown recluse spiders in their old house. Spider experts confirmed this and studied the thousands of spiders the Bargers caught. Diane got her fear of spiders under control, and Bradley and Brenna entered careers in science because of their experience with spiders. Have students write their own summaries in the Summarize box. Support as needed.





3. Discuss and Debate



Encourage lively conversation and use of text evidence.

- Opinion: What's your opinion of spiders? Do you think spiders are harmful or useful? Answers will vary.
- Opinion: What's your opinion about the Bargers' staying in a house where lots of spiders lived? Would you stay in a house filled with insects or spiders? Answers will vary.

4. Review Vocabulary

Direct students to page 78. We've learned four new vocabulary words in this story. These words are predators, venom, potentially, and confirmed. Locate each word on pages 74 and 76. Complete your Vocabulary Review graphic organizer on page 78 using these four vocabulary words. Write each word and the definition of the word. Have students complete page 78. Support as needed, writing to help and verify student responses.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.



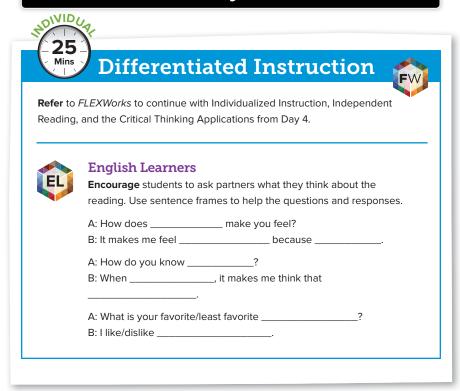
English Learners

Support student understanding of organization by helping them create a timeline of events. Use the following sentence frame: ____. Next, ______. Finally,

Support identifying causes and effects by having students draw graphic organizers. List the cause on one side and the effect on the other side. Model one example before students create their own examples.



Day 5



Week 13: Grading

After completion of Day 5, **collect** the Interactive Readers. Using FLEXWorks, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 13 Total
TOTAL POINTS FOR WEEK 13				
				I

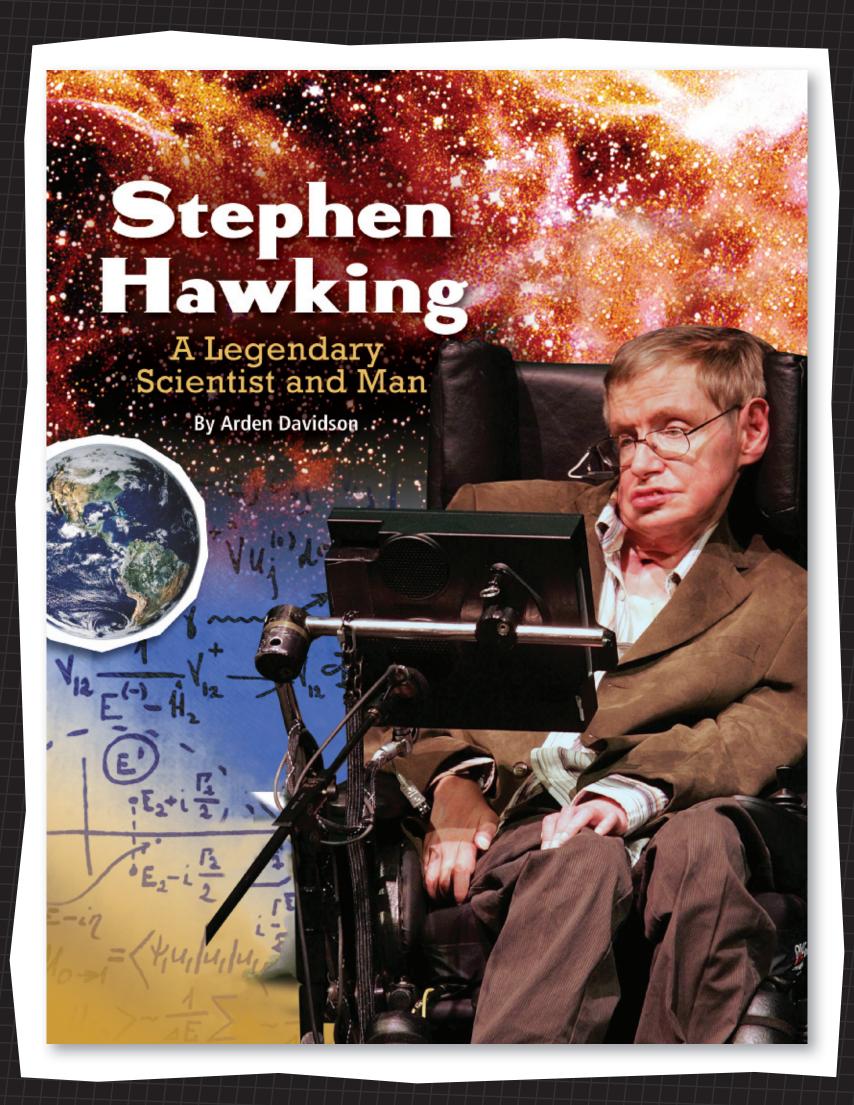


Week 27

Stephen Hawking: A Legendary Scientist and Man

INSTRUCTIONAL SUPPORT MONITOR

GENRE NONFICTION



Week 27 · Day 1

MODEL GUIDE **MONITOR**

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify story elements, including title, author, and genre.
- · Activate prior knowledge and build background.

DURING READING

- · Listen to text read aloud with expression.
- · Identify vocabulary at point of use.
- · Use a glossary to locate word definitions.
- · Monitor comprehension by describing character and setting traits, identifying main plot events, and participating in discussion.
- Generate literal and inferential questions, and then answer those questions by citing text evidence through highlighting and taking notes.
- · Make and verify a prediction.

AFTER READING

- · Summarize a story using appropriate key details.
- Discuss and debate questions requiring opinions backed with text
- · Write sentences using vocabulary meaning.

BEFORE READING

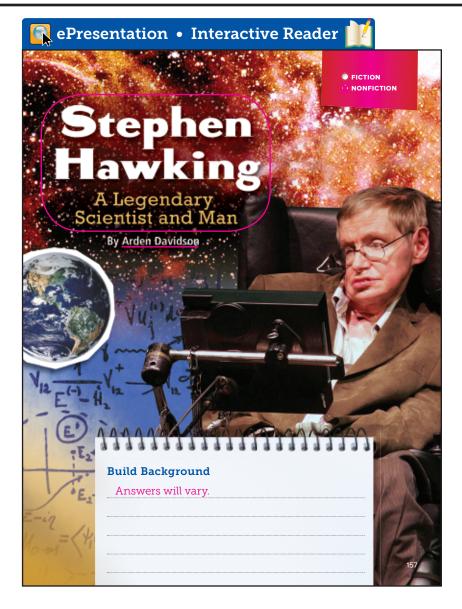




ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Motivate and Engage

Direct students to Interactive Reader page 157. This week we'll read a story about a famous scientist, Stephen Hawking. There are many branches of science. What kinds of science do you like? Biology, chemistry, ecology, astronomy, oceanography? Discuss. How would you like to be one of the smartest people in the world in one of those fields? Discuss. In this story, we'll find out about Stephen Hawking's life.



2. Identify Story Elements

This is a true story. Write the necessary marks for the title and author of today's story, and indicate whether the story is fiction or nonfiction. Monitor and guide as needed. Circle title: Stephen Hawking: A Legendary Scientist and Man; underline author: Arden Davidson; X next to Nonfiction.

Call on students to share what they wrote, writing correct responses to verify student work.

1444444444444444444 A few days before Stephen Hawking was born, his The Hawking family was a bit eccentric. Their car was Vocabulary mother, Isobel, picked up a small book on astronomy at an an old London taxi. At dinner, it wasn't unusual for the **Make Prediction** Oxford bookshop. It would prove **prophetic.** Stephen was family to eat in silence, while each read a favorite book. Word: born January 8, 1942, exactly 300 years after the death of Early on, Stephen was interested in science and math. He Galileo. No one knew then that Hawking's study of the asked constant questions about how things worked. When Definition he was sixteen, he and his friends built a simple computer universe would change science forever, just as Galileo's using parts from radios, clocks, and a telephone. However, had centuries before he was bored in school and got just average grades There was already one scientist in the family. Stephen's father was a well-known research biologist. So it was not Despite his low grades. Hawking scored so well on surprising to anyone when Stephen began showing an Oxford University's entrance exam that he was offered a interest in science at a very early age. He was especially scholarship to study physics at age 17. He was finally Word: fascinated by the bees his father kept in the basement for studying something he loved, and he excelled at it. In his scientific research. The fireworks his father stored in the off hours, he joined the rowing team, danced with his Definition: greenhouse were off-limits. But that didn't stop a curious friends, and fell in love with the woman he would marry Stephen from trying to get to them. some years later. Hawking graduated with honors in 1962 $\,$ at just twenty years of age. In post-graduate study at Stephen was also very good at figuring out how to Cambridge, he pursued his favorite scientific field: solve problems. He and his sister Mary spent many hours figuring out ways to get in and out of their house. He came up with eleven different escape routes in all. Cosmology is the study of the universe. Hawking studied stars and planets and everything in outer space. His discoveries have changed our understanding of the universe and the nature of time. Hawking has written about black holes and how he thinks the universe began. He was able to explain these complicated ideas so that nonscientific people could understand them, and his books have become world-famous. **Generate Questions** n Hawking: A Legendary Scientist and Man Stephen Hawking: A Legendary Scientist and Man

3. Build Background 🔎

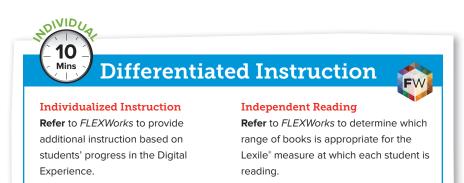


We know this story is about Stephen Hawking, a famous scientist. In college he studied physics, which is the study of matter and energy. He combined this with math to discover exciting new things about the universe. Hawking was born exactly 300 years after the scientist Galileo died. What do you know about Galileo? Discuss. Ideas: People thought the sun went around Earth. Galileo discovered that Earth orbits around the sun. Write what else you're thinking about regarding this story. Discuss. Answers will vary. Have students write in the Build Background box. Support as needed.

Call on students to share what they wrote, writing correct responses to verify student work.

4. Read Aloud

Direct students to page 158. Now I'll read the first part of the story. Listen carefully, and enjoy it. Read pages 158 and 159 aloud with expression to engage students.





English Learners

Introduce vocabulary such as fascinated, figuring, or explain in context. For more ideas, refer to the EL Strategies.

MODEL GUIDE **MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to **Interactive Reader** page 157. Let's review the work we did yesterday. Ask different students what they wrote on page 157.

2. Clarify the Words

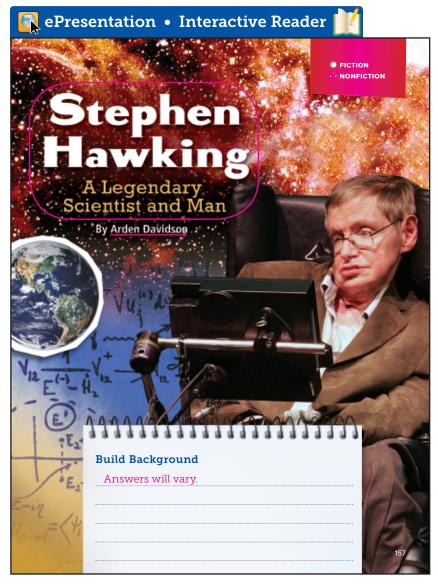
Direct students to pages 158 and 159. The first part of our story has two vocabulary words that are bold in the text. **Have** students look up words in the glossary and write the words and the definitions. **Use** each word in a sentence. **Support** as needed.

- prophetic: having to do with future events (The coach's prediction that we would win was prophetic.)
- eccentric: strange, odd, or unusual (The woman who lived down the street with fifty cats was eccentric.)

3. Reread the Story



Follow along while we reread the first part of the story. When you hear our two vocabulary words—prophetic or eccentric—raise your thumb. Reread pages 158 and 159 aloud with expression to engage students. Call on students who have reached Lexile® 910L to help you read.



4. Clarify the Story Elements



Divide students into small groups. **Assign** one student in each group to be the discussion director. Student discussion directors should lead their groups in a discussion to clarify the characters, setting, and plot, referring to the text as necessary. Support groups as needed. Ideas: Characters: Stephen Hawking: scientist; Stephen's family Setting: Oxford, England; Oxford University, Cambridge University Plot: Stephen Hawking was born in Oxford, England, on the same day the scientist Galileo died 300 years earlier. His father was a well-known biologist. Stephen showed an early interest in science, math, and how things worked. Hawking and his friends built a computer, but he didn't do very well in school. He studied physics at Oxford University, joined the rowing team, fell in love with his future wife, and graduated with honors when he was only 20. After graduate school at Cambridge, Hawking focused on cosmology, the study of the universe. His discoveries about black holes and how the universe probably began made him famous.

Vocabulary

Word: prophetic

Definition:

having to do with future events

word: eccentric

Definition:

strange, odd, or unusual

A few days before Stephen Hawking was born, his mother, Isobel, picked up a small book on astronomy at an Oxford bookshop. It would prove prophetic. Stephen was born January 8, 1942, exactly 300 years after the death of Galileo. No one knew then that Hawking's study of the universe would change science forever, just as Galileo's

There was already one scientist in the family, Stephen's father was a well-known research biologist. So it was not surprising to anyone when Stephen began showing an interest in science at a very early age. He was especially nated by the bees his father kept in the basement for scientific research. The fireworks his father stored in the greenhouse were off-limits. But that didn't stop a curious Stephen from trying to get to them.

Stephen was also very good at figuring out how to solve problems. He and his sister Mary spent many hours figuring out ways to get in and out of their house. He came up with eleven different escape routes in all.

The Hawking family was a bit eccentric. Their car was an old London taxi. At dinner, it wasn't unusual for the family to eat in silence, while each read a favorite book. Early on, Stephen was interested in science and math. He he was sixteen, he and his friends built a simple computer using parts from radios, clocks, and a telephone. However, he was bored in school and got just average grades

Despite his low grades. Hawking scored so well on Oxford University's entrance exam that he was offered a scholarship to study physics at age 17. He was finally studying something he loved, and he excelled at it. In his off hours, he joined the rowing team, danced with his friends, and fell in love with the woman he would marry some years later. Hawking graduated with honors in 1962at just twenty years of age. In post-graduate study at Cambridge, he pursued his favorite scientific field:

Cosmology is the study of the universe. Hawking studied stars and planets and everything in outer space. His discoveries have changed our understanding of the universe and the nature of time. Hawking has written about black holes and how he thinks the universe began. He was able to explain these complicated ideas so that nonscientific people could understand them, and his books have become world-famous.





Generate Questions

Literal: What interested Stephen when he was a child?

He was fascinated by bees, fireworks, and how things worked.

Inferential: Why do people compare Hawking to Galileo?

Hawking's discoveries about black holes and how time works are as important today as Galileo's were 300 years ago.

Stephen Hawking: A Legendary Scientist and Man

5. Generate Questions

Student discussion directors should lead their groups in generating questions and discussing the answers, referring to the text as necessary. Support groups as needed. Ideas: Literal: What interested Stephen when he was a child? He was fascinated by bees, fireworks, and how things worked. Inferential: Why do people compare Hawking to Galileo? Hawking's discoveries about black holes and how time works are as important today as Galileo's were 300 years ago.

6. Make Prediction

Student discussion directors should lead their groups in making predictions and discussing them, referring to the text as necessary. Support groups as needed. Idea: I think Hawking had a long career.

7. Summarize the Story

n Hawking: A Legendary Scientist and Man

Student discussion directors should lead their groups in summarizing and discussing the first part of the story, referring to the text as necessary. Support groups as needed. Idea: Stephen Hawking was born in Oxford, England, on the anniversary of the death of the scientist Galileo. From an early age he was interested in science and how things work. He was bored in school but did well at Oxford University. He graduated at age 20, and went on to graduate from Cambridge University where he studied cosmology. His findings and writings became famous all over the world.





Vocabulary

word: remarkable

Definition:

unusual, worthy of being noticed

Word: gravity

Definition:

a force in nature that pulls things

toward Earth

Hawking's scientific accomplishments are amazing all on their own. However, they are especially **remarkable** considering that he has suffered from a terrible disease for almost fifty years. Lou Gehrig's Disease (named after a famous baseball player who suffered from it), kills nerve cells that control muscles. This affects arms, legs, and the <mark>bility to speak, swallow, or breathe.</mark> Most people die

three to five years after learning they have the disease.

Hawking learned he had Lou Gehrig's disease when he was twenty-one. But the diagnosis didn't slow him down. Instead, he worked even harder, thinking he had only a few years to live. Hawking taught mathematics at Cambridge University for thirty years and studied the universe from a wheelchair. For years he has not been able to move his arms or legs or to speak. He uses a computer program to speak, and assistants have helped him write numerous articles and best-selling books. He has received countless awards and honors.

as it is and why it exists in the first place." While no scientist has done that yet, Hawking has all big. Another goal is to travel into space. He got a little closer to that desire when he visited the Kennedy Space Center in Florida at the age of 65. He was able to experience an environment without gravity. Freed from his wheelchair, he floated in the cabin of a jet airplane speeding over the Atlantic.

Hawking even appeared in several movies and in a television episode of Star Trek: The Next Generation. Just as he's done all his life, he is serious about science, but he also knows how to have fun.

By his seventieth birthday in 2012, Hawking had lost all control over his body and was too weak to attend a meeting held in his honor. But in a speech written for the occasion, he said the last few decad time to be alive" and doing research. "Our picture of the universe has changed a great deal in the last forty years. and I am happy to have made a small contribution.

1444444444444444 **Verify Prediction**

CORRECT

○ INCORRECT Answers will vary.



Generate Questions

Literal: Why is Hawking confined to a wheelchair? He has Lou Gehrig's Disease. It kills nerve cells that control muscles. Inferential: What kind of person do you think Hawking is? He has used his disease as motivation to do more and said the years of his career were "a glorious time to be alive."

Stephen Hawking: A Legendary Scientist and Man

Summarize

Hawking was born in England in 1942. After university he began research in cosmology. At age 21, he learned he had Lou Gehrig's disease. Soon Hawking couldn't move or speak. However, he went on to make new discoveries about time and the universe and became famous for his work.

Stephen Hawking: A Legendary Scientist and Man

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader pages 158 and 159. Let's review the work we did yesterday. Ask different students what they wrote on pages 158 and 159.

2. Clarify the Words

Direct students to pages 160 and 161. The last part of the story has two vocabulary words that are bold in the text. Have students look up words in the glossary and write the words and the definitions. **Use** each word in a sentence. **Support** as needed.

- remarkable: unusual, worthy of being noticed (He is a remarkable swimmer.)
- gravity: a force in nature that pulls things toward Earth (Earth's gravity keeps the moon from flying off into outer space.)

3. Read the Story



Follow along while we read the last part of the story. When you hear our two vocabulary words—remarkable or gravity—raise your thumb. Read pages 160 and 161 aloud with expression to engage students. Call on students who have reached Lexile® 910L to help you read.

4. Clarify the Story Elements



Divide students into small groups. **Assign** one student in each group to be the discussion director. Student discussion directors should lead their groups in a discussion to clarify the characters, setting, and plot, referring to the text as necessary. Support groups as needed. Ideas: Characters: Stephen Hawking: scientist Setting: Cambridge University Plot: Hawking found out he had Lou Gehrig's disease when he was 21 years old. This disease caused him to be confined to a wheelchair because it eventually prevented him from moving his body. Even so, he taught at Cambridge for 30 years, wrote books, and did research with help, using a computer to speak. Even though he couldn't travel in space as he had always wanted, he did experience zero gravity in an airplane when he was 65. He still works in science today even though he has no control over his body. He said that the past years have been a wonderful time to be alive.

5. Generate Questions



Student discussion directors should lead their groups in generating questions and discussing the answers, referring to the text as necessary. Support groups as needed. Ideas: Literal: Why is Hawking confined to a wheelchair? He has Lou Gehrig's Disease. It kills nerve cells that control muscles. Inferential: What kind of person do you think Hawking is? He has used his disease as motivation to do more and said the years of his career were "a glorious time to be alive."

6. Verify Predictions

Student discussion directors should lead their groups in a discussion of their predictions and whether they were correct or incorrect. Support groups as needed.

7. Summarize the Story

Student discussion directors should lead their groups in summarizing and discussing the last part of the story, referring to the text as necessary. **Support** groups as needed. Idea: Hawking learned he had Lou Gehrig's disease when he was only 21. He had to use a wheelchair because he got weaker and weaker. When he couldn't talk anymore, a computer helped him speak. He taught math at Cambridge, studied, wrote, and received many awards and honors. Hawking also appeared in movies and on television and was able to float in a weightless environment on a jet plane. He sees his career as a wonderful time to be alive, and he's thankful that his research has increased our knowledge of the universe.



Week 27 · Days 4 ₺ 5



Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

Direct students to **Interactive Reader** page 157. Today we'll look back at the story. Flip through pages 157–161. What is your favorite part of the story? Discuss. How would this story be different if Hawking had felt sorry for himself instead of looking at life's problems as a challenge? Discuss.

2. Summarize the Story



Have students write their own summary in the Summarize box. Support as needed. Ideas: Hawking was born in England in 1942. After university he began research in cosmology. At age 21, he learned he had Lou Gehrig's disease. Soon Hawking couldn't move or speak. However, he went on to make new discoveries about time and the universe and became famous for his work.



