California

Wonders

FOR ENGLISH LEARNERS

English Language Development

Teacher's Edition

EMERGING EXPANDING BRIDGING

Mc Graw Hill Education

Grade 1

Animals Together

ESSENTIAL QUESTION

How do animals help each other?

Day 1 Components

My Language Book
Interactive Read Aloud

Day 2 Components

Visual Vocabulary Cards
Interactive Read Aloud
My Language Book
Reading/Writing Workshop

30 minute plan

45 minute plan

60 minute plan

DAY 1	DAY 2
Language Support, 408–409	**Language Support,** 412
Set Purpose, 408	**Set Purpose,** 412
Oral Language ●■◆ 408	**Oral Language,** 412
• Language Warm-Up	• Language Warm-Up
• My Language Book, Weekly Concept	• Oral Vocabulary Words: *behavior, beneficial*
Listening Comprehension, 410–411	**Listening Comprehension,** 413–414
Interactive Read Aloud, *Animals Work Together*	**Interactive Read Aloud,** *Animals Working Together*
• Cards 1–4	• Close Reading
• My Language Book, Respond to the Text	• Retell the Story
	Language Support, 416–417
	Interactive Writing, 416
	• Plan, Introduce the Prompt
	• My Language Book, Writing
	How Language Works: Modifying to Add Details ●■◆ 417
Language Support, 408–409	**Shared Read,** 415
Oral Language ●■◆ 409	**Word Work**
• Talk About it	• Phonemic Awareness
	• Phonics: Long *e: e, ee, ea, ie*
	• High-Frequency Words: *because, blue, into, or, other, small*
	• Structural Analysis
	• My Language Book, Vocabulary
	Read "A Team of Fish", 415
	• Respond to the Text
Language Support, 408–409	**Listening Comprehension,** 413–414
Use Language ●■◆ 409	**Guided Retelling,** *Animals Working Together* 414
• If I were a . . .	**Language Support,** 416–417
	Grammar, *Has* and *Have* 416

CALIFORNIA ELD STANDARDS

Part I	Part II	Part III
ELD.PI.I.2 ●■◆	ELD.PII.I.I ●■◆	Concepts of Print
ELD.PI.I.5 ●■◆	ELD.PII.I.3 ●■◆	Phonemic Awareness
ELD.PI.I.6 ●■◆	ELD.PII.I.5 ●■◆	Phonics
ELD.PI.I.II ●■◆		Fluency

KEY
● Emerging
■ Expanding
◆ Bridging

Day 3 Components

My Language Book
Reading/Writing Workshop
Retelling Cards

Day 4 Components

Visual Vocabulary Cards
Differentiated Texts
Language Development Cards

Day 5 Components

My Language Book
Reading/Writing Workshop

DAY 3

Language Support, 418
 Set Purpose, 418
 Oral Language, 418
 • Language Warm-Up
 • My Language Book, Animal Groups
 Shared Read, 419–420
 Word Work, 419
 • Phonics: Long *e: e, ee, ea, ie*
 • Phonemic Awareness
 • High-Frequency Words: *because, blue, into, or, other, small*
 • Structural Analysis
 Reread "A Team of Fish", 419–420
 • Read the Text
 • Respond to the Text
Language Support, 422–423
 Independent Writing, 422
 • Plan
 • Practice Writing

Shared Read, "A Team of Fish" 419–420
 Collaborative Read
 • My Language Book, Respond to the Text
Language Support, 422–423
 Grammar, 423
 • *Has* and *Have*

Shared Read, 419–420
 Collaborative Read, "A Team of Fish"
 • Partner Read
 • Fluency
 Support the Anchor Text
 • Introduce Key Vocabulary

DAY 4

Language Support, 424–425
 Set Purpose, 424
 Oral Language, 424
 • Oral Vocabulary Words: *dominant, endangered, instinct*
 Read the Differentiated Texts, 426
 Using the Texts
 Read "Wolf Pack!" ●■◆
 • Prepare to Read
 • Read the Text
 • Respond to the Text
 • Fluency
Language Support, 427
 Independent Writing
 • Revise
 • How Language Works
 • Present

Language Support, 424–425
 • Expressing an Opinion
 • Engaging in Dialogue

Language Support, 427
 Grammar, *Has* and *Have* ●■◆
 • My Language Book

DAY 5

Progress Monitoring, ●■◆ 428–429
 Set Purpose, 428
 Fluency, 428
 • My Language Book
 Oral Production, 428
 • Talk About the Essential Question
 Written Production, 428
 • Write About the Shared Read

Progress Monitoring, ●■◆ 428–429
 Written Production, 429
 • Diagnose and Prescribe

Progress Monitoring, ●■◆ 428–429
 Oral Production, 429
 • Diagnose and Prescribe

Language Support

Language Objectives
- Participate in a discussion with classmates.
- Develop language appropriate for talking about animals helping other animals.