3. Discuss and Debate



Encourage lively conversation and use of text evidence.

- Opinion: What's your opinion about kids who are able to do well in school but get average grades because they're bored, like Steven Hawking? Should something be done about that? Or is it okay as long as this kind of student passes all the courses? Answers will vary.
- Opinion: What's your opinion about people who have physical disabilities? Do you think people with disabilities are capable of doing all the things that those without disabilities can do? How do you think Stephen Hawking would answer that question? Answers will vary.

4. Review Vocabulary

Direct students to page 162. Complete your Vocabulary Review page. Support as needed.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, $\mbox{\bf encouraging}$ them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.



English Learners

B: I like/dislike _

Encourage students to ask partners what they think about the reading. Use sentence frames to help the questions and responses.

A: How does	make you feel?	
B: It makes me feel	because	
A: What is your favorite/least	favorite	?

Day 5



Differentiated Instruction



Refer to FLEXWorks to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.



Support identifying causes and effects by having students draw graphic organizers. List the cause on one side and the effect on the other side. Model one example before students create their own examples.

Encourage students to discuss with partners to draw conclusions and make inferences from the text. Use the following sentence frame:

Because _ , it is possible that .

Week 27: Grading

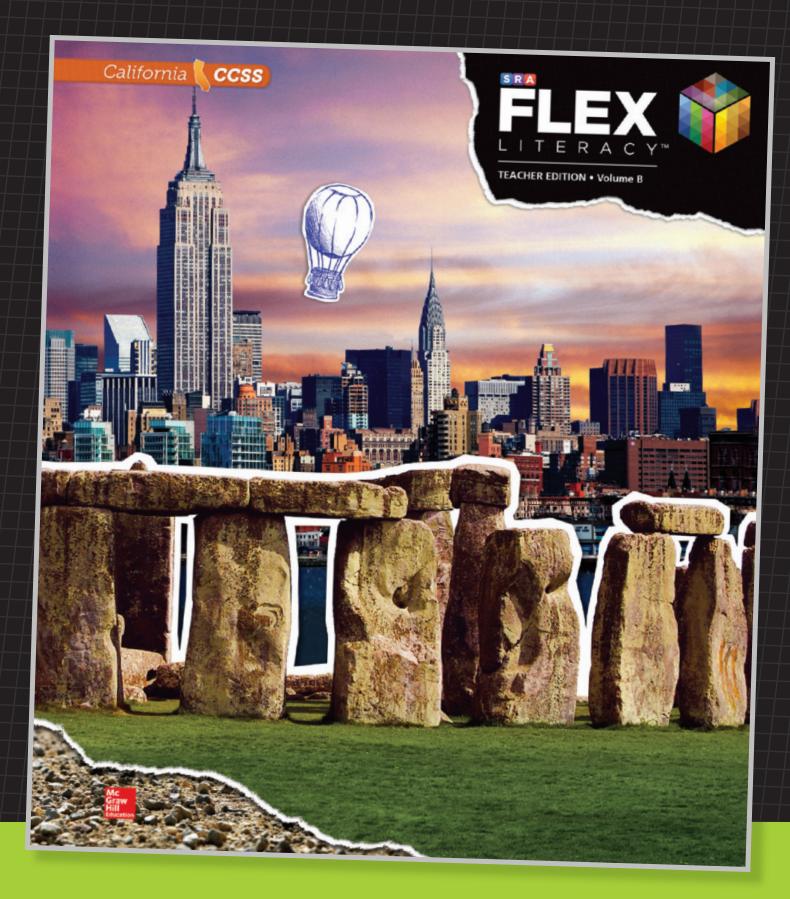
After completion of Day 5, collect the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application scores in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active	Interactive	Critical Thinking	Week 27
	Participation	Reader	Application	Total
TOTAL POINTS FOR WEEK 27				







TEACHER EDITION · Volume B SECONDARY SYSTEM



Week 1	Wringer: Part One FICTION 4 Jerry Spinelli
Week 2	Wringer: Part Two Jerry Spinelli 12
Week 3	Wringer: Part Three FICTION 20 Jerry Spinelli
Week 4	Sandy Wilson vs. Flesh-eating Bacteria NONFICTION 28 Troy Markham
Week 5	The Iditarod: Alaska's Great Race Nonfiction Dennis Fertig
Week 6	Follow the Waterto Mars! NONFICTION Arden Davidson 44
Week 7	The Olympians: Coroebus, James, and Veronica NONFICTION 52 Hilary Mac Austin
Week 8	Oliver Twist FICTION 60 Charles Dickens, Retold by Arden Davidson
Week 9	Pure Dead Magic: Part One FICTION 68 Debi Gliori
Week 10	Pure Dead Magic: Part Two Debi Gliori 76
Week 11	Watson the Supercomputer Troy Markham 84
Week 12	Guinness World Records NONFICTION 92 Hilary Mac Austin
TAT 1- 47	Hanviotto Locker A Life That Koone Civing Life NOVEGTON
Week 13	Henrietta Lacks: A Life That Keeps Giving Life NONFICTION Mathleen Thompson and Leah Pietrusiak 100
Week 14	·
	Kathleen Thompson and Leah Pietrusiak Bread: All You "Knead" to Know NONFICTION 108

Week 17	Soldier's Heart: Part Three FICTION 132 Gary Paulsen
Week 18	Keeping Clean in the Middle Ages: Positively Medieval NONFICTION 140 Troy Markham
Week 19	Dottie: Belle of the Ball Game NONFICTION Hilary Mac Austin
Week 20	Where Have All the Honeybees Gone? NONFICTION 156 Arden Davidson
Week 21	The Mystery of Stonehenge Leah Pietrusiak and Kathleen Thompson 164
Week 22	Savvy: Part One FICTION 172 Ingrid Law
Week 23	Savvy: Part Two FICTION Ingrid Law 180
Week 24	Savvy: Part Three FICTION 188 Ingrid Law
Week 25	For the Love of the Game: Video Games Then and Now NONFICTION 196 Troy Markham
Week 26	Millions of Rosies NONFICTION Hilary Mac Austin
Week 27	Einstein's Brain Takes a Road Trip Leah Pietrusiak 212
Week 28	The Super Bowl NONFICTION Dennis Fertig 220
Week 29	A Remarkable Adventure Jack Prelutsky 228
Week 30	Simile: Willow and Ginkgo POETRY Eve Merriam 236
Week 31	Oranges Gary Soto 244
Week 32	Caged Bird POETRY Maya Angelou 252
Weeks 33-	36 Choose Your Own Book 260



Week 1

Wringer: Part One

INSTRUCTIONAL SUPPORT MODEL

FICTION



Week 1 · Day 1

MODEL

GUIDE

MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify story elements, including title, author, and genre.
- · Activate prior knowledge and build background.

DURING READING

- · Listen to text read aloud with expression.
- · Identify vocabulary at point of use.
- · Use a glossary to locate word definitions.
- Monitor comprehension by describing character and setting traits, identifying main plot events, and participating in discussion.
- Generate literal and inferential questions and then answer those questions by citing text evidence through highlighting and taking notes.
- · Make and verify a prediction.

AFTER READING

- · Summarize a story using appropriate key details.
- Discuss and debate questions requiring opinions backed with text evidence.
- · Write vocabulary definitions.

BEFORE READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate and Engage

Direct students to **Interactive Reader** page 1. This week we'll read a story about Palmer, a boy who lives in a small town with an unusual tradition. A tradition is something people have done for a long time, maybe every year or on a certain holiday. What traditions do you have? **Discuss.** This event takes place to help raise money for the town's park. Have you ever raised money for something? How did you do it and what was it for? **Discuss.** In this story, we'll find out more about Palmer and the tradition.



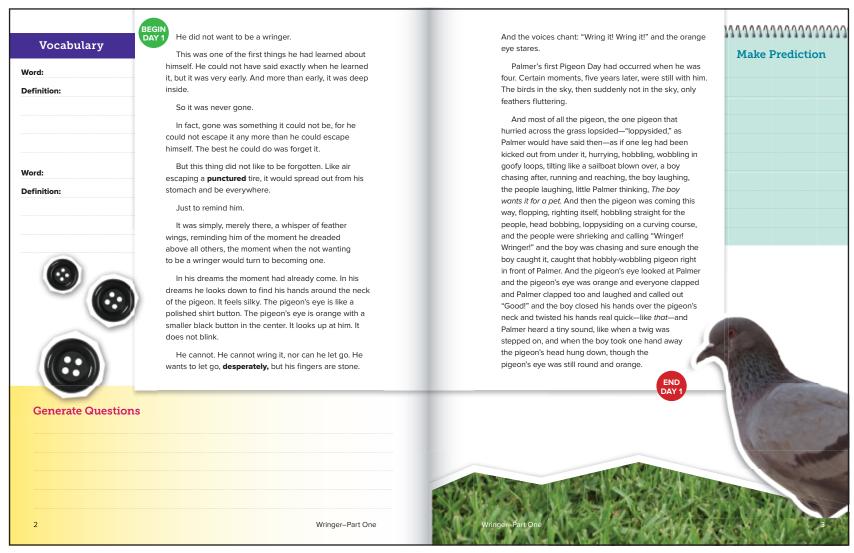
2. Identify the Story Elements

This story is one part from a larger book titled *Wringer*. You can check this book out of a library and read the whole book if you're interested in reading more about Palmer.

What's the title of this story? *Wringer—Part One* Who's the author? *Jerry Spinelli* Circle the title and underline the author. **Support** as needed.

The author made up this story. What type of story is this—*fiction* or *nonfiction*? *Fiction* Write the correct *X*. **Support** as needed.

Call on students to share what they wrote, writing correct responses to verify student work.



3. Build Background

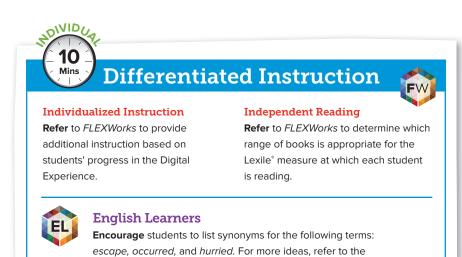


We know this story is about a tradition in Palmer's town. Every year the town has a pigeon shoot. What do you think a pigeon shoot is? Discuss. Palmer has seen part of the tradition and doesn't want to take part in it. Have you ever refused to do something you knew was wrong? Discuss. Idea: I saw somebody's wallet on the floor at school, and I turned it in instead of taking it. Tell me what else you're thinking about regarding this story. Have students write in the Build Background box. Support as needed, writing to help and verify student responses.

4. Read Aloud

EL Strategies.

Direct students to page 2. Now I'll read the first part of the story. Listen carefully, and enjoy it. Read pages 2 and 3 aloud with expression to engage students.



Week 1 · Day 2

MODEL GUIDE **MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader page 1. Let's review the work we did yesterday. Ask different students what they wrote on page 1.

2. Clarify the Words

When we read, we need to understand the words. If we don't know what a word means, we can clarify its meaning from another source, such as a glossary. A glossary is an alphabetical list of words and their definitions. You'll find a glossary at the back of your Interactive Reader. Direct students to page 187. Flip through the glossary with students, explaining how to find the definition of a word.

Direct students to pages 2 and 3. The first part of the story has two vocabulary words that are bold in the text. Let's look up the words in the glossary and then write the words and definitions on page 2. Model looking up each word in the glossary. Read each definition, and then use each word in a sentence. • Model writing the words and definitions on page 2 as students copy what you write. Support as needed.

- punctured: had a hole poked with a sharp object (Her bike tire was **punctured** by a nail in the road.)
- desperately: urgently, frantically (He tried desperately to escape from the robbers.)

3. Reread the Story



Follow along while we reread the first part of the story. When you hear our two vocabulary words—punctured or desperately raise your thumb. Reread pages 2 and 3 aloud with expression to engage students. Call on students who have reached Lexile® 860L to help you read.

4. Clarify the Story Elements



As we read, we need to think about what we understand and don't understand about the text. We need to clarify the story elements, such as characters, setting, and plot, so we understand what we didn't know before.

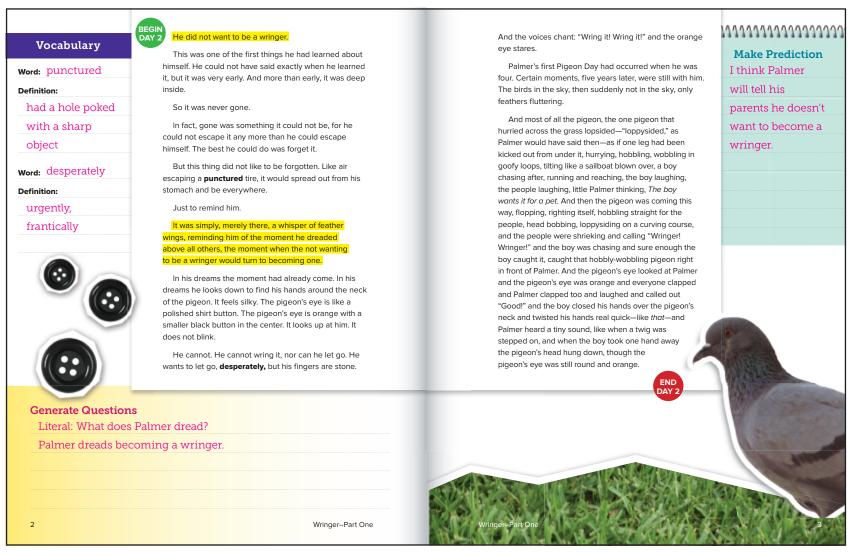


Let's clarify our understanding of the characters. Characters are whom or what the story is about. I know there is a young boy who does not want to become a wringer. I want to make sure I know who he is. When we don't understand a character, we should stop, reread the text slowly, and try to figure out the confusing part. Model slowly rereading page 3, paragraph 1. I read Palmer's first Pigeon Day had occurred when he was four. That clarifies that Palmer is the young boy.

Now, let's clarify our understanding of the setting. The setting is where and when the story mostly takes place. I don't know where exactly the story takes place, but I know Palmer is remembering a time when he was four years old. **Model** slowly rereading page 3, paragraph 2. I read the one pigeon that hurried across the grass lopsided. That clarifies that the setting is outside, probably in the town where Palmer lives.

Tomorrow we will clarify our understanding of the events that make up the plot, so think about what is happening in the story and what might be confusing.





5. Generate Questions



Direct students to page 2. Let's generate a literal question about what we read to help us understand the story. The answer to a literal question is found in the text. We'll begin our literal question with the word who, what, where, when, why, or how. In the Generate Questions box, let's write Literal: What does Palmer dread? Model writing as students copy what you write. Support as needed. Next, let's highlight the text evidence we need to answer that question. Model highlighting the text on pages 2 and 3 as indicated while students do the same. Support as needed. Now let's answer the question by looking at what we highlighted. Under our literal question, let's write Palmer dreads becoming a wringer. Model writing as students copy what you write. Support as needed.

6. Make Prediction

Direct students to page 3. We need to make predictions about a story as we're reading. Predictions are guesses about what we think might happen next. I wonder if Palmer will tell anyone he

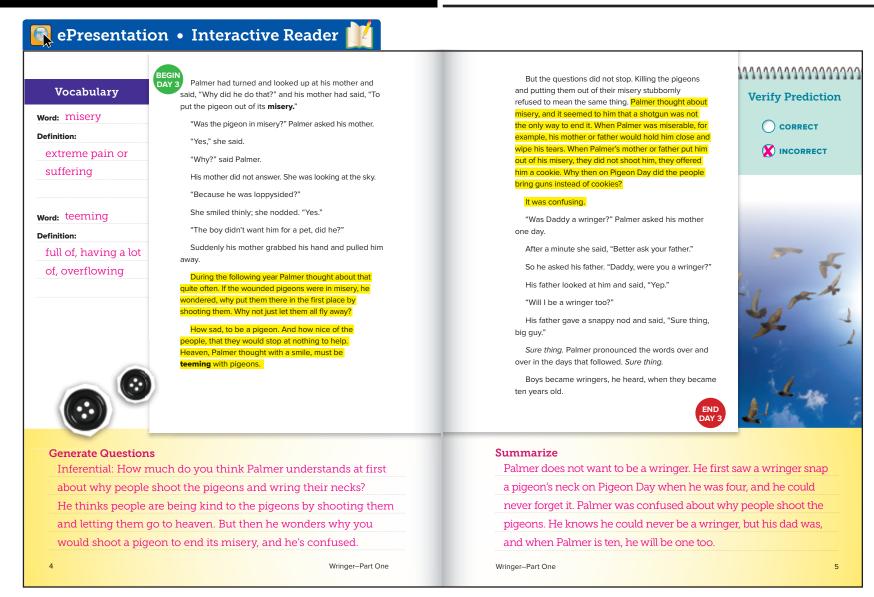
doesn't want to become a wringer. In the Make Prediction box, let's write I think Palmer will tell his parents he doesn't want to become a wringer. Model writing as students copy what you write. Support as needed.

7. Summarize the Story

To summarize a story, begin by identifying what the story is about. Add the most important details. Then say that information in as few words as possible. Let's summarize the first part of the story.

Palmer remembers why he doesn't want to be a wringer. When he was four, he saw a pigeon shoot and watched a boy wring a pigeon's neck. He remembers the pigeon looking at him. Palmer dreams about having his hands around a pigeon's neck, but he can't wring it. He tries to forget it, but he can't, and he's afraid he will have to do it someday.





DURING READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Review the Story

Direct students to **Interactive Reader** pages 2 and 3. Let's review the work we did yesterday. Ask different students what they wrote on pages 2 and 3.

2. Clarify the Words

Direct students to pages 4 and 5. Remember, when we read, we need to clarify the meanings of words we don't understand. The last part of our story has two vocabulary words that are bold in the text. Let's look up the words in the glossary and then write the words and definitions on page 4. Direct students to page 187 in the Interactive Reader. Model looking up each word in the glossary. Read each definition, and then use each word in a sentence. Model writing the words and definitions on page 4 as students copy what you write. Support as needed.

- misery: extreme pain or suffering (The boy was in misery when he fell and broke his leg.)
- teeming: full of, having a lot of, overflowing (The ant hill was teeming with red ants.)



3. Read the Story



Follow along while we read the last part of the story. When you hear our two vocabulary words—*misery* or *teeming*—raise your thumb. Read pages 4 and 5 aloud with expression to engage students. Call on students who have reached Lexile® 860L to help you read.

4. Clarify the Story Elements



Remember, as we read, we need to think about what we understand and don't understand about the text. We need to clarify information about story elements, such as plot, so we understand what we didn't know before.

Let's clarify our understanding of the events in the story that make up the plot. I know Palmer doesn't want to be a wringer and that he doesn't understand why a boy breaks the neck of a pigeon. I don't know exactly why the pigeons are in misery. When we don't understand, we should stop, reread the text slowly, and try to figure out the confusing part. Model slowly rereading page 4, last 2 paragraphs. I read that Palmer wonders why they shoot the birds and make them suffer instead of just letting them fly away. That clarifies that the pigeons are in misery because people have shot and wounded them.

5. Generate Questions



Direct students to page 4. Let's generate an inferential question about what we read to help us understand the story. The answer to an inferential question is not found directly in the text. You must take what you know and what the author wrote to answer the question. We'll begin our inferential question with the word who, what, where, when, why, or how and then add do you think. In the Generate Questions box, let's write Inferential: How much do you think Palmer understands at first about why people shoot the pigeons and wring their necks? Nodel writing as students copy what you write. Support as needed. Next, let's highlight the text evidence we need to answer that question.

Model highlighting the text on pages 4 and 5 as indicated while students do the same. Support as needed. Now let's answer the question by looking at what we highlighted. Under our inferential question, let's write He thinks people are being kind to the pigeons by shooting them and letting them go to heaven. But then he wonders why you would shoot a pigeon to end its misery, and he's confused.

Nodel writing as students copy what you write. Support as needed.

6. Verify Predictions

Direct students to page 3. When we verify a prediction, we check to see if we were correct about what we thought would happen in the story. In the *Make Prediction* box, we wrote: *I think Palmer* will tell his parents he doesn't want to become a wringer.

Direct students to page 5. Was our prediction correct or incorrect? It was incorrect! In the Verify Prediction box, let's write an X next to Incorrect. If our prediction was right, we would write an X next to Correct. Model writing as students copy what you write. Support as needed.

7. Summarize the Story

Remember, to summarize a story, begin by identifying what the story is about. Add the most important details. Then say that information in as few words as possible. Let's summarize the last part of the story.

Palmer has been remembering the first time he saw a wringer kill a pigeon. His mother told him the boy killed the pigeon to put it out of its misery. He doesn't understand why people would shoot the pigeons in the first place. Palmer finds out his father was a wringer and that when he is ten, he will be one, too.





Day 4

AFTER READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader**.

1. Reflect

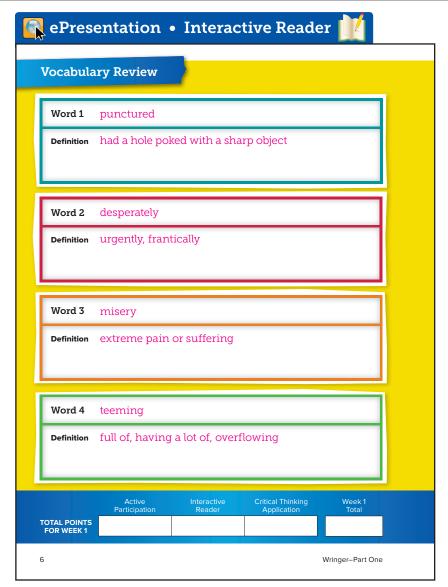
Direct students to **Interactive Reader** page 1. Today we'll look back at the story. Flip through pages 1–5. My favorite part is when Palmer wonders why people bring guns to Pigeon Day instead of cookies. What is your favorite part? **Discuss.** What do you think led up to this story? **Discuss.**

2. Summarize the Story



Direct students to Interactive Reader page 5. Now that we've finished reading the story, we can summarize the whole story. Remember, to summarize a story, begin by identifying what the story is about. Add the most important details. Then we'll write that information in as few words as possible. In the Summarize box, let's write Palmer does not want to be a wringer. He first saw a wringer snap a pigeon's neck on Pigeon Day when he was four, and he could never forget it. Palmer was confused about why people shoot the pigeons. He knows he could never be a wringer, but his dad was, and when Palmer is ten, he will be one too. Model writing as students copy what you write. Support as needed.





3. Discuss and Debate



Encourage lively conversation and use of text evidence.

- Opinion: What's your opinion about the tradition of shooting the pigeons? Why do you think people in Palmer's town enjoy it? Answers will vary.
- Opinion: What do you think about Palmer's not wanting to be a wringer? Do you think he should be able to get out of it if he wants to? Why would that be hard to do? Answers will vary.

4. Review Vocabulary

Direct students to page 6. We've learned four new vocabulary words in this story. These words are punctured, desperately, misery, and teeming. You're going to write these words on page 6 and then write their definitions. I'll help you begin. First, turn back to page 2 to find the first two vocabulary words. Locate punctured and desperately. Then turn to page 6 to write punctured in the Word 1 box and desperately in the Word 2 box. In the *Definition* box, write the definitions of both these words using the definitions on page 2. After you complete Word 1, finish the rest of the page. **Have** students complete page 6. **Support** as needed.



Differentiated Instruction



Individualized Instruction

Refer to the *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, encouraging them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

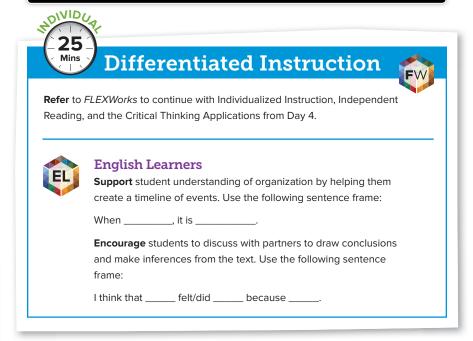


English Learners

Encourage students to ask partners what they think about the reading. Use sentence frames to help the questions and responses.

How does	make you feel?
It makes me feel	because

Day 5



Week 1: Grading

After completion of Day 5, collect the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

Pai	ticipation	Interactive Reader	Critical Thinking Application	Week 1 Total
TOTAL POINTS FOR WEEK 1				

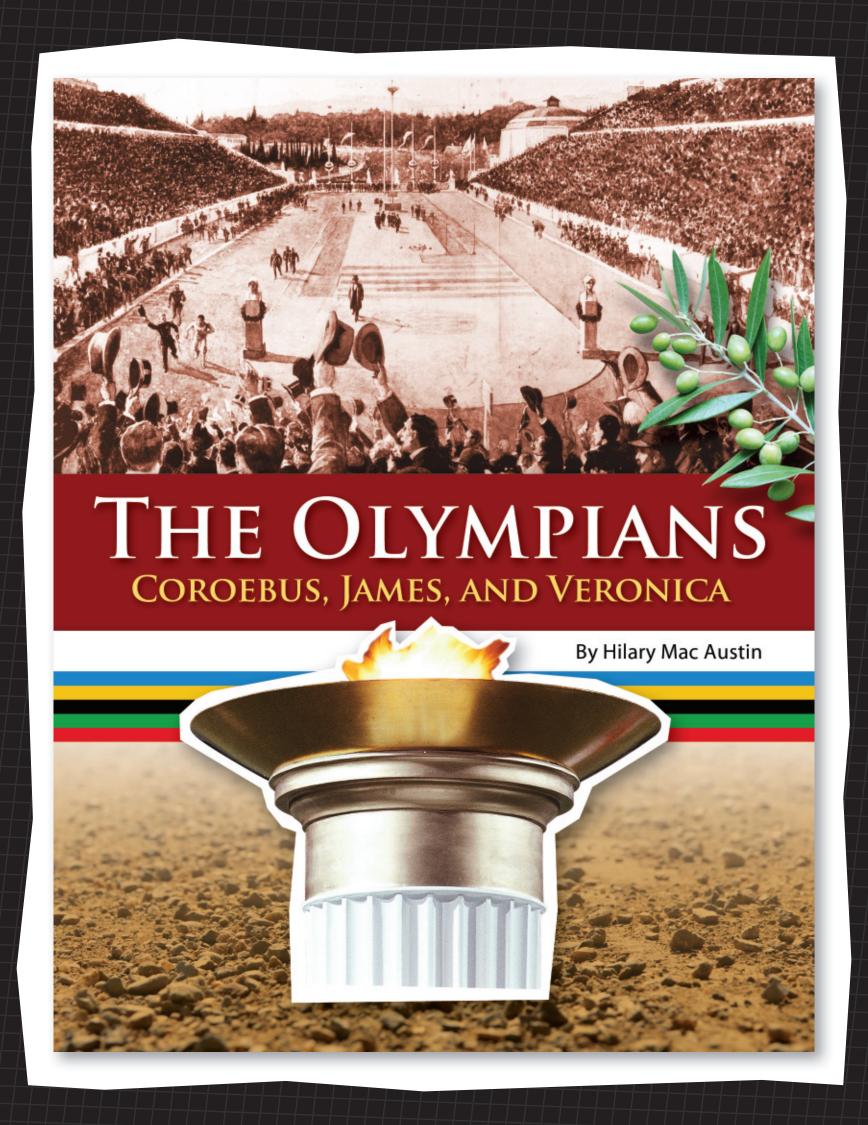


Week 7

The Olympians: Coroebus, James, and Veronica

INSTRUCTIONAL SUPPORT **GUIDE**

GENRE NONFICTION



Week 7 · Day 1

MODEL **GUIDE** MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify story elements, including title, author, and genre.
- · Activate prior knowledge and build background.

DURING READING

- · Listen to text read aloud with expression.
- · Identify vocabulary at point of use.
- · Use a glossary to locate word definitions.
- Monitor comprehension by describing character and setting traits, identifying main plot events, and participating in discussion.
- Generate literal and inferential questions and then answer those questions by citing text evidence through highlighting and taking notes.
- · Make and verify a prediction.

AFTER READING

- · Summarize a story using appropriate key details.
- Discuss and debate questions requiring opinions backed with text
- · Write vocabulary definitions.

BEFORE READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Motivate and Engage

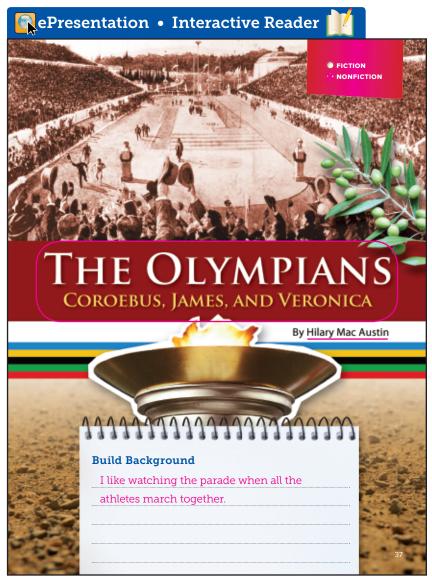
Direct students to Interactive Reader page 37. This week we'll read a story about the Olympic Games. What do you know about the Olympics? Discuss. Which do you like better, the Summer or Winter Olympics? **Discuss.** What events do you like to watch? Discuss. In this story, we'll find out how the Olympics have changed over time.

2. Identify the Story Elements

What's the title of this story? The Olympians: Coroebus, James, and Veronica Who's the author? Hilary Mac Austin Circle the title and underline the author. Support as needed.

This is a true story. What type of story is this—fiction or nonfiction? Nonfiction Write the correct X. Support as needed.

Call on students to share what they wrote, writing correct responses to verify student work.



3. Build Background



The Olympic Games got their name from the city in which they were originally held: Olympia, Greece. In the first known competition, there was only one event. What do you think that event was? **Discuss.** When are the next Olympics? Where will they be held? Discuss. If you were an Olympic athlete, what would be your event? Tell me what else you're thinking about regarding this story. Idea: I like watching the parade when all the athletes march together. Discuss. Answers will vary. Have students write in the Build Background box. Support as needed, writing to help and verify student responses.

The Olympians: Coroebus, James, and Veronica LEXILE® 950L

14444444444444 One hot day late in the summer of 776 B.C., a young By 500 B.C., athletic contests were held all over Greece, Vocabulary man stood sweating and panting at the finish line of a and the athletes became more professional. As time **Make Prediction** foot race. His name was Coroebus, and he had just won passed, athletes who competed in the Olympics came Word: a 210-yard sprint in the first recorded Olympic Games from all over the Mediterranean and North Africa. They trained all year and lived on their prize money or on gifts These games, part of a festival to honor the god Zeus. Definition: they were given by their proud hometowns. However, the were held in Olympia, a city in northwestern Peloponnese, Olympics did not give the athletes money if they won. All the large southern peninsula in the country of Greece. As the athletes won at the Olympics were garlands from the a freeborn Greek male, Coroebus could participate in the sacred olive groves. Of course, they also won recognition Olympics. Male slaves and women were not allowed to throughout Greece and probably more presents from their The **ancient** Olympics, held every four years, were very In about 100 B.C., Greece was taken over by Rome, different from the Olympics we know today. At the first and the Olympics became much less important. The Olympics there was one event, the foot race won by Word: competitions were still held, though, until about A.D. 400Coroebus. However as time went on, more types of events when they were abolished. Definition: were added. There were more foot races and longer foot Almost 2700 years after Coroebus won his race, a races. Wrestling was added and so was a pentathlon, which included five events. In addition to a foot race and young man from the United States stood, panting, at the wrestling, the ancient pentathlon was made up of a long end of another Olympic event. The young man's name iump, a javelin throw, and a discus throw. Later Olympics was James Connolly. He had just won the triple jump in added even more events, such as horse racing and chariot the first modern Olympic Games! As many as 60,000 people had watched him win this event. **Generate Questions** The Olympians: Coroebus, James, and Veronica The Olympians: Coroebus, James, and Veron

4. Read Aloud

Direct students to page 38. Now I'll read the first part of the story. Listen carefully, and enjoy it. Read pages 38 and 39 aloud with expression to engage students.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.



English Learners

Introduce vocabulary such as *panting*, *foot race*, and *sacred* in context. For more ideas, refer to the EL Strategies.

MODEL **GUIDE MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to **Interactive Reader** page 37. Let's review the work we did yesterday. Ask different students what they wrote on page 37.

2. Clarify the Words

Direct students to pages 38 and 39. The first part of our story has two vocabulary words that are bold in the text. Let's look up the words in the glossary and write the words and definitions in the box on page 38. Have students look up the words and write the words and definitions. **Use** each word in a sentence. **Support** as needed.

- ancient: belonging to a time in the past, early in history (The ancient ruins of the city were discovered during the archaeological dig.)
- garlands: woven chains of leaves or flowers worn for celebrating or decorating (The officials placed garlands of flowers on the winners' heads.)

3. Reread the Story

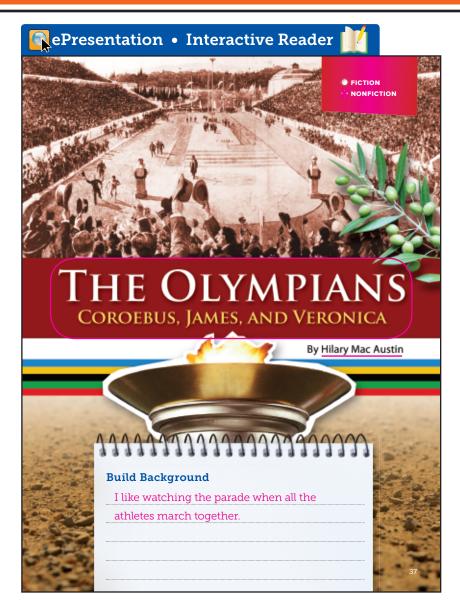


Follow along while we reread the first part of the story. When you hear our two vocabulary words—ancient or garlands—raise your thumb. Reread pages 38 and 39 aloud with expression to engage students. Call on students who have reached Lexile® 950L to help you read.

4. Clarify the Story Elements



We've been clarifying our understanding of the characters, setting, and plot in other lessons. Now let's put them together and make sure we understand all the story elements for the first part of the story. Let's clarify our understanding of the characters. What do you know about the characters? Discuss. Ideas: Coroebus, winner in first Olympic Games; James Connolly, winner in first modern Olympics Is there anything you don't know or understand about the characters? Discuss. Let's clarify our understanding of the setting. What do you know about the setting? Discuss. Ideas: Olympia, Greece; summer, 776 B.C.; modern Olympics



Is there anything you don't know or understand about the setting? Discuss. Now let's clarify our understanding of the plot. What do you know about the plot? **Discuss.** Ideas: Coroebus won a 210yard sprint in the first Olympic Games. The ancient Olympics were held every four years. At first, there were only foot races but then more events were added. Winners won garlands and probably got gifts from their hometowns. Thousands of years later, James Connolly won the triple jump in the first modern Olympic Games. Is there anything you don't know or understand about the plot? Discuss.

One hot day late in the summer of 776 B.C., a young Vocabulary man stood sweating and panting at the finish line of a foot race. His name was Coroebus, and he had just won word: ancient a 210-yard sprint in the first recorded Olympic Games Definition

These games, part of a festival to honor the god Zeus. were held in Olympia, a city in northwestern Peloponnese. the large southern peninsula in the country of Greece. As a freeborn Greek male. Coroebus could participate in the Olympics. Male slaves and women were not allowed to participate.

The ancient Olympics, held every four years, were very different from the Olympics we know today. At the first Olympics there was one event, the foot race won by Coroebus. However as time went on, more types of events were added. There were more foot races and longer foot races. Wrestling was added and so was a pentathlon, which included five events. In addition to a foot race and wrestling, the ancient pentathlon was made up of a long jump, a jayelin throw, and a discus throw, Later Olympics added even more events, such as horse racing and chariot

By 500 B.C., athletic contests were held all over Greece and the athletes became more professional. As time passed, athletes who competed in the Olympics came from all over the Mediterranean and North Africa. They trained all year and lived on their prize money or on gifts they were given by their proud hometowns. However, the Olympics did not give the athletes money if they won. All the athletes won at the Olympics were garlands from the sacred olive groves. Of course, they also won recognition throughout Greece and probably more presents from their

In about 100 B.C., Greece was taken over by Rome. and the Olympics became much less important. The competitions were still held, though, until about A.D. 400 when they were abolished.

Almost 2700 years after Coroebus won his race, a young man from the United States stood, panting, at the end of another Olympic event. The young man's name was James Connolly. He had just won the triple jump in the first modern Olympic Games! As many as 60,000 people had watched him win this event.

144444444444 **Make Prediction** Answers will vary.



Generate Questions

belonging to a

time in the past,

early in history

woven chains of

leaves or flowers

or decorating

worn for celebrating

word: garlands

Definition:

Literal: How did the ancient Olympics change? Wrestling, the long jump, and javelin and discus throws were added. Inferential: Why do you think the athletes became more professional over time? If they wanted to win, they needed to train all year, so training was their job.

The Olympians: Coroebus, James, and Veronica

6. Make Prediction

The Olympians: Coroebus, James, and Veroi

Direct students to page 39. What do you think will happen next in the story? **Discuss.** Idea: I think we will learn about the Olympics in modern times. Have students write their own predictions in the Make Prediction box. Support as needed.

7. Summarize the Story

Let's summarize the first part of the story. Then we'll say that information in as few words as possible. Support as needed. Idea: Coroebus was the winner of a sprint in the very first Olympic Games in Greece. The Olympic Games changed over time to include many events. Athletes trained all year for the Olympics, winning garlands from the games and recognition and presents from their hometowns. The Olympics were abolished by Rome until many years later when the modern Olympic Games began.

5. Generate Questions



Today we'll generate a question. It can be either a literal or an inferential question. In the Generate Questions box, let's label and write a literal or an inferential question. Discuss. Ideas: Literal: How did the ancient Olympics change? Inferential: Why do you think the athletes became more professional over time? Have students write their own questions in the appropriate box. **Support** as needed. Next, let's highlight the text evidence we need to answer our questions. **Discuss.** Are students highlight the text to answer their own questions. Support as needed. Now let's answer our questions by looking at what we highlighted. Discuss. Ideas: Literal: Wrestling, the long jump, and javelin and discus throws were added. Inferential: If they wanted to win, they needed to train all year, so training was their job. Have students write answers to their own questions. Support as needed. Call on students to share as time permits.







Vocabulary

Word: competitors

Definition:

people who take part in a contest



Connolly made his famous jump in April 1896, in Athens, Greece. The first modern Olympics were held in that city to honor the ancient games. There were many other connections between the modern and ancient games. Events such as foot races, wrestling, and the discus and javelin throws were held in both the modern and ancient games. Competitors were not paid in ancient games and are not paid in the modern games. The modern Olympics happen every four years and so did the

However, there are many differences between the ancient Olympics and the first modern games in 1896. The modern Olympic Games are bigger than the ancient games. In 1896 there were 43 events, and a total of 241 athletes participated. Fourteen countries were represented. There were new events in those first modern games, including fencing, tennis, swimming, and gymnastics. In 1896 the competitors received not only a garland but also a silver medal if they won and a copper medal if they got second place.

Where the Olympics are held is also a big difference between the modern and the ancient games. The modern Olympics are not always held in Greece. The modern games are held in different cities all over the world. Another difference between the modern and the ancien Olympics is the participation of women. In 1896 only men were allowed, as in the ancient games. However, only four vears later women began to compete. In 1924 another

really big change occurred. The Winter Olympics began. Sports in the Winter Olympics include skiing and ice-

Think how much the games have changed since Coroebus ran his race, or even since James Connolly won his event. On August 21, 2008, a woman named Veronica Campbell-Brown stood at the finish line in Beijing, the capital of China. She had just won the gold medal in the 200-meter sprint. Millions of people watched her from their television sets. Veronica was from the small town of Trelawny on the island of Jamaica. She had worked hard all her life to be a runner. She was one of 10.942 athletes from 204 countries at the 2008 Olympics. Her race was one of 302 events. When Veronica stood tall on the **podium** to ve her medal it was not a garland such as Coroebus received. It was not a silver medal such as James received. It was a gold medal for her first place win. At the Olympics today, first place gets gold, second place gets silver, and third place gets bronze.

Despite all of their differences, and despite all the changes over time, Veronica, James, and Coroebus share something. They are linked across the thousands of years and thousands of miles that separate them. They all know what it feels like to be Olympic champions.





INCORRECT

Answers will vary.



Generate Questions

Literal: How did the first place award change from the ancient to the modern Olympics? a garland to a gold medal Inferential: Why do you think that the Olympics began to allow women to compete? Today, all people should have the chance to participate in the games, including women.

The Olympians: Coroebus, James, and Veronica

Summarize

The ancient Olympic Games began in 776 B.C. The Games were held every four years until A.D. 400 when Rome abolished them. The modern Olympics began in 1896 and soon included women athletes. Those who have won at the Olympics know what it feels like to be a champion

The Olympians: Coroebus, James, and Veronica

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader pages 38 and 39. Let's review the work we did yesterday. Ask different students what they wrote on pages 38 and 39.

2. Clarify the Words

Direct students to pages 40 and 41. The last part of our story has two vocabulary words that are bold in the text. Let's look up the words in the glossary and write the words and definitions in the box on page 40. Have students look up words and write the words and definitions. **Use** each word in a sentence. **Support** as needed.

- competitors: people who take part in a contest (The **competitors** ran as fast as possible to the finish line.)
- podium: a raised platform (The politician got up on the podium to give her speech.)

3. Read the Story



Follow along while we read the last part of the story. When you hear our two vocabulary words—competitors or podium—raise your thumb. Read pages 40 and 41 aloud with expression to engage students. Call on students who have reached Lexile® 950L to help you read.

4. Clarify the Story Elements



Remember, we've been clarifying our understanding of the characters, setting, and plot in previous lessons. Now let's put them together and make sure we understand all the story elements for this part of the story. Let's review our understanding of the characters and setting. Discuss. Ideas: Characters: James Connolly, athlete in the first modern Olympic Games; Veronica Campbell-Brown, athlete from Jamaica Setting: Athens, Greece; Beijing, China Is there anything you don't understand about the characters or the setting? Discuss. Now let's clarify our understanding of the plot. What do you know about the plot? **Discuss.** Ideas: James won in the first modern Olympic Games. The modern games have many more events than the ancient games, and they include Winter Games. The Olympics are now held in many different cities all over the world. Women now participate. Veronica, from Jamaica, won in 2008. Despite the changes through the years, winning athletes share the feeling of being champions. Discuss. Is there anything you don't know or understand about the plot? Discuss.