Content Objectives
- Explain how animals can help other animals.
- Draw and write about animals in the wild.

Materials ≫ *Go Digital*
- My Language Book, page 136

Set Purpose

Say: *Today we will be talking about how animals in the wild work together to help each other. We will learn language that will help us talk about the animals and their behaviors. We will read a text related to the topic and also complete two* **My Language Book** *pages.*

Oral Language

ESSENTIAL QUESTION
How do animals help each other?

Read aloud the Essential Question. (Spanish cognate: animales)

Language Warm-Up
Read the following poem to the class.

> Penguin parents work together
> In the cold Antarctic weather
> Shiver, shiver, brrr, brrr, brrr.
> She helps him and he helps her
> Dad warms the egg 'til it's time to hatch.
> Letting Mom find fish to catch.
> Shiver, shiver, brrr, brr, brrr.
> She helps him and he helps her.

Repeat the poem, encouraging them to shiver during the appropriate lines. Tell them that animal parents sometimes help each other a lot when the new ones are born. Also share that animals help each other when they are grown and need to find food or stay safe.

My Language Book

Weekly Concept Have children turn to page 136 and look at the pictures. Tell them that animals help each other and that people can help animals too.

Model Language Point to different elements in each picture on the page as you name them. Then tell children that animals help each other in many ways. Discuss the following: Animals bring each other food, protect others from danger, and build homes for their children. They may help others of their kind groom themselves or stay warm. They may protect a sick or hurt animal from becoming prey. Some types of animals travel together in groups for safety.

Say: *On the left are two bears. The big one helps the cub by giving him a fish to eat.*

Talk About It
Ask: *What animals are shown on the left side of the page? Why is it necessary for animals to help in the wild?*

Guide children to talk about the pictured bears helping each other using the following sentence frames.

EMERGING   **That side shows two ____ . (bears) One gives a ____ .**

EXPANDING   That side shows two _____ . The bigger one gives the _____ one a _____ .

BRIDGING   One side of the picture shows _____ . They need to help each other because _____ .

Next, talk about the right side of the page. Inform children that penguins live where it is very cold and that they help each other stay warm by using body heat. Tell them that it's warmer for the penguins on the inside of the group and that after being on the inside for a while the penguin moves to the outside to allow another penguin a chance to warm up. Adult penguins also huddle around penguin chicks for both safety and warmth.

Say: *The right side shows a group of penguins. The outside penguins help the inside penguins by warming them up.*

EMERGING   Have children name the adult and penguin chicks as they point to the picture. Guide them to describe the reason for huddling together.

EXPANDING   Have partners take turns describing the penguin group. Children can help their partners by adding to the descriptions they share.

BRIDGING   Have children tell a partner why they think penguins form a huddle. Children should share what they find interesting about this animal behavior.

(Children will write wolves, bears, penguins on the lines.)

COLLABORATIVE **Penguin Huddle** Point to the right side of the **My Language Book** picture and explain that standing close together is one way to keep warm and to protect young penguin chicks. Divide the class into groups that could form a huddle of several children around a stuffed toy, chair, or child who volunteers to be a young penguin. Encourage children to move like penguins move. Communicate different contexts to them, such as danger approaching or wild winds. Have children take that as their cue to huddle more closely together.

Use Language

If I Was a . . . Have children think about what they would like to do if they were a bear and lived among other animals in the wild. Tell children that the activity they choose should be one that helps another bear. Children can draw their ideas.

EMERGING   Have children label their drawings and tell a partner about what they drew.

EXPANDING   Have children add a complete sentence to their drawings to share what they would do if they were a bear.

BRIDGING   Have children label and write complete sentences that tell about what they've drawn. Make sure children include their reasons for the activity they've chosen.

PRODUCTIVE COLLABORATIVE Assist the class with combining the ideas into a short paragraph or poem that they can recite.

Write About It

PRODUCTIVE Have children work in small groups. Choose an animal group from the **My Language Book** page. Have groups collaborate to write a short story about how the group of animals work together to help each other. Encourage them to use the words and frames they have been learning. Next, have children type the story on the computer and add a photo to it before printing it out. Have groups share their published work with the class. Be sure each child participates in the making of the story. Guide children at the Emerging Level to create their story if necessary.

Listening Comprehension

Language Objectives
- Listen to a text read aloud and participate in discussions.

Content Objectives
- Learn names of animal groups and facts about their behaviors.