5. Generate Questions



Today we'll generate a question. It can be either a literal or an inferential question. In the Generate Questions box, let's label and write a literal or an inferential question. Discuss. Ideas: Literal: How did the first place award change from the ancient to the modern Olympics? Inferential: Why do you think that the Olympics began to allow women to compete? Have students write their own questions. Support as needed. Next, let's highlight the text evidence we need to answer our questions. **Discuss.** Are students highlight the text to answer their own questions. Support as needed. Now let's answer our questions by looking at what we highlighted. Discuss. Ideas: Literal: a garland to a gold medal Inferential: Today, all people should have the chance to participate in the games, including women. Report Have students write answers to their own questions. Support as needed. Call on students to share as time permits.

6. Verify Predictions

Direct students to page 39. In the *Make Prediction* box, reread your prediction of what would happen in today's text. Was your prediction correct or incorrect? Discuss.

Direct students to page 41. **Have** students write the appropriate X in the Verify Prediction box. Support as needed.

7. Summarize the Story

Let's summarize the last part of the story. Then we'll say that information in as few words as possible. Support as needed. Idea: The first modern Olympics were held in Athens, Greece. The modern games had many more events and were not always held in the same city. The modern games also allowed women to compete. All Olympic winners know what it feels like to be champions.



Week 7 · Days 4 · 5

MODEL **GUIDE** MONITOR

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

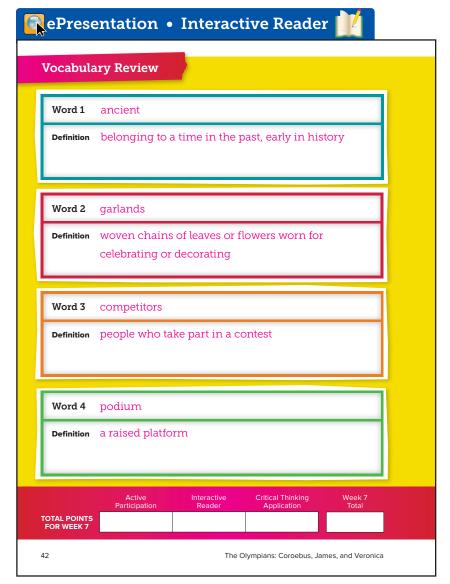
Direct students to Interactive Reader page 37. Today we'll look back at the story. Flip through pages 37–41. My favorite part is when Veronica won a gold medal. What is your favorite part of the story? **Discuss.** Put yourself in the story. What Olympic event would you compete in? Why?

2. Summarize the Story



Let's summarize the whole story. Then we'll write that information in as few words as possible. Idea: The ancient Olympic Games began in 776 B.C.. The Games were held every four years until A.D. 400 when Rome abolished them. The modern Olympics began in 1896 and soon included women athletes. Those who have won at the Olympics know what it feels like to be a champion. Have students write their own summaries in the Summarize box. Support as needed.





3. Discuss and Debate



Encourage lively conversation and use of text evidence.

- Opinion: What's your opinion of the way the Olympics have changed over the years? Are they better now than they were when they first started? Why or why not? Answers will vary.
- Opinion: What's your opinion about the ancient Olympics only allowing freeborn men to compete? Do you think that allowing only those who qualify to compete in the Olympics is fair? Answers will vary.

4. Review Vocabulary

Direct students to page 42. We've learned four new vocabulary words in this story. These words are ancient, garland, competitors, and podium. Locate each word on pages 38 and 40. Complete your Vocabulary Review on page 42 using these four vocabulary words. Write each word and the definition of the word. Have students complete page 42. Support as needed, writing to help and verify student responses.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.



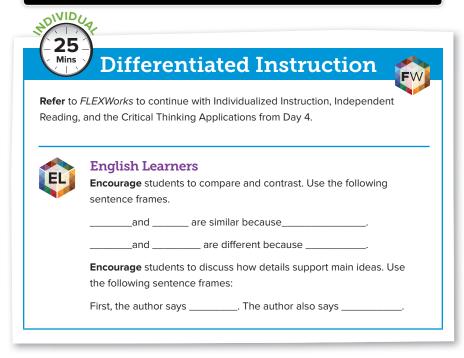
English Learners

Encourage students to ask partners what they think about the reading. Use sentence frames to help the questions and responses.

What is your favorite/least favorite _____? I like/dislike



Day 5



Week 7: Grading

After completion of Day 5, collect the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

Pa	articipation	Interactive Reader	Critical Thinking Application	Week 7 Total
TOTAL POINTS FOR WEEK 7				



Week 25

For the Love of the Game: Video Games Then and Now

INSTRUCTIONAL SUPPORT MONITOR

GENRE NONFICTION



Week 25 · Day 1

MODEL GUIDE **MONITOR**

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify story elements, including title, author, and genre.
- · Activate prior knowledge and build background.

DURING READING

- · Listen to text read aloud with expression.
- · Identify vocabulary at point of use.
- · Use a glossary to locate word definitions.
- · Monitor comprehension by describing character and setting traits, identifying main plot events, and participating in discussion.
- Generate literal and inferential questions and then answer those questions by citing text evidence through highlighting and taking notes.
- · Make and verify a prediction.

AFTER READING

- · Summarize a story using appropriate key details.
- Discuss and debate questions requiring opinions backed with text
- · Write vocabulary definitions.

BEFORE READING

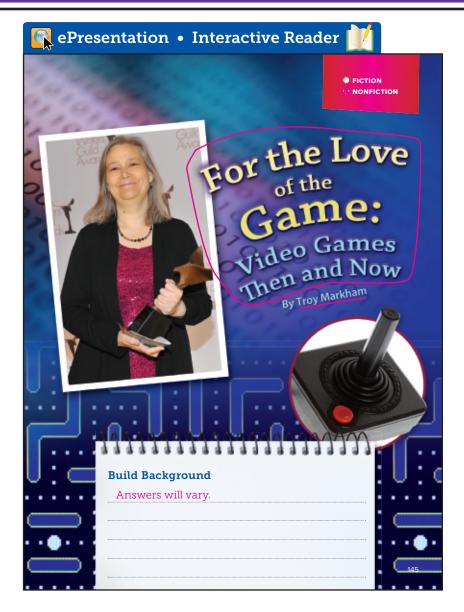




ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Motivate and Engage

Direct students to Interactive Reader page 145. This week we'll read a story about the history of video games. Do you play video games? What do you like about playing them? Discuss. Which is your favorite format-playing on a television with a game console, on a hand-held device, or in an arcade? Why? Discuss. In this story, we'll find out how video games came to be such a huge industry.



2. Identify Story Elements

This is a true story. Write the necessary marks for the title and author of today's story, and indicate whether the story is fiction or nonfiction. Support as needed. Circle title: For the Love of the Game: Video Games Then and Now; underline author: Troy Markham; X next to Nonfiction.

Call on students to share what they wrote, writing correct responses to verify student work.

1444444444444 In 1972, when Amy Henniq was just nine years old. The arcade game Pong was developed by Atari Vocabulary the first video game, Pong, was invented. Hennig engineer Nolan Bushnell, but like most inventions. **Make Prediction** would later become a legendary game designer, but earlier ideas paved the way. Engineer Ralph Baer had Word: as a kid she had no such ideas. She just liked to play come up with a way to play games on a television set in the games. "I was one of those kids who saved up 1969. A nuclear physicist had created a "video tennis Definitions any allowance I could and blew it all on the arcade, game" on a computer in 1958 to entertain visitors to a scientific institute The seeds planted in Hennia's mind by Pona Pona's tennis-game graphics consisted entirely of blossomed in 1977 when three things happened. The two white lines, or "paddles," that moved back and forth to hit a white square "ball." In retrospect, Pong hugely popular movie Star Wars was released, showing was so simple it is laughable that so many people what special effects could do for a great story. Next. Word: were taken by it. But the truth is no one had ever Hennig discovered the game Dungeons and Dragons. It seen anything like it. The game cost a guarter to play, relied on imagination and strategy and allowed creative Definition: players to explore and compete in fantasy worlds. and consumers couldn't shovel them into the slots quickly enough. A new industry was born. Finally, Atari released its 2600 video game system. Although Pong looked nothing like the exciting Atari had discovered that there was a market for visual dramas Henniq would later create as an adult, it home versions of video games. As consumers began to made a big splash in entertainment culture. As Hennig spend more time and money playing video games at played Pong-fascinated, eyes glued to the screenhome as well as on arcade machines, more creative the future of more exciting and complicated video engineers flocked to the industry. Hennig devoured games was forming in her mind. these games, playing late into the night, "I had this moment where I realized this was a new medium and imagined what was possible with it," Henniq said. She couldn't help wondering if creative stories. such as those in Star Wars and Dungeons and Dragons, could be brought into video games. **Generate Questions** For the Love of the Game: Video Games Then and Now

3. Build Background

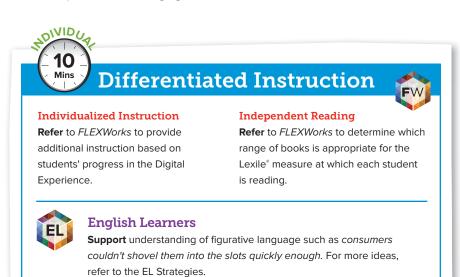


Video games first became popular in the early 1970s. In early video-game days, people mostly went to arcades, which were businesses where there were many different video game machines. You needed quarters to pay for playing the games. Later it became possible to use a game console at home to play on a television. More recently, game applications on hand-held devices have become the standard. How do you like to play video games, by yourself or against someone? Discuss. What are some of the games you like to play? Discuss. Ideas: Wii sports, Call of Duty, Angry Birds Write what else you're thinking about regarding this story. Answers will vary. Support as needed.

Call on students to share what they wrote, writing correct responses to verify student work.

4. Read Aloud

Direct students to page 146. Now I'll read the first part of the story. Listen carefully, and enjoy it. Read pages 146 and 147 aloud with expression to engage students.



MODEL GUIDE **MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader page 145. Let's review the work we did yesterday. Ask different students what they wrote on page 145.

2. Clarify the Words

Direct students to pages 146 and 147. The first part of our story has two vocabulary words that are bold in the text. **Have** students look up words in the glossary and write the words and the definitions. **Use** each word in a sentence. **Support** as needed.

- retrospect: thinking about the past (It is interesting to see in retrospect that our decision was wrong.)
- complicated: difficult to understand or explain (The rules of the game are complicated.)

3. Reread the Story



Follow along while we reread the first part of the story. When you hear our two vocabulary words—retrospect or complicated raise your thumb. Reread pages 146 and 147 aloud with expression to engage students. Call on students who have reached Lexile® 1070L to help you read.



4. Clarify the Story Elements



Divide students into small groups. Assign one student in each group to be the discussion director. Student discussion directors should lead their groups in a discussion to clarify the characters, setting, and plot, referring to the text as necessary. Support groups as needed. Ideas: Characters: Amy Hennig; Nolan Bushnell, engineer; Ralph Baer Setting: 1969, 1972, 1977 Plot: Amy Hennig loved playing the video game Pong when it was first invented. As she played, more exciting video games were forming in her mind. When Hennig played Dungeons and Dragons, which allowed players to compete in fantasy worlds, she began to realize that this was a new industry and she could imagine new ways to create games.

In 1972, when Amy Hennig was just nine years old, Vocabulary the first video game, Pong, was invented. Hennig would later become a legendary game designer, but word: retrospect as a kid she had no such ideas. She just liked to play the games. "I was one of those kids who saved up Definition: any allowance I could and blew it all on the arcade, thinking about the Pong's tennis-game graphics consisted entirely of two white lines, or "paddles," that moved back and

forth to hit a white square "ball." In retrospect, Pong was so simple it is laughable that so many people were taken by it. But the truth is no one had ever seen anything like it. The game cost a guarter to play, and consumers couldn't shovel them into the slots quickly enough. A new industry was born.

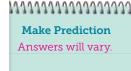
Although Pong looked nothing like the exciting visual dramas Henniq would later create as an adult, it made a big splash in entertainment culture. As Hennig played Pong-fascinated, eyes glued to the screenthe future of more exciting and complicated video games was forming in her mind.

The arcade game Pong was developed by Atari engineer Nolan Bushnell, but like most inventions earlier ideas paved the way. Engineer Ralph Baer had come up with a way to play games on a television set in 1969. A nuclear physicist had created a "video tennis game" on a computer in 1958 to entertain visitors to a scientific institute

The seeds planted in Hennig's mind by Pong blossomed in 1977 when three things happened. The hugely popular movie Star Wars was released, showing what special effects could do for a great story. Next, Hennig discovered the game Dungeons and Dragons. It relied on imagination and strategy and allowed cr players to explore and compete in fantasy worlds. Finally, Atari released its 2600 video game system.

Atari had discovered that there was a market for home versions of video games. As consumers began to spend more time and money playing video games at home as well as on arcade machines, more creative engineers flocked to the industry. Hennig devoured these games, playing late into the night, "I had this moment where I realized this was a new medium and imagined what was possible with it," Henniq said.

She couldn't help wondering if creative stories such as those in Star Wars and Dungeons and Dragons, could be brought into video games.



Generate Questions

word: complicated

understand or

Definition:

difficult to

explain

Literal: Why was the simple video game Pong so popular? No one had ever seen anything like a game on television before. Inferential: Why do you think Hennig began to imagine what was possible with video games? She saw the possibilities of bringing creative stories into video games.

For the Love of the Game: Video Games Then and Now

5. Generate Questions



Student discussion directors should lead their groups in generating questions and discussing the answers, referring to the text as necessary. Support groups as needed. Ideas: Literal: Why was the simple video game Pong so popular? No one had ever seen anything like a game on television before. Inferential: Why do you think Hennig began to imagine what was possible with video games? She saw the possibilities of bringing creative stories into video games.

6. Make Prediction

Student discussion directors should lead their groups in making predictions and discussing their predictions, referring to the text as necessary. Support groups as needed. Idea: I think Hennig created a different kind of video game.

7. Summarize the Story

Student discussion directors should lead their groups in summarizing and discussing the first part of the story, referring to the text as necessary. Support groups as needed. Idea: The first video game, Pong, was invented in 1972 when Amy Hennig was only nine. She loved playing the game. In 1977, the movie Star Wars and the video game Dungeons and Dragons came out. People started playing games on television at home. Hennig began to imagine creative stories being made into video games. They would use special effects like those in Star Wars and the imagination and strategy needed to play Dungeons and Dragons.





Vocabulary

word: transcended

Definition:

rose above or went beyond

Word: icon

Definition:

a person or thing people respect very much



The next big video game created a stir like no other. Pac-Man, designed by the Japanese company Namco in 1980, transcended the boundaries of previous games to become a cultural icon. Within a year, it was the best-selling arcade game in North America, bringing in over \$1 billion in guarters. There were Pac-Man cartoons, lunch boxes, toys, and even a hit pop song

The Pac-Man phenomenon changed the model for creating video games. Suddenly video games were big business. Also, unlike the space-shooter games at the time, Pac-Man featured characters. That innovation attracted women to video games and is now practically essential to modern games.

Hennig is considered a video game visionary as well as a pioneer in an industry dominated by males. Her contributions have been admired and closely followed by her peers. In 2010 her game Uncharted 2: Among Thieves won Game of the Year at the Game Developers Choice Awards.

Today's video games for home computers, gaming systems, and hand-held devices bear little resemblance to those Henniq helped design in the 1990s. Games were developed on computer cartridges with very little memory. "You couldn't do voices," Hennig recalled. Modern backgrounds and graphics are very realistic, with the kinds of fantastic visuals expected from blockbuster movies. Programmers, artists,

directors music composers mathematicians animation specialists, and writers are coordinated through many stages of development.

This is where Hennig's genius and creativity come in. Unlike some earlier game designers, she does not focus solely on graphics and action. She believes the storyline is the most crucial element to video games.

Hennig did not get a degree in programming or engineering. Instead she graduated with a degree in English literature and then went to film school. Her background in these areas reflects a focus on atmosphere, plot, and character in her video games

"Everything I learned as an undergraduate with English literature and in film school about editing and shots and the language of film has come into play, but in a way I couldn't possibly have planned," Hennig said. She continued to write and direct games, winning accolades (awards and congratulations) from players and other game creators. Using her background as a writer, she developed games as series in which the storyline and characters continue from one game to the next. Some of her most popular creations are the Legacy of Kain series, Uncharted series, and Jak and Daxter series

"When people play the Uncharted games they just get caught up," Hennig says. "A lot of it has to do with



INCORRECT Answers will vary.

Generate Questions

Literal: How did Pac-Man change the video game industry? It had characters, women played it, and it made a lot of money. Inferential: Why do you think Hennig is considered a visionary and a pioneer in video game development? She created games that told stories with interesting characters.

Summarize

As a child, Amy Hennig loved to play video games. Later, she began to think of ways to create them. Hennig used her background in literature and film to make video games that had a storyline and interesting characters. She has won respect and many awards for her genius and creativity.

For the Love of the Game: Video Games Then and Now

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Review the Story

Direct students to Interactive Reader pages 146 and 147. Let's review the work we did yesterday. Ask different students what they wrote on pages 146 and 147.

2. Clarify the Words

Direct students to pages 148 and 149. The last part of our story has two vocabulary words that are bold in the text. Have students look up words in the glossary and write the words and the definitions. **Use** each word in a sentence. **Support** as needed.

- transcended: rose above or went beyond (My first trip to the Grand Canyon **transcended** my expectations.)
- icon: a person or thing people respect very much (Einstein is an icon of twentieth-century physics.)

3. Read the Story



Follow along while we read the last part of the story. When you hear our two vocabulary words—transcended or icon—raise your thumb. Read pages 148 and 149 aloud with expression to engage students. Call on students who have reached Lexile® 1070L to help you read.

4. Clarify the Story Elements



Divide students into small groups. **Assign** one student in each group to be the discussion director. Student discussion directors should lead their groups in a discussion to clarify the characters, setting, and plot, referring to the text as necessary. Support groups as needed. Ideas: Characters: Amy Hennig Setting: 1980, 1990s, 2010 Plot: The creation of Pac-Man changed video games. It had characters, which attracted women to the game. Today's video games have much better graphics than in the 1990s because the technology is better now. Hennig's games are popular because she creates storylines and interesting characters. One of her games won "Game of the Year" in 2010.

5. Generate Questions



Student discussion directors should lead their groups in generating questions and discussing the answers, referring to the text as necessary. Support groups as needed. Idea: Literal: How did Pac-Man change the video game industry? It had characters, women played it, and it made a lot of money. **Inferential:** Why do you think Hennig is considered a visionary and a pioneer in video game development? She created games that told stories with interesting characters.

6. Verify Predictions

Student discussion directors should lead their groups in a discussion of their predictions and whether they were correct or incorrect. Support groups as needed.

7. Summarize the Story

Student discussion directors should lead their groups in summarizing the last part of the story, referring to the text as necessary. Support groups as needed. Idea: In 1980, the bestselling video game, Pac-Man, changed the industry. It had characters instead of just shooting, and people paid \$1 billion in the first year to play it. Today's video games have much better graphics because the technology is better, and it takes many people to create one game. Hennig's games are popular because she creates storylines and interesting characters. She learned how to do that from studying literature and going to film school. Her games have won many awards.



WEEK 25: DAY 3 **201**

Week 25 · Days 4 ₺ 5



Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

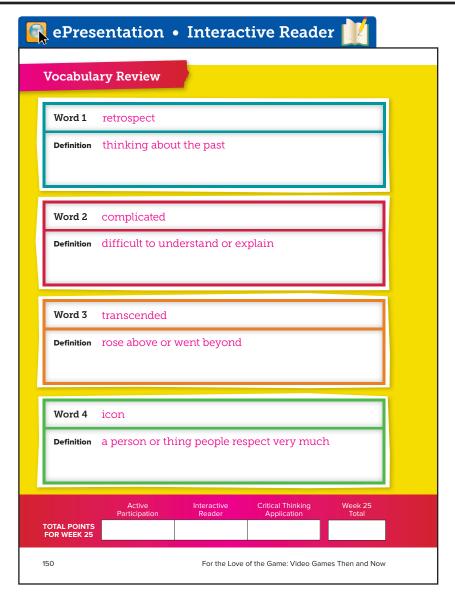
1. Reflect

Direct students to **Interactive Reader** page 145. Today we'll look back at the story. Flip through pages 145–149. What is your favorite part of the story? Discuss. Does this story remind you of another story? How? Discuss.

2. Summarize the Story



Have students write their own summary in the *Summarize* box. Support as needed. Idea: As a child, Amy Hennig loved to play video games. Later, she began to think of ways to create them. Hennig used her background in literature and film to make video games that had a storyline and interesting characters. She has won respect and many awards for her genius and creativity.



3. Discuss and Debate



Encourage lively conversation and use of text evidence.

- Opinion: The story doesn't mention violent video games, but it does say that modern graphics are very realistic. Do you think violent video games can make people violent? Would it matter if a violent game had a good storyline and interesting characters? Answers will vary.
- Opinion: Amy Hennig studied literature in college and went to film school before getting into video game development. Does that surprise you? Why could literature and film be helpful in making games? Answers will vary.

4. Review Vocabulary

Direct students to page 150. Complete your Vocabulary Review page. Support as needed.



Differentiated Instruction

FW

Individualized Instruction

Refer to the *FLEXWorks* to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to *FLEXWorks* to determine which range of books is appropriate for the Lexile* measure at which each student is reading

Critical Thinking Applications: Assignment

Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.

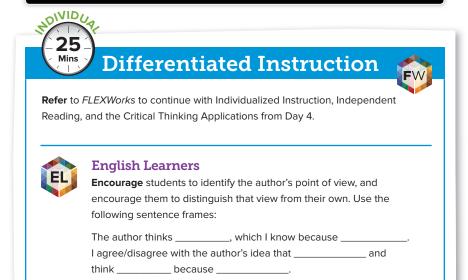


English Learners

Encourage students to ask partners what they think about the reading. Use sentence frames to help the questions and responses.

What is your favorite/least favorite _____? I like/dislike _____

Day 5



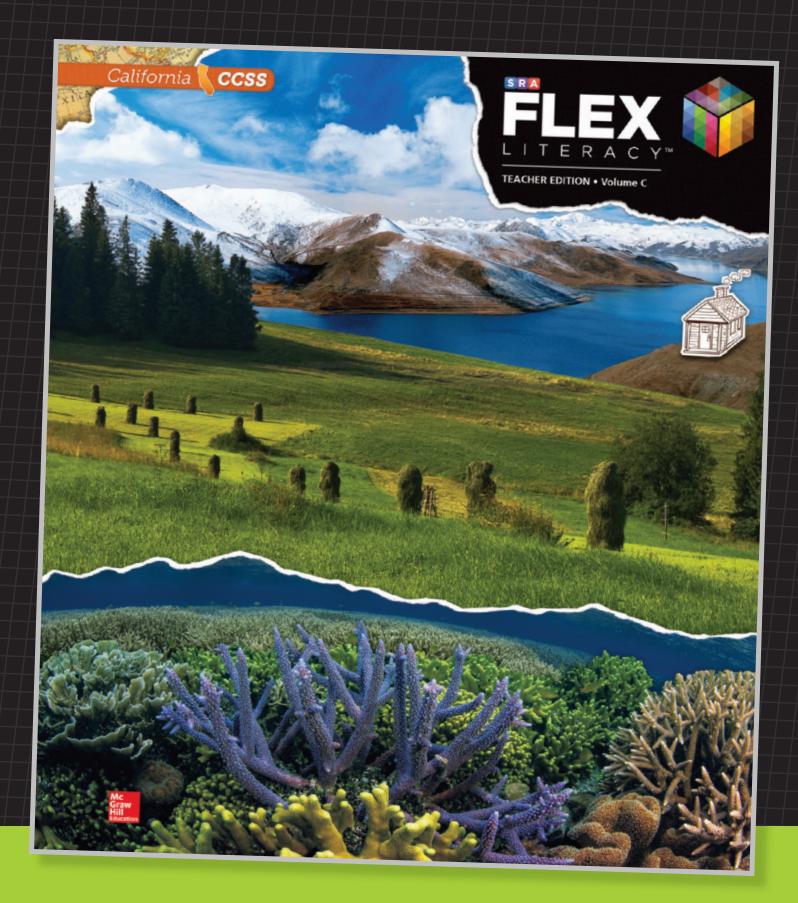
Week 25: Grading

After completion of Day 5, **collect** the Interactive Readers. Using *FLEXWorks*, **score** each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, **handwrite** each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. **Handwrite** each student's Critical Thinking Application score at the top of the Critical Thinking Application. **Return** the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active	Interactive	Critical Thinking	Week 25
	Participation	Reader	Application	Total
TOTAL POINTS FOR WEEK 25				





TEACHER EDITION · Volume C SECONDARY SYSTEM



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Week 3	l've Got to Hold a What?: Part Two Katharine Weeks Folkes 20
Week 4	The Simple Life: Tiny Homes Latisha Jones 105 105 105 105 105 105 105 10
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Week 7	I am Javier: Part Two Silvia Estes Delgado 52
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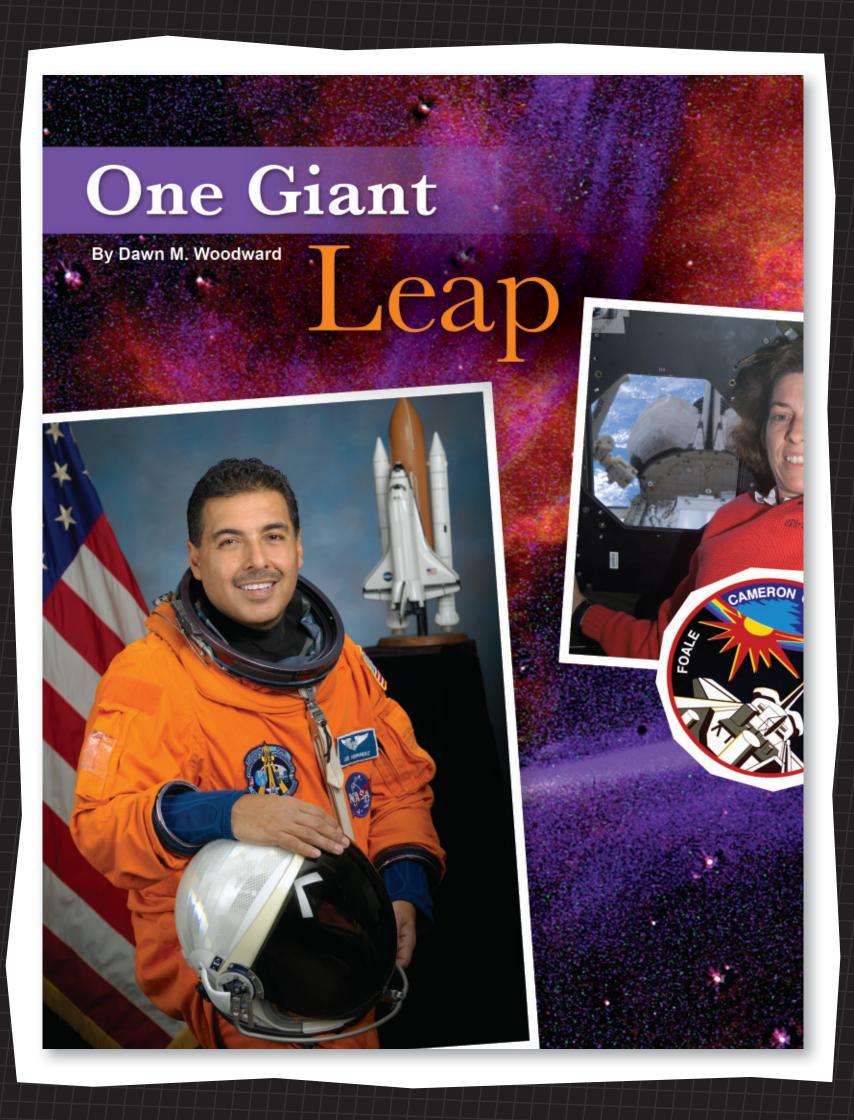


Week 1

One Giant Leap

INSTRUCTIONAL SUPPORT MODEL

BIOGRAPHY



Week 1 · Day 1

MODEL
GUIDE
MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Preview the text.
- · Identify story elements, including title, author, and genre.

DURING READING

- · Listen to and read text aloud with a purpose.
- · Annotate and engage with fictional text to develop comprehension.
- · Answer text-dependent focus questions to enrich meaning making.
- · Expand vocabulary knowledge through contextual analysis.

AFTER READING

- · Clarify thinking through reflecting and writing a summary.
- Process information deeply through close reading of complex text.

BEFORE READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the **Interactive Reader.**

1. Motivate, Engage, and Build Background

Direct students to **Interactive Reader** page 1. This week we'll read text that tells about some of the people involved in the space program and how they achieved their dreams. What do you think of when you imagine going into space? **Discuss.** When we read, we should think about what we already know about the topic. Why do you think people are interested in space exploration? **Discuss.** In the *Build Background* box, let's write *People are interested in space exploration because it is an exciting field of study that is still a mystery to us.*



2. Preview the Text

What's the title of today's text? *One Giant Leap* Who's the author? *Dawn M. Woodward* Circle the title and underline the author. **Support** as needed.

Today we'll read text that is nonfiction, which means it contains facts and is about real events. When authors write about a person's life, it is called a biography. Write *Biography* in the Genre box. Support as needed.

Annotations

Have you ever dreamed of blasting off into outer space? If you have, you're not alone. Going into space is a dream that many people of all ages share, but few see it come to fruition There are different ways to be part of the space program. Space exploration requires the talents of engineers, mechanics, physicists, and of course, astronauts. Becoming an astronaut is not easy. Many men and women work and train for years simply to be considered for the space program. To be accepted, candidates must pass challenging physical and psychological tests. They must also have a working knowledge of science and engineering. The National Aeronautic and Space Administration, or NASA, also prefers that astronauts have experience as a pilot. In addition to formal education and training, most astronauts have great courage, determination, and perseverance.

Men and women of all nationalities have taken part in the world's space programs. The United States, Russia, and China have the top three space programs in the world. Many individuals of Hispanic origin have also gone into space. To date, seventeen Hispanics have flown in NASA space missions.

Hispanic women play major roles at NASA locations across the United States. Hispanic women work for NASA as engineers, lawyers, researchers, and scientists. Some are astronauts who help plan and participate in spaceexploration missions.

The first Hispanic woman in space was Ellen Ochoa. one of five children of a single mother. She made a name for herself in both the space program and as an engineer. As a small girl, Ochoa was interested in space, science, engineering, and medicine. She dedicated her life to education, eventually earning a PhD in Electrical Engineering from Stanford University. Ochoa currently serves as the first Hispanic director of the Johnson Space Center in Houston, Texas. As well as being a former NASA astronaut, Ochoa is an engineer and inventor. She helped to create optical information processing systems that are able to recognize objects and detect errors in repeating patterns. This can be helpful for quality control in manufacturing. At NASA's Ames Research Center in California, Ochoa led a team of thirty-five scientists and engineers that developed special computer systems used in space missions.

Annotations



Focus Questions			Focus Questions	
		·		
2		One Giant Leap	One Giant Leap	

3. Read Aloud

Direct students to page 2. Now I'll read the first part of the text. Listen carefully, and follow along as I read. Read pages 2 and 3 aloud to engage students.



Differentiated Instruction

Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.



English Learners

Support understanding of figurative language such as blasting off, made a name for herself, and holds the record. For more ideas, refer to the EL Strategies in FLEXWorks.

Week 1 · Day 2

MODEL GUIDE MONITOR

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to Interactive Reader page 1. Let's review the work we did the last time we met. **Ask** different students what they wrote on page 1.

2. Reread with a Purpose



Direct students to page 2. Follow along while we reread the first part of the text. As we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Annotate means to write notes and comments about what we read. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the Annotations box. Reread pages 2 and 3 aloud to engage students. Call on students who have reached Lexile® 980L to help you read.

Model annotating the text as students copy what you write. Support as needed. Let's annotate by circling the words fruition and *perseverance* because I'm not sure what those words mean. The text says that going into space is a dream, but that few see it come to fruition. I think fruition means making something happen. The text says that most astronauts have great courage, determination, and perseverance. I know that courage means to be brave or to risk something, and determination is the decision to do something. I think that *perseverance* means to keep trying again and again.

Let's underline As well as being a former NASA astronaut, Ochoa is an engineer and inventor because I think it's interesting that Ellen Ochoa has more than one career.



I'm confused by what psychological tests astronauts might have to pass, so next to that line let's write a question mark, and in the *Annotations* box on page 2, let's write psychological tests. I know physical tests include things like being able to swim and withstand drastic temperature changes. I also know that the word psychological refers to a person's mind, so psychological tests must be tests that assess a person's thinking and problem solving. I'm also confused by what quality control in manufacturing is. Next to that line let's write a question mark, and in the *Annotations* box on page 3, let's write *quality control in manufacturing*. The text says that the optical information systems that Ochoa created can recognize objects and detect errors in repeating patterns. I know quality refers to how good or bad something is, so Ochoa's systems must help detect good and bad things in manufacturing products. So next to that line let's write a question mark.

Annotations

psychological

Have you ever dreamed of blasting off into outer space? If you have, you're not alone. Going into space is a dream that many people of all ages share, but few see it come to fruition There are different ways to be part of the space program. Space exploration requires the talents of engineers, mechanics, physicists, and of course, astronauts. Becoming an astronaut is not easy. Many men and women work and train for years simply to be considered for the space program. To be ? accepted, candidates must pass challenging physical and psychological tests. They must also have a working knowledge of science and engineering. The National Aeronautic and Space Administration, or NASA, also prefers that astronauts have experience as a pilot. In addition to formal education and training, most astronauts have great courage, determination, and perseverance.

Men and women of all nationalities have taken part in the world's space programs. The United States, Russia, and China have the top three space programs in the world. Many individuals of Hispanic origin have also gone into space. To date, seventeen Hispanics have flown in NASA space missions

Hispanic women play major roles at NASA locations across the United States. Hispanic women work for NASA as engineers, lawyers, researchers, and scientists. Some are astronauts who help plan and participate in spaceexploration missions.

The first Hispanic woman in space was Ellen Ochoa. one of five children of a single mother. She made a name for herself in both the space program and as an engineer. As a small girl, Ochoa was interested in space. science, engineering, and medicine. She dedicated her life to education, eventually earning a PhD in Electrical Engineering from Stanford University. Ochoa currently serves as the first Hispanic director of the Johnson Space Center in Houston, Texas. As well as being a former NASA astronaut, Ochoa is an engineer and inventor. She helped to create optical information processing systems

that are able to recognize objects and detect errors in ? repeating patterns. This can be helpful for quality control in manufacturing. At NASA's Ames Research Center in California, Ochoa led a team of thirty-five scientists and engineers that developed special computer systems used in space missions



Annotations

quality control in manufacturing

Focus Questions

Candidates to the space program need to have a working knowledge of science and engineering. The United States, Russia, and China have the top space programs.

One Giant Leap

Focus Questions

The first Hispanic woman to go into space was Ellen Ochoa. Missions are tasks or jobs that someone has to do, so a space mission is a flight into space to complete a task.

One Giant Leap

3. Answer Text-Dependent **Focus Questions**



Let's make sure we understand what we read by answering focus questions. **Present** each question. Model writing the answers as students copy what you write. Support as needed. Discuss.

Direct students to pages 2 and 3. The first type of focus question we'll answer is a *find it* question. The answer to a *find it* question is right there in the text. We need to go back into the text and use text evidence to support our answers. When we answer focus questions, we need to use part of the question in our answer. Let's write our answers for the first two questions in the Focus Questions box on page 2. We'll write our answers for the second two questions in the Focus Questions box on page 3.

The first three questions are *find it* questions.

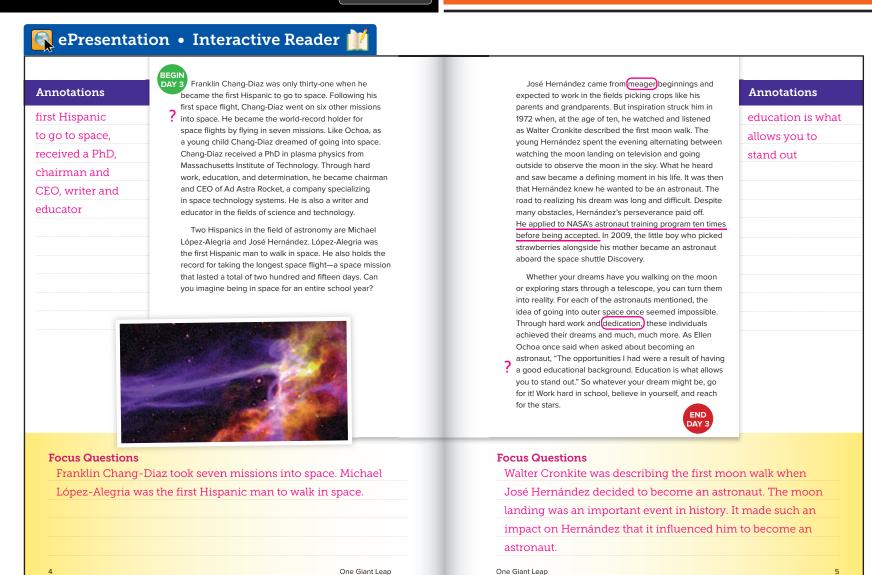
 What must candidates to the space program have a working knowledge of? Candidates to the space program need to have a working knowledge of science and engineering.

- What countries have the top space programs? The United States, Russia, and China have the top space programs.
- Who is the first Hispanic woman to go into space? The first Hispanic woman to go into space was Ellen Ochoa.

The fourth question is a vocabulary question.

• The author uses the word *missions* several times. Use information from the text to tell what missions are. Missions are tasks or jobs that someone has to do, so a space mission is a flight into space to complete a task.





DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to **Interactive Reader** pages 2 and 3. Let's review the work we did the last time we met. Ask different students what they wrote on pages 2 and 3.

2. Read with a Purpose



Direct students to pages 4 and 5. Follow along while we read the second part of the text. Remember, as we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Annotate means to write notes and comments about what we read. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the Annotations box. **Read** pages 4 and 5 aloud to engage students. Call on students who have reached Lexile® 980L to help you read

Model annotating the text as students copy what you write.

Support as needed. Let's annotate by circling the words meager and dedication because I'm not sure what those words mean. The text says José Hernández came from meager beginnings and expected to work in the fields picking crops. I think meager must mean small and simple because Hernández didn't grow up with much. The text says that through hard work and dedication, the individuals achieved their dreams. I think dedication is when you are committed to something, like achieving your dreams.

Let's underline He applied to NASA's astronaut training program ten times before being accepted because I think it's interesting that José Hernández had to apply so many times before he got into NASA's astronaut training program.

I'm confused by all of the things it says Franklin Chang-Diaz has done, so next to the first paragraph let's write a question mark, and in the *Annotations* box on page 4, let's write *first Hispanic to go to space, received a PhD, chairman and CEO, writer and educator.* Chang-Diaz must have done all of those things at different times in his life. I'm also confused by what Ochoa said about becoming an astronaut—that education is what allows you to stand out. Next to that line let's write a question mark, and in the *Annotations* box on page 5, let's write *education is what allows you to stand out.* The text says the opportunities Ochoa had were a result of having a good educational background, so she must have meant that with a good education you can stand out and achieve more.

3. Answer Text-Dependent Focus Questions



Let's make sure we understand what we read by answering focus questions. Present each question. Model writing the answers as students copy what you write. Support as needed. Discuss.

Direct students to pages 4 and 5. The type of focus question we'll answer is a *find it* question. Remember, the answer to a *find it* question is right there in the text. We need to go back into the text and use text evidence to support our answers. When we answer focus questions, we need to use part of the question in our answer. Let's write our answers for the first two questions in the *Focus Questions* box on page 4. We'll write our answers for the second two questions in the *Focus Questions* box on page 5.

The first three questions are *find it* questions.

• How many missions did Franklin Chang-Diaz take into space? Franklin Chang-Diaz took seven missions into space.

- Who was the first Hispanic man to walk in space? Michael López-Alegria was the first Hispanic man to walk in space.
- What was Walter Cronkite describing when José Hernández decided he wanted to become an astronaut? Walter Cronkite was describing the first moon walk when José Hernández decided to become an astronaut.
- The text says that watching the moon landing was a *defining* moment in José Hernández's life. What does the author mean by *defining moment? The moon landing was an important* event in history. It made such an impact on Hernández that it influenced him to become an astronaut.



Week 1 · Days 4 · 5

MODEL GUIDE **MONITOR**

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

Direct students to Interactive Reader page 1. Today we'll look back at the text. Flip through pages 1–5. What influenced the people in the text to become astronauts? What are you influenced by? Discuss.

2. Summarize the Text



Direct students to page 6. Now that we've finished reading, we can summarize the text. To summarize text, begin by identifying what the text is about. Add the important details. Then write that information in as few words as possible. In the Summary of Text box, let's write: Many people dream of going into space. Becoming an astronaut is difficult and has many requirements. These Hispanic astronauts—Ochoa, Chang-Diaz, López-Alegria, and Hernández—were all inspired at a young age, valued education, and worked hard to achieve their dreams.

Model writing as students copy what you write. Support as needed.

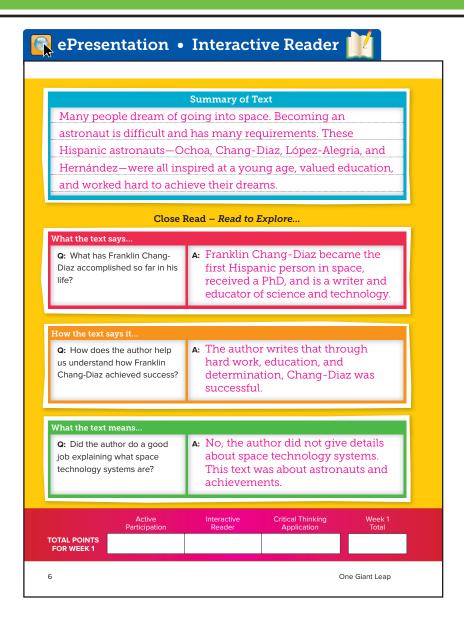
3. Conduct a Close Read



Direct students to Interactive Reader page 6. Let's explore what we've read by looking closely at the first paragraph on page 4.

As we pass through the text the first time, let's think about What the text says so that we can answer the question What has Franklin Chang-Diaz accomplished so far in his life? Read the section of the text. Call on students who have reached Lexile® 980L to help you read. **Have** students write in the *What the text* says box. Support as needed. Call on students to share what they wrote.

- Q: What has Franklin Chang-Diaz accomplished so far in his life?
- A: Franklin Chang-Diaz became the first Hispanic person in space, received a PhD, and is a writer and educator of science and technology.



As we pass through the text the second time, let's think about How the text says it so that we can answer the question How does the author helps us understand how Franklin Chang-Diaz achieved success? Include the author's words in your answer.

Read the section of the text. Call on students who have reached Lexile® 980L to help you read. **Have** students write in the *How* the text says it box Support as needed. Call on students to share what they wrote.

- Q: How does the author helps us understand how Franklin Chang-Diaz achieved success?
- A: The author writes that through hard work, education, and determination, Chang-Diaz was successful.

As we pass through the text the third time, let's think about What the text means so that we can answer the question Did the author do a good job explaining what space technology systems are? Read the section of the text. Call on students who have reached Lexile® 980L to help you read. Have students write in the *How the text says it* box **Support** as needed. **Call on** students to share what they wrote.

- Q: Did the author do a good job explaining what space technology systems are?
- A: No, the author did not give details about space technology systems. This text was about astronauts and achievements.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to *FLEXWorks* to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.



English Learners

Encourage students to ask partners what they think about the reading. Use sentence frames to help the question and responses. What is your favorite/least favorite ____ ____?/I like/dislike



Day 5



Differentiated Instruction



Refer to FLEXWorks to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.



English Learners

Support student understanding of the sound of language. Ask them the following questions: How would you describe the pace of the story? How does that make you feel?

Week 1: Grading

After completion of Day 5, **collect** the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active	Interactive	Critical Thinking	Week 1
	Participation	Reader	Application	Total
TOTAL POINTS				
FOR WEEK 1				

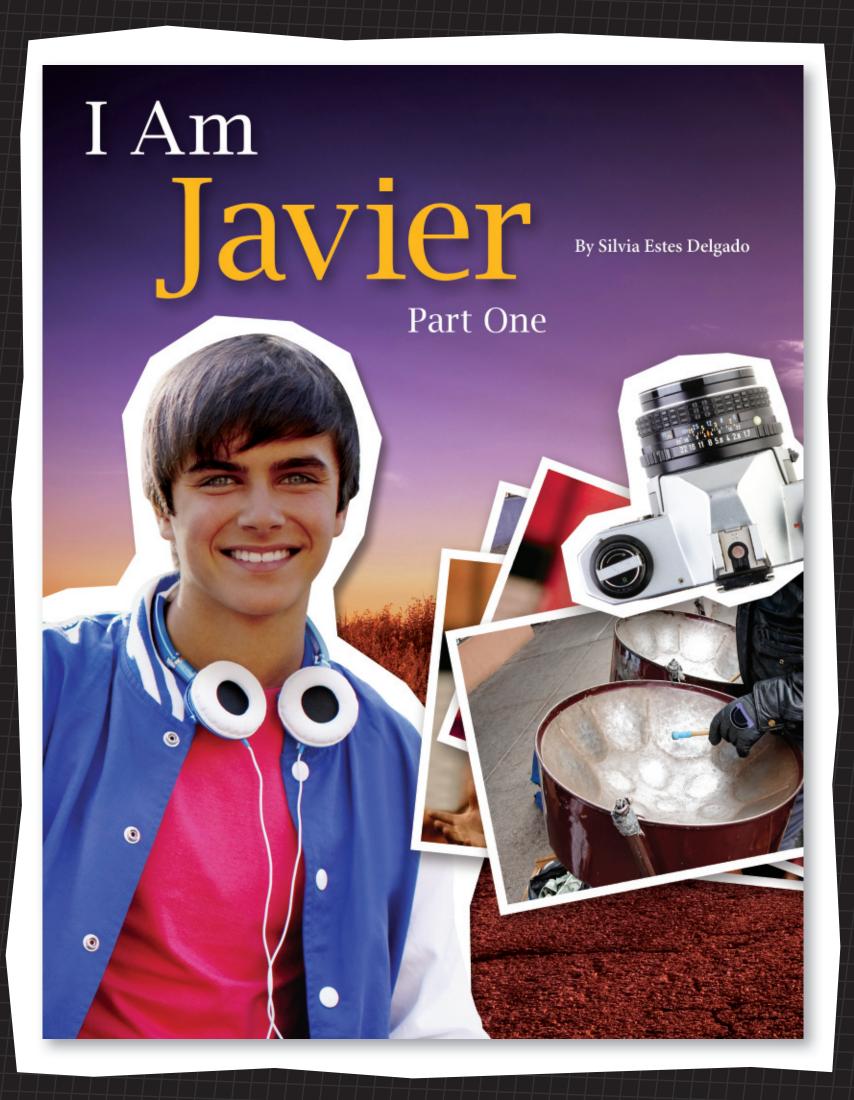


Week 6

I Am Javier: Part One

INSTRUCTIONAL SUPPORT **GUIDE**

FICTION



Week 6 · Day 1

MODEL GUIDE MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Preview the text.
- · Identify story elements, including title, author, and genre.

DURING READING

- · Listen to and read text aloud with a purpose.
- · Annotate and engage with fictional text to develop comprehension.
- Answer text-dependent focus questions to enrich meaning making.
- · Expand vocabulary knowledge through contextual analysis.

AFTER READING

- · Clarify thinking through reflecting and writing a summary.
- Process information deeply through close reading of complex text.

BEFORE READING



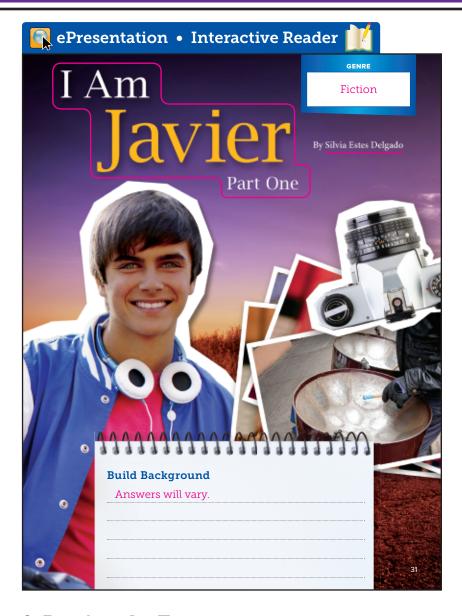


ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the Interactive Reader.

1. Motivate, Engage, and Build Background

Direct students to Interactive Reader page 31. This week we'll read text about Javier, who left his home in Mexico to come to the United States to live and his struggles to adjust to his new life. What kind of adjustments do you think he had to make? Discuss. Have you ever had to move to a new place? Discuss. Tell me what else you're thinking about regarding this text.

Answers will vary. Have students write in the Build Background box. Support as needed, writing to help and verify student responses.



2. Preview the Text

What's the title of today's text? I am Javier: Part One Who's the author? Silvia Estes Delgado Circle the title and underline the author. Support as needed.

Today we'll read text that is fiction, which means it is made up by the author and isn't a true story. What type of text is this? Fiction **Have** students write *Fiction* in the *Genre* box. **Support** as needed.

A sliver of late-August sun appeared on the horizon, either. Javier longed to become part of this noisy, **Annotations Annotations** flooding the narrow street with fiery orange light. Javier energetic city, to be funny and loud and surrounded by Juarez took a picture of the scene, then zipped his camera friends. Instead he had withdrawn, becoming increasingly into his backpack and started walking toward school. He had been taking a lot of pictures lately, ever since his Tio By the time Javier got to school, the crimson sun had (Uncle) Beto had given him the old camera and suggested risen above the skyline like a wave of molten lava. He'd he "create art that shows who you are and how you see heard that air pollution made the rising and setting sun the world." At first Javier hadn't understood what his look red, but he thought it looked cool. Javier joined uncle meant, but he was starting to get it now. When he the swarm of kids walking up the school's front steps, saw something interesting, like a breathtaking mural or a scanning the crowd for Ramiro, wishing they had picked a person in a panda costume riding a unicycle, he captured place to meet. There was no way he would find his friend it with his camera. The images were like bookmarks that in this sea of backpacks and bobbing heads. opened his memory at precise moments: a picture of a food truck that looked like an enormous taco brought Javier found his classroom and sat in the back row. back the smell of frying tortillas and asphalt baking in the He watched the other students pour in, hoping Ramiro summer heat; a picture of a street performer evoked the would be in his homeroom. He saw Olivia, a girl from his rhythm of a hip-hop song blaring from a passing car; Javier elementary school, then Lamar from his neighborhood, but wasn't sure his photos actually showed who he was, but no Ramiro. taking pictures of weird stuff was fun. His teacher was an athletic-looking man named Mr. Javier often thought about what Tio Beto had said; Samson who explained that he had been a middle school yet how could he show who he was when... he didn't student only fifteen years earlier, and that he had attended even know who he was? He enjoyed photography, he college on a scholarship. Mr. Samson told the class that he could sing and play guitar, he was exceptionally good at expected them to respect him, to respect their peers, and baseball and math, but those were hobbies and skills, not to respect themselves by doing their best. who he was. Javier had lived in Los Angeles for two years and had adapted in many ways, but he still didn't feel like he belonged here. But his old home in Mexico was so distant he didn't feel like he belonged there anymore, **Focus Questions Focus Questions** I am Javier: Part One

3. Read Aloud

Direct students to page 32. Now I'll read the first part of the text. Listen carefully, and follow along as I read. Read pages 32 and 33 aloud to engage students.



Differentiated Instruction

Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.



English Learners

Encourage students to list synonyms for the following terms: exceptionally, distant, scanning, and policies. For more ideas, refer to the EL Strategies in FLEXWorks.

MODEL GUIDE **MONITOR**

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to Interactive Reader page 31. Let's review the work we did the last time we met. **Ask** different students what they wrote on page 31.

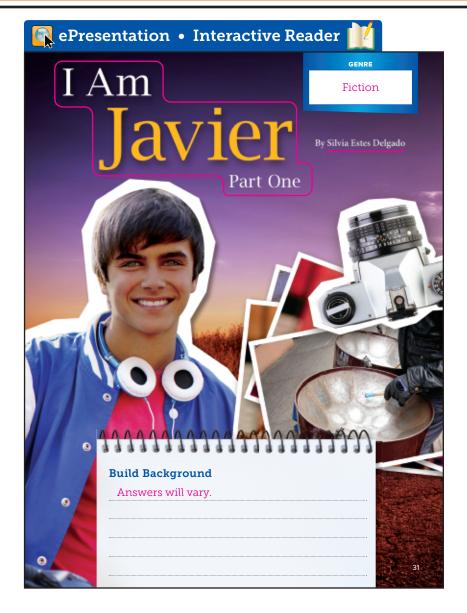
2. Reread with a Purpose



Direct students to page 32. Follow along while we reread the first part of the text. Remember, as we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the *Annotations* box. Reread pages 32 and 33 aloud to engage students. Call on students who have reached Lexile® 1030L to help you read.

Annotate the text by circling the words whose meanings you aren't sure of. Use information in the text to help you understand what the words mean. Support as needed. Ideas: Circle: precise, evoked; *The text says* the images were like bookmarks that opened his memory at precise moments. Bookmarks open to the exact page you left off when you were reading last so precise must mean exact. The text says a picture of a street performer evoked the rhythm of a hip-hop song blaring from a passing car. Seeing the picture of the street performer must trigger a memory of the song that Javier heard as he was watching the performance, so **evoked** must mean to bring to mind.

Underline text that you think is interesting. Support as needed. Underline: Idea: air pollution made the rising and setting sun look red



Write a question mark next to the lines of text that confuse you, and write that information in the *Annotations* boxes on pages 32 and 33. Use information in the text to help you understand.

Support as needed. Annotations box: Ideas: create art that shows who you are and how you see the world; Javier takes pictures of things that are weird but fun so the images that he takes are a reflection of his personality and the things that interest him. Mr. Samson told the class he expected them to respect him, to respect their peers, and to respect themselves by doing their best. I'm not sure what the author means by respect themselves. The author writes that Mr. Samson wants them to do their best so that must be how he wants them to show respect for themselves.

Annotations

create art that shows who you are and how you see the world



A sliver of late-August sun appeared on the horizon, looding the narrow street with fiery orange light. Javier Juarez took a picture of the scene, then zipped his camera into his backpack and started walking toward school. He had been taking a lot of pictures lately, ever since his Tio (Uncle) Beto had given him the old camera and suggested ? he "create art that shows who you are and how you see the world." At first Javier hadn't understood what his uncle meant, but he was starting to get it now. When he saw something interesting, like a breathtaking mural or a person in a panda costume riding a unicycle, he captured it with his camera. The images were like bookmarks that opened his memory at precise moments: a picture of a food truck that looked like an enormous taco brought back the smell of frying tortillas and asphalt baking in the summer heat; a picture of a street performer evoked the rhythm of a hip-hop song blaring from a passing car; Javier

Javier often thought about what Tio Beto had said; yet how could he show who he was when... he didn't even know who he was? He enjoyed photography, he could sing and play guitar, he was exceptionally good at baseball and math, but those were hobbies and skills, not who he was. Javier had lived in Los Angeles for two years and had adapted in many ways, but he still didn't feel like he belonged here. But his old home in Mexico was so distant he didn't feel like he belonged there anymore,

wasn't sure his photos actually showed who he was, but

taking pictures of weird stuff was fun

either. Javier longed to become part of this noisy, energetic city, to be funny and loud and surrounded by friends. Instead he had withdrawn, becoming increasingly

By the time Javier got to school, the crimson sun had risen above the skyline like a wave of molten lava. He'd heard that air pollution made the rising and setting sun look red, but he thought it looked cool. Javier joined the swarm of kids walking up the school's front steps, scanning the crowd for Ramiro, wishing they had picked a place to meet. There was no way he would find his friend in this sea of backpacks and bobbing heads.

Javier found his classroom and sat in the back row. He watched the other students pour in, hoping Ramiro would be in his homeroom. He saw Olivia, a girl from his elementary school, then Lamar from his neighborhood, but no Ramiro.

His teacher was an athletic-looking man named Mr. Samson who explained that he had been a middle school student only fifteen years earlier, and that he had attended college on a scholarship. Mr. Samson told the class that he ? expected them to respect him, to respect their peers, and to respect themselves by doing their best.



Annotations

Mr. Samson told the class that he expected them to respect him, to respect their peers, and to respect themselves by

doing their best.



Focus Questions

Javier wants to be funny, loud, and surrounded by friends, but he is actually shy and quiet. Javier has become withdrawn because he doesn't know who he is or where he belongs.

I am Javier: Part One

Focus Questions

The author describes Javier joining the swarm of kids walking up the school's front steps. The author writes "the crimson sun had risen above the skyline" and "air pollution made the rising and setting sun look red," so crimson must mean red.

I am Javier: Part One

33

3. Answer Text-Dependent **Focus Questions**



Let's make sure we understand what we read by answering focus questions. Direct students to pages 32 and 33. Present each question. Have students write the answers to the first two questions on page 32 and answers to the second two questions on page 33. Guide student responses by asking what parts of the text helped them answer. Support as needed. Discuss.

The first question is a *find it* question.

 Compare and contrast the way Javier wants to be and how he actually is. Javier wants to be funny, loud, and surrounded by friends, but he is actually shy and quiet.

The second question is a *prove it* question.

• Why has Javier become withdrawn? Idea: Javier has become so withdrawn because he doesn't know who he is or where he belongs.

The third question is a take it apart question.

• The author uses description to help us visualize the setting. Give an example of a description from the text that helped you picture the setting. Idea: The author describes Javier joining the swarm of kids walking up the school's front steps.

The last question is a vocabulary question.

• The author uses very descriptive words to help us visualize the images as Javier sees them. Use information from the text to tell what crimson means. Idea: The author writes the crimson sun had risen above the skyline and air pollution made the rising and setting sun look red, so crimson must mean red.





Annotations

hair that covered her head in stiff little swooshes

and swirls

After lunch, Javier had an appointment with the , guidance counselor, Mrs. Quinn. Javier entered the small office and stood near the door.

"Now don't be shy," Mrs. Quinn said in a perky voice. She was a thin woman with graving hair that covered her head in stiff little swooshes and swirls, and she smelled like fabric softener and mint gum. "Come sit down, I don't bite!" she laughed, smiling and pointing at a chair facing

Javier sat down, keeping his eyes focused on a faded poster of an eagle soaring above the words Spread Your Winas. You Can Flv!

"So Javier Juarez," Mrs. Quinn said, squinting at a document on her desk. "You've lived in California for... two years? You're here alone, is that right?"

"I'm not alone. I live with my aunt and uncle." Javier replied in a soft voice

Mrs. Quinn turned to her computer and began typing. "But your parents aren't here with you, correct?"

"My mother and father are still in Mexico." he murmured, still looking at the poster. "They're saving money to come, too, but they sent me first because I was old enough to make the trip alone."

Mrs. Quinn looked surprised. "Eleven is old enough to travel alone hundreds of miles to a foreign country?"

Javier shrugged. "Only halfway... my cousin drove down to San Diego to pick me up.

"Well, you're a very brave young man," Mrs. Quinn's fingernails clacked on the keys as she talked about school policies and the Homework Heroes tutoring program at the school library.

Most of the tutors are volunteers from the retirement home up the street," she said. "Some have trouble hearing so you'll have to speak up a bit, and your name might be tricky for them, so we should give you a nickname."

always get straight A's."

"That's wonderful!" Mrs. Quinn exclaimed. "And your

He wasn't sure why, but the suggestion that his accent should "fade" bothered Javier. He spoke English really well, so what was wrong with having an accent?



Annotations

the suggestion that his accent

should "fade" bothered Javier

Javier shook his head. "That's okay, I won't need help; I

English is perfect. You still have a thick accent, but that will fade over time.'



Focus Questions

Javier's parents still live in Mexico and are trying to save enough money to join him, but they sent him to live with his relatives so he could have a better life. She thinks he needs a tutor because he has only been in the U.S. for two years and may need help adapting to his classroom environment.

I am Javier: Part One

Focus Questions

The author writes "Mrs. Quinn was a thin woman with graying hair that covered her head in stiff little swooshes and swirls." The word accent means the way Javier pronounces English words when he speaks.

I am Javier: Part One

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to Interactive Reader pages 32 and 33. Let's review the work we did the last time we met. Ask different students what they wrote on pages 32 and 33.

2. Read with a Purpose



Direct students to pages 34 and 35. Follow along while we read the second part of the text. Remember, as we read, we need to think about what we do and don't understand. We need to read with a pencil to annotate text. Let's annotate the text by circling words whose meanings we aren't sure of, underlining things we read that are interesting, writing a question mark next to the lines of text that confuse us, and writing those confusing parts in the Annotations box. Read pages 34 and 35 aloud with expression to engage students. Call on students who have reached Lexile® 1030L to help you read.

Annotate the text by circling the words whose meanings you aren't sure of. Use information in the text to help you understand what the words mean. Support as needed. Ideas: perky, clacked; The text says Now don't be shy, Mrs. Quinn said in a perky voice. I think perky means cheerful because Mrs. Quinn is laughing and smiling. The text says Mrs. Quinn's fingernails clacked on the keys. I think clacked is the sound her fingernails make as she types on her computer keyboard.

Underline text that you think is interesting. Support as needed. Idea: Eleven is old enough to travel alone hundreds of miles to a foreign country?

Write a question mark next to the lines of text that confuse you, and write that information in the *Annotations* boxes on pages 34 and 35. Use information in the text to help you understand. Support as needed. Ideas: hair that covered her head in stiff little swooshes and swirls This must describe the curls in Mrs. Quinn's hair; the suggestion that his accent should "fade" bothered Javier. I know that everyone has an accent when they speak depending on where they come from, so the longer we are in a place, the more we tend to speak with the same accent as those around us.

3. Answer Text-Dependent **Focus Questions**



Let's make sure we understand what we read by answering focus questions. Direct students to pages 34 and 35. Present each question. Have students write the answers to the first two questions on page 34 and answers to the second two questions on page 35. Support as needed. Discuss.

The first question is a *look closer* question.

• Explain why Javier lives with his aunt and uncle. Javier's parents still live in Mexico and are trying to save enough money to join him, but they sent him to live with his relatives so he could have a better life.

The second question is a *prove it* question.

• Draw a conclusion about why Mrs. Quinn thinks Javier needs a tutor. Idea: She thinks he needs a tutor because he has only been in the U.S. for two years and may need help adapting to his classroom environment.

The third question is a *take it apart* question.

• The author uses description to help us visualize Mrs. Quinn. Quote the author's words in the text that help you picture what Mrs. Quinn looks like. The author writes Mrs. Quinn was a thin woman with graying hair that covered her head in stiff little swooshes and swirls.

The last question is a *vocabulary* question.

• Mrs. Quinn says, You still have a thick accent, but that will fade over time. What does accent mean here? Use information from the text to help you figure out the meaning. The word accent means the way Javier pronounces English words when he speaks.



Week 6 • Days 4 ₺ 5

MODEL **GUIDE MONITOR**

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

Direct students to Interactive Reader page 31. Today we'll look back at the text. Flip through pages 31–35. What do you think about Mrs. Quinn's treatment of Javier? Discuss.

2. Summarize the Text



Direct students to page 36. Now that we've finished reading, we can summarize the text. Remember, to summarize text, begin by identifying what the text is about. Add the important details. Then write that information in as few words as possible. Have students write in the Summary of Text box. Support as needed, writing to help and verify student responses. Idea: Javier apprehensively begins his first day of middle school. He is feeling very shy and out of place. He doesn't know many people. His homeroom teacher, Mr. Samson, is very encouraging, but his meeting with the guidance counselor, Mrs. Quinn, makes him feel alienated.

3. Conduct a Close Read



Direct students to page 34. Let's explore what we've read by looking closely at the first paragraph on page 34 that begins After lunch, Javier had an appointment...

As we pass through the text the first time, let's think about What the text says so that we can answer the question What do we know about Javier? Read the section of the text. Call on students who have reached Lexile® 1030L to help you read. Have students write in the What the text says box. Support as needed. Call on students to share what they wrote.

Q: What do we know about Javier?

A: Javier came to the U.S. two years ago, lives with his aunt and uncle, is still adjusting to life here, is starting his first day of middle school.



As we pass through the text the second time, let's think about How the text says it so that we can answer the question What literary device does the author use to describe Mrs. Quinn, and is it effective? Give an example from the text. Read the section of the text. Call on students who have reached Lexile® 1030L to help you read. **Have** students write in the *How the text says* it box Support as needed. Call on students to share what they wrote.

- Q: What literary device does the author use to describe Mrs. Quinn, and is it effective? Give an example from the text.
- A: Idea: The author effectively uses simile to describe Mrs. Quinn by writing she smelled like fabric softener and mint gum.

As we pass through the text the third time, let's think about What the text means so that we can answer the question Does the author adequately describe Javier's feelings of displacement?

Read the section of the text. Call on students who have reached Lexile® 1030L to help you read. Have students write in the How the text says it box Support as needed. Call on students to share what they wrote.

- Q: Does the author adequately describe Javier's feelings of displacement?
- A: Idea: Yes, the author adequately describes how isolated and out of place Javier feels.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. Print the appropriate Critical Thinking Application for each student. If applicable. Have students complete the activity independently, encouraging them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.



English Learners

Encourage students to discuss the illustrations and visuals. Have students generate questions and discuss how the visuals enrich the meaning of the text. Use the sentence frames: The image on page

makes me feel ___ __ because

Day 5



Differentiated Instruction



Refer to FLEXWorks to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.



English Learners

Encourage students to discuss how details support main ideas. Use the following sentence frames: The main ideas are _____. I know because

Week 6: Grading

After completion of Day 5, collect the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Participation	Reader	Application	Total
TOTAL POINTS FOR WEEK 6	·			



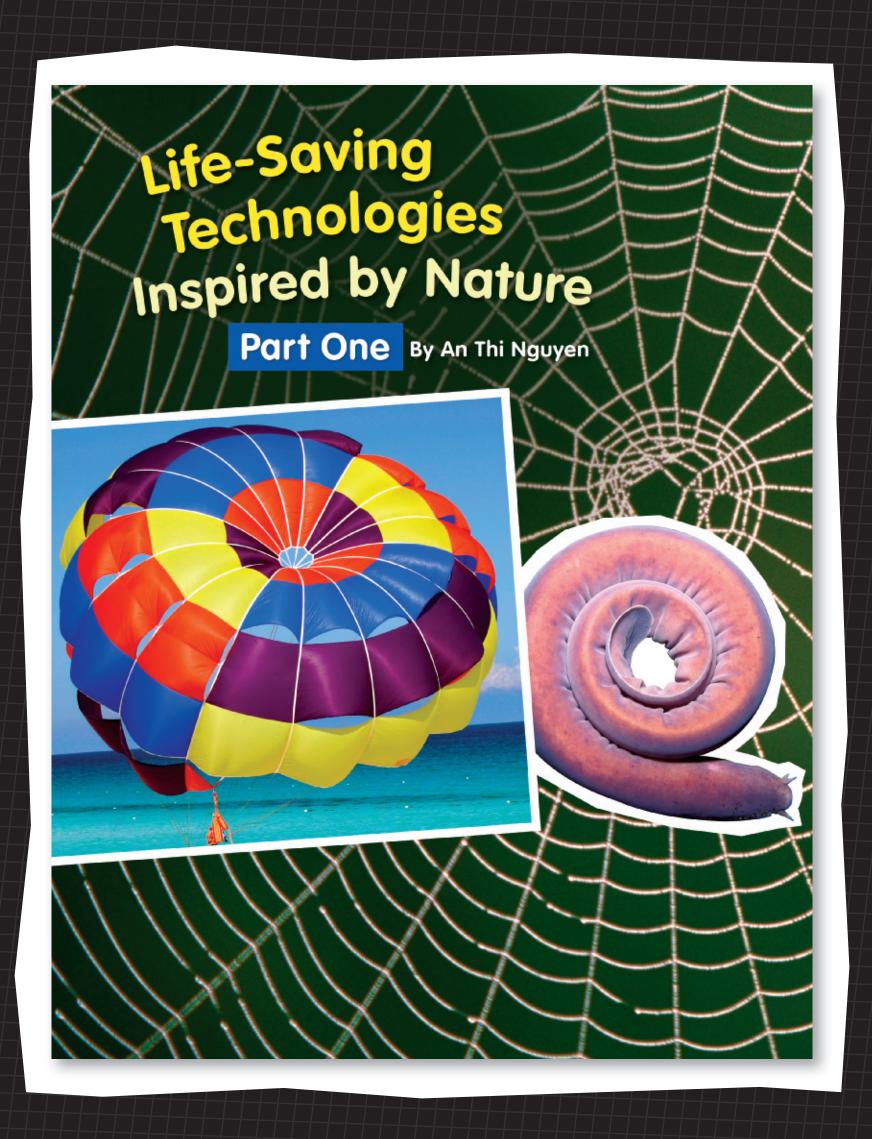


Week 25

Life-Saving Technologies Inspired by Nature: Part One

INSTRUCTIONAL SUPPORT MONITOR

GENRE INFORMATIONAL TEXT



Week 25 · Day 1

MODEL GUIDE **MONITOR**

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Preview the text.
- · Identify story elements, including title, author, and genre.

DURING READING

- · Listen to and read text aloud with a purpose.
- · Annotate and engage with informational text to develop knowledge.
- Answer text-dependent focus questions to enrich meaning making.
- · Expand vocabulary knowledge through contextual analysis.

AFTER READING

- · Clarify thinking through reflecting and writing a summary.
- · Process information deeply through close reading of complex text.

BEFORE READING

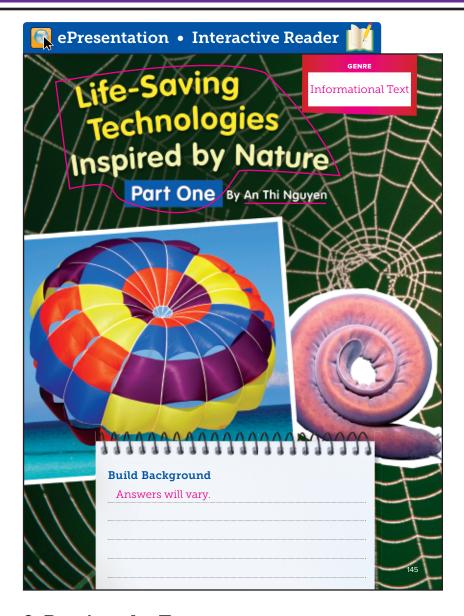




ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Motivate, Engage, and Build Background

Direct students to Interactive Reader page 145. This week, we'll read text that tells about the amazing discoveries inspired by the natural world that are helping to save lives. If you have ever observed a spider spinning its web, you know how delicate and intricate the web is. Spiders make their webs out of thin silklike fibers they produce with their own body. Spider silk is very strong. In this text, we will learn about the different ways nature is motivating scientists to develop new ideas and inventions that can help us. Discuss. What might be some uses for spider silk? Answers will vary. Have students write in the Build Background box. Support as needed, writing to help and verify student responses.



2. Preview the Text

What's the title of today's text? Life-Saving Technologies Inspired by Nature: Part One Who's the author? An Thi Nguyen Circle the title and underline the author. Support as needed.

Today you'll read text that contains facts that inform us about a topic so we learn something. What genre of writing is this? *Informational Text* **Have** students write *Informational Text* in the Genre box. Support as needed.

Annotations

What do frozen frogs and killer sharks have to do with modern medicine? How can spider webs and fish slime be used to save human lives? Research scientists and engineers are developing amazing new life-saving technologies using an unexpected resource: the natural

The natural world is all around you. Planet Earth, the environment, and all living things make up the natural world. Even the human body is part of the natural world. But did you know that many of the medicines and products humans use also come from nature? For example, the life-saving drug penicillin was made from mold. Aspirin was created using the bark of willow trees, and nylon was invented by copying the strong, delicate fibers produced by silk worms.

Today, inventors continue to use designs and materials from nature to solve problems, develop new materials, and inspire cutting-edge technologies. Some of these solutions and technologies help save lives. For example, human skin's ability to heal itself inspired scientists to create a material that has protected the lives of soldiers in war zones. Until recently, many American soldiers were killed in vehicle fires when enemy forces shot holes in the fuel tanks of military vehicles then set the leaking fuel on fire. Efforts to make bullet-proof fuel tanks were unsuccessful. An idea was born that inspired a new technology that keeps fuel tanks from leaking even when they are hit by a barrage of bullets.

Materials scientists created an amazing "self-healing" coating that is sprayed onto fuel tanks in three layers. If a coated tank is hit by a bullet, the bullet punctures the tank but its entry hole disappears. Called Battle Jacket, this amazing coating was designed to work like skin healing a wound: the human body begins healing a cut by flooding the area with blood cells, and Battle Jacket closes a bullet hole by flooding the hole with expanding materials. When hit by a bullet, Battle Jacket's middle layer absorbs a minuscule drop of fuel from the tank and tiny capsules within it burst, triggering a chemical reaction that causes materials within the middle layer to soak up fuel and expand, instantly filling the bullet hole. At the same time, a stretchy outer layer snaps closed over the hole, sealing off the entry point like a scab over a wound. All that remains of the bullet hole is a speck of black powder. The whole process takes less than one second. Battle Jacket is already being used by the military and has saved many lives.

Annotations

Focus Questions

Life-Saving Technologies Inspired by Nature: Part One

Focus Questions

Life-Saving Technologies Inspired by Nature: Part One

3. Read Aloud

Direct students to page 146. Now I'll read the first part of the text. Listen carefully, and follow along as I read. Read pages 146 and 147 aloud with expression to engage students.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.



English Learners

 $\label{lem:linear_loss} \textbf{Introduce} \ \text{vocabulary such as bark, vehicles, and wound in context.}$ For more ideas, refer to EL Strategies in FLEXWorks.

Week 25 · Day 2

MODEL GUIDE **MONITOR**

DURING READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the Interactive Reader.

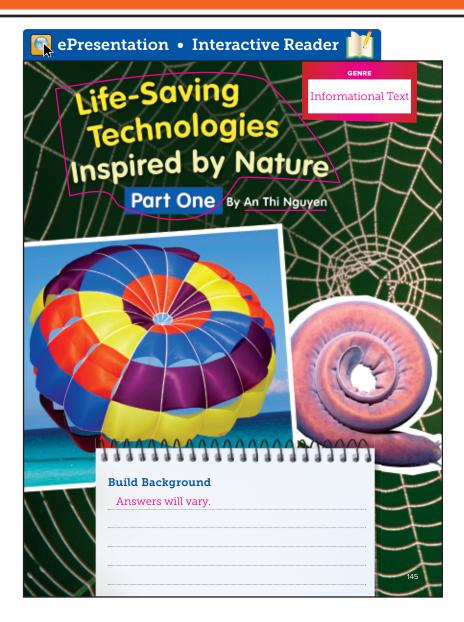
1. Debrief

Direct students to Interactive Reader page 145. Let's review the work we did the last time we met. Ask different students what they wrote on page 145.

2. Reread with a Purpose



Direct students to page 146. Reread the text to yourself. Annotate the text by circling words whose meanings you aren't sure of, underlining things you read that are interesting, writing a question mark next to the lines of text that confuse you, and writing those confusing parts in the Annotations box. Have students reread pages 146 and 147 silently. Ask students what they wrote on pages 146 and 147 and how they figured out the things that confused them. Support as needed. Ideas: Circle: cutting-edge, minuscule Underline: "self-healing" coating Annotations box: the life-saving drug penicillin was made from mold; all that remains of the bullet hole is a speck of black powder



3. Answer Text-Dependent **Focus Questions**



Direct students to **Interactive Reader** page 146. **Assign** partners. Now you'll answer focus questions with your partner to make sure you understand details in the text. Present each question to students. Have students work with their partner to answer the question. Support as needed. Ask students what they wrote on pages 146 and 147.

The first question is a *look closer* question.

• Explain what the author means by the natural world. Idea: The author means everything in the environment—plants, animals, and even us.

Annotations

the life-saving drug penicillin was made from mold

What do frozen frogs and killer sharks have to do with modern medicine? How can spider webs and fish slime be used to save human lives? Research scientists and engineers are developing amazing new life-saving technologies using an unexpected resource: the natural

The natural world is all around you. Planet Earth, the environment, and all living things make up the natural world. Even the human body is part of the natural world. But did you know that many of the medicines and products humans use also come from nature? For 2 example, the life-saving drug penicillin was made from mold. Aspirin was created using the bark of willow trees, and nylon was invented by copying the strong, delicate fibers produced by silk worms.

Today, inventors continue to use designs and materials from nature to solve problems, develop new materials, and inspire cutting-edge technologies. Some of these solutions and technologies help save lives. For example, human skin's ability to heal itself inspired scientists to create a material that has protected the lives of soldiers in war zones. Until recently, many American soldiers were killed in vehicle fires when enemy forces shot holes in the fuel tanks of military vehicles then set the leaking fuel on fire. Efforts to make bullet-proof fuel tanks were unsuccessful. An idea was born that inspired a new technology that keeps fuel tanks from leaking even when they are hit by a barrage of bullets.

Materials scientists created an amazing "self-healing" coating that is sprayed onto fuel tanks in three layers. If a coated tank is hit by a bullet, the bullet punctures the tank but its entry hole disappears. Called Battle Jacket, this amazing coating was designed to work like skin healing a wound: the human body begins healing a cut by flooding the area with blood cells, and Battle Jacket closes a bullet hole by flooding the hole with expanding materials. When hit by a bullet, Battle Jacket's middle layer absorbs aminuscule drop of fuel from the tank and tiny capsules within it burst, triggering a chemical reaction that causes materials within the middle layer to soak up fuel and expand, instantly filling the bullet hole. At the same time, a stretchy outer layer snaps closed over the hole, sealing 7 off the entry point like a scab over a wound. All that remains of the bullet hole is a speck of black powder. The whole process takes less than one second. Battle

Jacket is already being used by the military and has saved

Annotations

all that remains of the bullet hole is a speck of black powder

Focus Questions

The author means everything in the environment-plants, animals, and even us. Scientists are looking to nature to develop new life-saving technologies; many medicines and products we use come from nature.

Life-Saving Technologies Inspired by Nature: Part One

Focus Questions

many lives.

The author uses cause and effect to organize information in the text. She describes how a tank gets hit by a bullet that punctures it, but the entry hole disappears because the Battle Jacket material fills the bullet hole. We can understand barrage because the author uses the plural bullets.

Life-Saving Technologies Inspired by Nature: Part One

147

The second question is a *prove it* question.

• Identify the main idea of the text. Idea: Scientists are looking to nature to develop new life-saving technologies; many medicines and products we use come from nature.

The third question is a *take it apart* question.

• How does the author organize the information? Give an example from the text to support your answer. Idea: The author uses cause and effect to organize information. She describes how a tank is hit by a bullet that punctures it, but the entry hole disappears because the Battle Jacket material fills the bullet hole.

The last question is a vocabulary question.

• How does the author help us understand what barrage means? Idea: We can understand barrage because the author uses the plural bullets.



💦 ePresentation 🔹 Interactive Reader 🛭



Annotations

synthetic protein

Another fascinating material was inspired by the silky fibers spiders use to make their webs. You may have heard that spider silk is extremely strong. In fact, it is stronger than a steel thread of the same thickness! Spider silk is one hundred times stronger than the human body's ligaments and ten times stronger than human tendons, yet this incredible natural fiber weighs almost nothing

Scientists have used spider silk to create new kinds of strong, lightweight materials. This is a long process because huge amounts of spider silk are needed to make even a tiny piece of cloth. So, scientists decided 7 to create a synthetic protein fiber patterned after spider silk. College professor and research scientist Randy Lewis has spent more than twenty years developing a synthetic protein fiber that is as strong, flexible, and lightweight as real spider silk. This amazing fiber is now being used to create light, durable products such as bullet-proof clothing, parachutes, car airbags, and tires

Another animal makes super-strength fibers that could be helpful to humans. The hagfish is a long, snake-like animal that has lived in earth's oceans for about 500 million years. The hagfish looks more like an eel than a fish, and it's not exactly pretty. It isn't the hagfish itself that interests researchers, but what comes out of it: when a haafish is startled or snatched into the laws of a predator. it squirts out an unusual substance. This substance instantly turns the water around the haafish into a thick. slimy gel. When this slime fills a predator's mouth and gills, the predator quickly releases the hagfish and swims away. With one squirt, a single hagfish can turn five gallons of water into thick, slippery slime!

Scientists studied hagfish slime and discovered that the clear goop contains thousands of tiny fibers rolled up in balls. As the slime turns water to gel, the fibers unroll and ? become long strands that invisibly hold the slime together in a shapeless mass. These fibers are one hundred times. thinner than a human hair, yet they are ten times stronger than nylon! Researchers are now using hagfish fibers as a model to create tough synthetic fibers in their labs. These could be used to make strong, flexible materials such as synthetic tendons and bullet-proof vests.

These are just a few of the many fascinating ways humans are using nature to create new life-saving materials. Scientists are learning more from the natural world every day. If natural resources are preserved and protected, tomorrow's innovators will be able to use them to create more amazing technologies in the future



Annotations

long strands that invisibly hold the slime together



Focus Questions

Both are thin, but hagfish slime fibers are one hundred times thinner than human hair and stronger than nylon. The author believes our natural resources must be preserved and protected so that tomorrow's innovators will be able to use them to create even more technologies in the future.

Life-Saving Technologies Inspired by Nature: Part One

Focus Questions

The author writes that spider silk is one hundred times stronger than the human body's ligaments and ten times stronger than human tendons. The author writes that fibers patterned after hagfish fibers are created by researchers in labs. So synthetic must mean made by humans.

Life-Saving Technologies Inspired by Nature: Part One

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to Interactive Reader pages 146 and 147. Let's review the work we did the last time we met. Ask different students what they wrote on pages 146 and 147.

2. Read with a Purpose



Direct students to pages 148 and 149. Annotate the text by circling the words you don't know the meaning of, underlining things that are interesting, writing a question mark beside confusing parts of the text, and writing those confusing parts in the Annotations box. Read pages 148 and 149 aloud with expression to engage students. Call on students who have reached Lexile® 1230L to help you read. Call on students to share what they wrote. Ideas: Circle: durable, synthetic Underline: With one squirt, a single hagfish can turn five gallons of water into thick, slippery slime! Annotations box: synthetic protein fiber; long strands that invisibly hold the slime together

3. Answer Text-Dependent **Focus Questions**



Direct students to page 148. Assign partners. Now you'll answer focus questions with your partner to make sure you understand details in the text. Present each question to students.

Have students work with their partner to answer the question. Support as needed. Ask students what they wrote on pages 148 and 149.

The first question is a *look closer* question.

• Compare and contrast hagfish slime fibers to human hair. Idea: Both are thin, but hagfish slime fibers are one hundred times thinner than human hair and stronger than nylon.

The second question is a prove it question.

• Draw a conclusion about the author's position on environmental protection. Use the text to support your answer. Idea: The author believes our natural resources must be preserved and protected so that tomorrow's innovators will be able to use them to create more amazing technologies in the future.

The third question is a *take it apart* question.

• The author uses description to tell about super-strength fibers found in nature that scientists are using to pattern their own inventions. Give two examples of descriptions in the text. Idea: The author writes that spider silk is one hundred times stronger than the human body's ligaments and ten times stronger than human tendons.

The last question is a *vocabulary* question.

 How does the author help us understand what synthetic means? Idea: The author writes that fibers patterned after haafish fibers are created by researchers in labs. So synthetic must mean made by humans.



WEEK 25: DAY 3 **201**

Week 25 • Days 4 ₺ 5

MODEL GUIDE **MONITOR**

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Reflect

Direct students to Interactive Reader page 145. Today we'll look back at the text. Flip through pages 145–149. What do you most interesting in the text? Remember to support your answer with evidence from the text. **Discuss.** What can we do to ensure that tomorrow's scientists will be able to use designs and materials from nature to advance technologies? Discuss.

2. Summarize the Text



Direct students to page 150. Assign partners. Now it's time to summarize the text. Write your summary in the *Summary of Text* box. Support as needed. Idea: Scientists are using the natural world to develop new materials, inspire cutting-edge technologies, and save lives. Self-healing coatings patch leaking gas tanks and super-strength fibers are used for bullet-proof clothing, parachutes, and air bags. Protecting natural resources now can help us in the future.

3. Conduct a Close Read



Direct students to page 149. Let's explore what we've read by looking closely at the paragraph that begins Scientists studied hagfish slime...

As we pass through the text the first time, let's think about What the text says so that we can answer the question Why is creating strong, flexible, and lightweight materials beneficial? Read the section of the text. Call on students who have reached Lexile® 1230L to help you read. **Have** students write in the *What the text* says box Support as needed. Call on students to share what

- Q: Why is creating strong, flexible, and lightweight materials beneficial?
- **A:** Bullet-proof clothing provides protection and synthetic materials replace damaged tissue in humans.



As we pass through the text the second time, let's think about How the text says it so that we can answer the question How does the author use exemplification in the text? Use text evidence in your answer. Read the section of the text. Call on students who have reached Lexile® 1230L to help you read. **Have** students write in the *How the text says it* box **Support** as needed. Call on students to share what they wrote.

- Q: How does the author use exemplification in the text? Use text evidence in your answer.
- **A:** Idea: The author uses exemplification by writing that hagfish fibers are ten times stronger than nylon.

As we pass through the text the third time, let's think about What the text means so that we can answer the question What is the author's purpose for writing this text? Read the section of the text. Call on students who have reached Lexile® 1230L to help you read. **Have** students write in the *What the text means* box Support as needed. Call on students to share what they wrote.

Q: What is the author's purpose for writing this text?

A: Idea: *The author's purpose is to explain how nature inspires* scientists to be innovative.



Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

Refer to FLEXWorks to assign a Critical Thinking Application to each student. Print the appropriate Critical Thinking Application for each student. Have students complete the activity independently, $\mbox{\bf encouraging}$ them to refer to the story as needed. Students should begin their activity on Day 4 and finish on Day 5.



English Learners

Encourage students to identify the	he author's poin	t of view and to
distinguish that view from their o	wn. Use the follo	owing sentence
frames: The author thinks	because	I agree/disagree
because		

Day 5



Differentiated Instruction



Refer to FLEXWorks to continue with Individualized Instruction, Independent Reading, and the Critical Thinking Applications from Day 4.



English Learners

Support student understanding of key ideas and details. Encourage students to quote from the text using the following sentence frame: The text says _

Week 25: Grading

After completion of Day 5, collect the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

	Active Participation	Interactive Reader	Critical Thinking Application	Week 25 Total
TOTAL POINTS FOR WEEK 25				

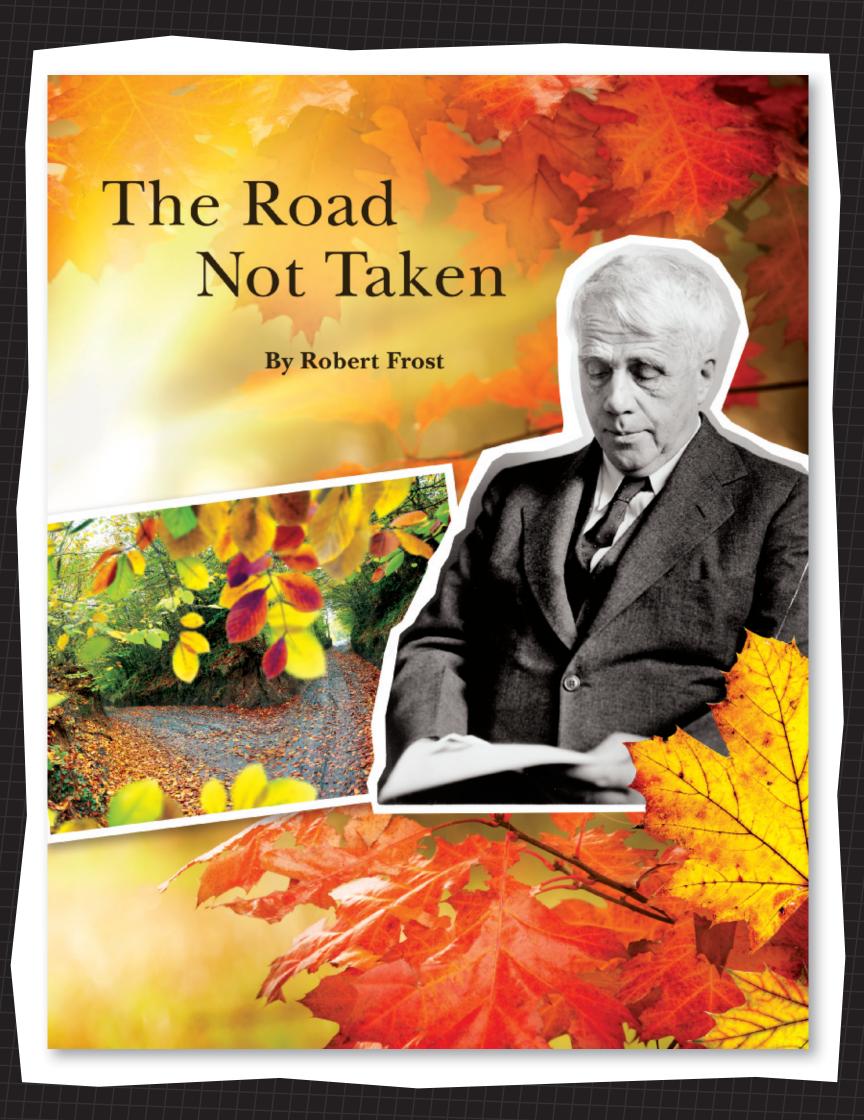


Week 29

The Road Not Taken

INSTRUCTIONAL SUPPORT MODEL, GUIDE

POETRY



Week 29 · Day 1

MODEL GUIDE MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- · Answer probing questions to build motivation.
- · Identify text features, including title and poet.
- · Discuss emotional reaction to poetry read aloud.

DURING READING

- · Listen to text read aloud with expression.
- Expand vocabulary knowledge through contextual analysis
- · Learn the structural elements of poems, including rhyme, stanza, theme, and speaker.
- Draw on specific details when participating in discussion and interpreting figurative language, including similes, personification, and metaphors.

AFTER READING

- · Read poetry with proper inflection and meter.
- · Present a drama, speaking clearly at an understandable pace.
- · Make connections between the poem text and an oral presentation of the

BEFORE READING





ePresentation Any time you model student responses, use the **ePresentation** to click or type these responses on the Interactive Reader.

1. Motivate and Engage

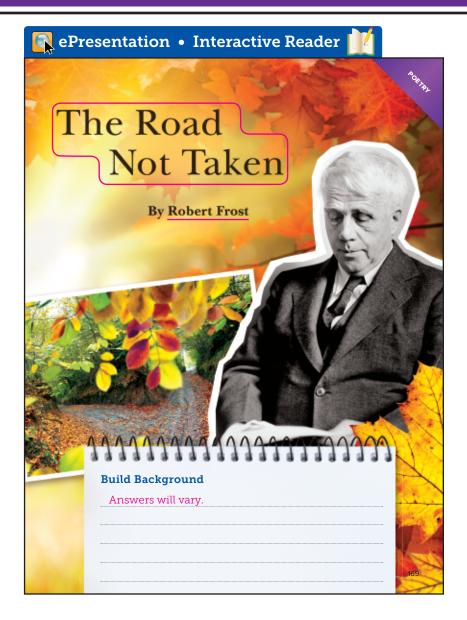
Direct students to **Interactive Reader** page 169. Poetry is writing that expresses ideas or feelings or tells a story, usually in a form that uses groups of lines called stanzas. What kind of poetry have you read? **Discuss.** Often poetry rhymes, which means that the words at the end of the lines sound similar, like cape and tape or nose and doze. What are some other words that rhyme? **Discuss.**

Today's poem is about the road the poet chooses during a walk in the woods. We'll read, discuss, and perform this poem using Readers' Theater. This allows you to take any kind of literature and perform it like a play or a movie—without a theater set or props.

2. Identify Poetry Elements

The title of a poem may give us clues about the poem's topic. The title of this poem is *The Road Not Taken*. This title makes me think about when I'm lost walking or driving, and I don't know which direction to go or which road to take. What does it make you think about? Discuss.

The name for the author of a poem is a poet. This poem is written by Robert Frost. Write the necessary marks for the title and poet of today's poem. Support as needed.



Call on students to share what they wrote, writing correct responses to verify student work.

3. Build Background

Robert Frost lived from 1874 to 1963 and was famous both during and after his life for writing poetry. He won four Pulitzer Prizes for his poetry. Many of Frost's poems are about nature, the importance of good communication, and solitude, which means being alone.

Remember I said this poem is about the poet's walk in the woods? Actually the poem isn't about a real walk; instead, the walk symbolizes the choices the poet makes in his or her life. The poet does this by writing about a certain road he chooses to walk down, or a certain choice he makes.

When I think about the title of this poem, I think about the symbolism of making choices in life being like choosing a certain road on a walk. Because Frost wrote many poems about nature and solitude, this poem might focus on the nature the poet sees



during the walk, and maybe he takes this walk alone. What else does the title The Road Not Taken make you think about? Discuss. In the *Build Background* box, write what else you're thinking about regarding this poem. Answers will vary. Support as needed.

Call on students to share what they wrote, writing correct responses to verify student work.

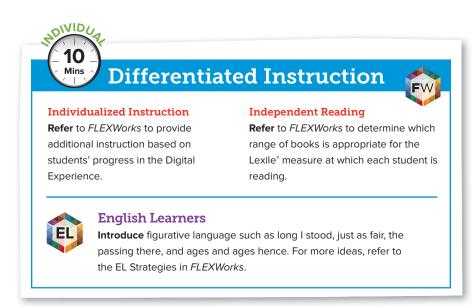
4. Read the Poem

Direct students to page 170. Now I'll read the poem. Listen carefully, and follow along as I read. Read pages 170 and 171 aloud with proper inflection and meter, as well as with expression, to engage students.

5. Discuss Emotional Reaction

Direct students to page 170. Let's talk about how this poem made us feel. It made me feel peaceful imagining a quiet forest with green, grassy paths. On page 170 in the Emotional Reaction box,

let's write some key words about how this poem made me feel: peaceful, quiet, green grass. Model writing as students copy what you write. Support as needed.



Week 29 · Day 2

MODEL GUIDE MONITOR

DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to **Interactive Reader** page 169. Let's review the work we did yesterday. Ask different students what they wrote on page 169.

2. Reread the Poem

In poetry we should always pay attention to punctuation. Periods do not always come at the end of every line, so we need to keep reading until the punctuation tells us to pause or stop. Sometimes there is punctuation where we don't expect it. We should pause when we see this punctuation. Help students identify the lines that end with commas, semicolons, and colons in the first stanza on page 170.

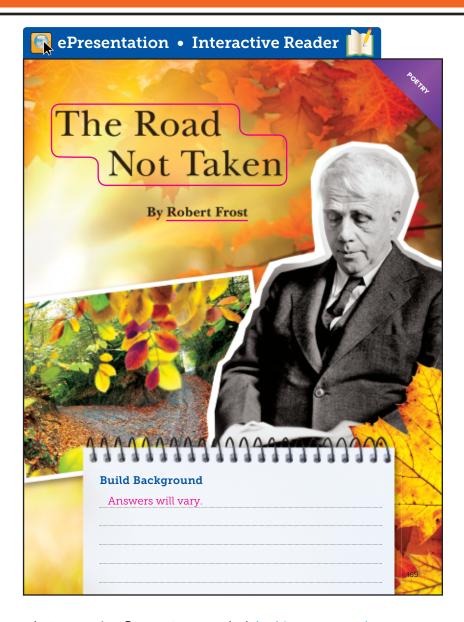
Now I'll reread the poem. I'll read until I find the right place to stop. After I read, I'll ask you to read that part with me. Remember to look for and circle vocabulary words that have meanings you aren't sure of. Reread the first stanza of the poem aloud, and then reread the stanza aloud as students say it with you. Repeat the process for the rest of the poem.

When you've finished reading, ask students what vocabulary words they circled. Ideas: diverged, undergrowth, claim, trodden Ask them to use context to figure out the words' meanings. Support as needed.

3. Identify Poetry Structure

RHYME: This poem rhymes, which means it has a rhyme scheme. A rhyme scheme is the way the lines are organized. In each stanza in this poem, the first, third, and fourth lines rhyme, and the second and fifth lines rhyme. Find some examples. Ideas: wood-stood-could, both-undergrowth How does the rhyme scheme make the poem more fun to read? Answers will vary. On page 170 under *Rhyme*, let's write an *X* next to *YES* because this poem rhymes. Model writing as students copy what you write. Support as needed.

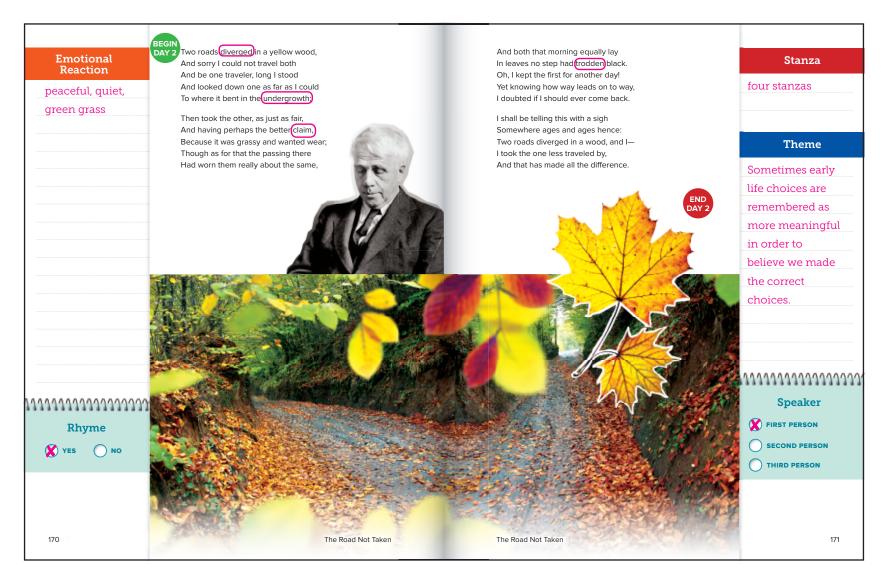
STANZA: Poems are often organized into groups of lines called stanzas. This poem has four stanzas. On page 171 under Stanza, let's write four stanzas. Model writing as students copy



what you write. Support as needed. In this poem, each stanza contributes to the main idea that choosing which road to take during a walk symbolizes the choices we make in life. The first stanza is about reaching a fork of two paths in the woods and looking down each one to decide which path to take. What is the second stanza about? Ideas: The poet chooses the road that's grassy and wanted wear, meaning not many people have walked there; though the poet next says both paths look worn really about the same. Repeat the question for each stanza. Guide student responses by asking what part of the text helped them answer. Ideas: Stanza 3: The poet decides to travel the other road another day, though he doubts he should ever come back; Stanza 4: Sometime later, ages and ages hence, he is glad he took the road less traveled by and thinks it has made all the difference.

THEME: The theme of the poem is the most important idea in it; however, this poem's theme can be interpreted differently. Frost intentionally uses language that has many meanings. One popular interpretation of this poem's theme is individuality and choosing the road you want to take—even if it's the road others haven't





taken. A second possible theme is that it is only as the poet is older and looks back on his life that he decides to remember the road he took as a way to believe he made the right decision. Which theme do you agree with or like better? Discuss. On page 171 under *Theme*, let's choose the second theme and write Sometimes early life choices are remembered as more meaningful in order to believe we made the correct choices. Model writing as students copy what you write. Support as needed.

SPEAKER: The speaker of a poem is the person or thing that's talking, and is from a certain perspective. First-person perspective is as if the reader is inside a character's head, using *I, my, me,* or we. In second person, the main character addresses us, the readers, and uses you, your, or yours. In third person, someone outside the poem is relating the characters' thoughts and actions using he/she, you, him/her, or they. The perspective of The Road Not Taken is first person. On page 171 in the Speaker box, let's write an X next to FIRST PERSON. Model writing as students copy what you write. Support as needed.

4. Readers' Theater: Practice

Readers' Theater allows you to take any kind of literature and perform it like a play or a movie. Today I'm going to assign each of you lines in the poem. Some of you will speak the lines together. Today and tomorrow, you'll practice reading your lines and performing them for the group.

Direct students to page 172. This is a self-evaluation you will complete at the end of the week. Let's see what you're expected to do during Readers' Theater. Review the self-evaluation, explaining the expectations and rating system.

Assign lines to individual students and to pairs or groups of students for choral reading. To help you assign, evaluate the comfort level and needs of students, taking into account the number of students as well as each student's reading ability. **Have** students highlight the lines you assign them.

Let's practice performing our lines. Model reading the lines as the appropriate student or students read them after you. Practice the entire poem several times.





DURING READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Debrief

Direct students to Interactive Reader pages 170 and 171. Let's review the work we did yesterday. Ask different students what they wrote on pages 170 and 171.

2. Identify Poetry Language

SENSORY LANGUAGE: Poems often use sensory language. Sensory language helps you feel as if you can see, smell, hear, feel, or taste something in the text. This poem has sensory language. One example is in the first stanza: "Two roads diverged in a yellow wood." That line makes us see a forest path lined with trees that have yellow autumn leaves gleaming in the sunshine. Let's underline that line. Model underlining as students copy what you underline. Support as needed. Find another example of sensory language in this poem. Have students underline sensorylanguage examples. Remind students to use text evidence to support their answers. Ideas: Because it was grassy and wanted wear gives us the image of a green, grassy, lush path that hasn't been walked on a lot; And both that morning equally lay / In leaves no step had trodden black makes us see a path that has not been walked on so much to make it muddy and black; I shall be telling this with a sigh allows us to hear a person sighing.

FIGURATIVE LANGUAGE: There are several kinds of figurative language. A simile compares two things using the word *like* or *as.* One example is: *The sailboat is as yellow as a daisy.*Another type of figurative language is personification, which is when human characteristics are given to animals or objects. An example of personification is: *Lightning danced across the sky.*Another type of figurative language is alliteration, which is when a group of words near each other in a line start with the same sound. One example is: *Silent Sam sleeps and snores softly.* One last type of figurative language is a metaphor, which compares two things without using the words *like* or *as.* An example of a metaphor is: *Her dress was a colorful firework.*

This poem uses metaphor. In fact, the entire poem is one big metaphor. Like we've talked about, Frost uses taking a road in the woods to symbolize making a choice in life. This is a metaphor because it compares choosing to take a certain road with a life choice without using the words *like* or *as*.

3. Readers' Theater: Practice

Now it's time for Readers' Theater. Look at the lines you highlighted on pages 170 and 171. Today you're going to practice reading your lines and performing them as a group.

As needed, **model** reading the lines as the appropriate student or students read them after you. **Practice** the entire poem several times. **Practice** until students feel confident with their performances.



Week 29 • Days 4 + 5

MODEL GUIDE MONITOR

Day 4

AFTER READING





ePresentation Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Readers' Theater: Performance

Direct students to Interactive Reader pages 170 and 171. It's time for Readers' Theater. Today you will show off your hard work and perform this poem. Remember to perform your lines as if you're in a play or a movie. If you have trouble reading, I'll help you.

Have students perform the entire poem, assisting students as needed. If possible, have students perform the poem for a select audience.

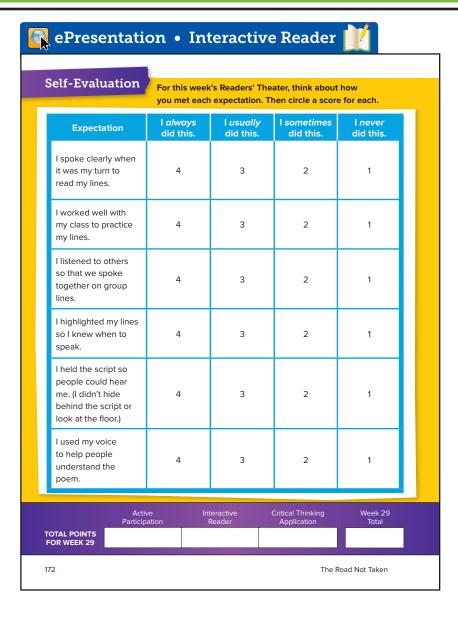
When students finish, praise them with applause.

2. Readers' Theater: Self-Evaluation

Direct students to Interactive Reader page 172. Now you have a chance to evaluate your performance. Let's look at the Readers' Theater Self-Evaluation. Review. Circle the score you think you should get for each expectation. Have students complete page 172.

As time permits, **discuss** the following questions.

What did you learn about yourself as you performed this poem? What did you learn about others as they performed this poem? What was the hardest part of this performance? What would you do differently next time? What are you most proud of?





Differentiated Instruction



Individualized Instruction

Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading

Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

Critical Thinking Applications: Assignment

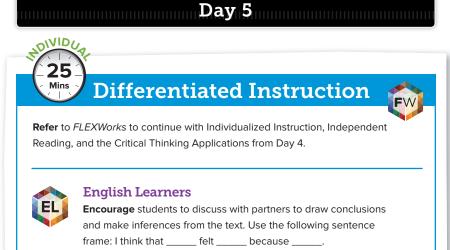
Refer to FLEXWorks to assign a Critical Thinking Application to each student. **Print** the appropriate Critical Thinking Application for each student. **Have** students complete the activity independently, **encouraging** them to refer to the poem as needed. Students should begin their activity on Day 4 and finish on Day 5.

English Learners



Support student understanding of details. Have students list three examples of details that demonstrate vivid language. Ask students to explain how those details in this poem make them feel.





Week 29: Grading

After completion of Day 5, collect the Interactive Readers. Using FLEXWorks, score each student's performance that week on his or her Active Participation, Interactive Reader work, and Critical Thinking Application.

When you are finished, handwrite each student's Active Participation, Interactive Reader, and Critical Thinking Application score in the allotted space at the bottom of the Vocabulary Review graphic organizer. Handwrite each student's Critical Thinking Application score at the top of the Critical Thinking Application. Return the Interactive Readers and Critical Thinking Applications to students before the next week's lesson.

TOTAL POINTS FOR WEEK 29		Active Participation	Interactive Reader	Critical Thinking Application	Week 29 Total
	TOTAL POINTS FOR WEEK 29				



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