Materials ≫ *Go Digital*
- My Language Book, page 137
- Interactive Read Aloud: *Animals Working Together*

ELD ELD.PI.1.1.Em, Ex, Br; ELD.PI.1.5.Em, Ex, Br; ELD.PI.1.6.Em, Ex, Br; ELD.PI.1.10.Em, Ex, Br; ELD.PI.1.12a.Em, Ex, Br

Interactive Read Aloud

Display the Read Aloud Cards and model using the newly acquired language and the question and sentence frames the children have been working with to talk about them. As you display each card, do a simple retelling of the information on the back of the card, provided below. Then discuss the picture using the suggested prompts and frames. Notice that opportunities are presented to use any of the week's Oral Vocabulary Words that have not been included in discussions so far.

▶ **CARD 1**

Retell *Animals live in groups to help each other survive. Gorillas live together in groups called troops. The head of the troop is an older dominant male called a silverback. Gorillas help each other find food, clean insect's out of each other's fur and warn others in the troop of danger. They make a variety of sounds that mean different things.*

Discuss Ask children to express how gorillas in troops help each other. Give them the following sentence frames to help them.

EMERGING   Gorillas help each other find _____ .

EXPANDING   Gorillas help each other. They find food _____ , pick_____ off each other, and warn each other of _____ .

BRIDGING   Gorillas help each other in many ways. They _____ .

Oral Vocabulary

dominant

Something that is dominant is the most important or the most powerful. What is the name of the dominant member of a gorilla troop? (A silverback)

▶ **CARD 2**

Retell *African wild dogs live in groups called packs. They are a great example of an endangered animal that works together. They hunt and take care of the young pups together. Adult dogs protect the pups from predators and let the young dogs eat first.*

Discuss Say: *The adults all watch over the pups in the pack.* Ask: *What behaviors do the adults do for the pups?*

EMERGING   The adults let the pups _____ first. They protect them from _____ .

EXPANDING   The adults let the _____ eat first. They _____ them from danger.

BRIDGING   The _____ let the _____ eat _____ . They _____ them from _____ .

endangered

An endangered animal or plant is in danger of dying out as a group. The Western Lowland gorilla, the panda, and the tiger are also endangered animals.

▶ **CARD 3**

Retell *Emperor penguins live in big groups in Antarctica where it is very cold. They huddle together to stay warm. This is beneficial to all the penguins. They take turns moving from the outside where it is*

colder to the middle of the group where it is warmer. Mother and father penguins help each other out also. After the mother lays the egg, the father keeps it warm until it hatches while the mother travels far away for food.

Discuss *How do penguins all stay warm?*

COLLABORATIVE Have children turn to a partner and discuss how the penguins on the inside of the group warm up and then give the penguins on the outside of the group a chance to come inside the group and warm up. Provide sentence frames to help start their conversations.

EMERGING The _____ penguins get cold. They come inside the group.

EXPANDING When the _____ penguins get cold, they come inside the group.

BRIDGING When the _____ penguins get cold, they come inside the group to _____ up.

beneficial

Penguins work together to perform behaviors that are beneficial to all. Their method to stay warm is good for everyone, since no one is cold for long. What does the mother penguin do that is beneficial to her egg?

COLLABORATIVE Ask children to discuss their ideas with a partner. They should discuss the mother's hunt for food, using the following sentence frames to get them started.

EMERGING The mother penguin looks for _____ .

EXPANDING The mother penguin looks for _____ and brings back fish.

BRIDGING The mother penguin looks for _____ and brings back _____ .

▶ **CARD 4**

Retell *Dolphins live in groups called pods. Dolphins help each other in many ways. They help each other catch fish. They swim around a group of fish quickly and take turns swimming through the group eating as they go. Dolphins also warn each other when danger is near by making a high-pitched squeaking*

sound. Dolphins are also very protective of members of their pod. When one gets hurt or sick, the others stay nearby.

Discuss *If you were a dolphin, do you think you could catch more food alone or in a group? What is a pod?*

EMERGING I could catch more _____ . A pod is a group of _____ . They swim together.

EXPANDING I could catch more _____ . A pod is a _____ that swim together.

BRIDGING If I were a dolphin, I could catch _____ . A pod is a _____ .

instinct

When people or animals can do something without thinking about it or learning how to do it, that is instinct. Dolphins work together to eat by instinct. They weren't taught to swim around a group of fish like that—they just know how to do it.

My Language Book

Respond to the Text: *Animals Working Together* Have students turn to page 137 in **My Language Book** and have them look closely at the pictures. Tell them to recall details from the read aloud as they complete the page. Ask: *What are the penguins doing? What are the dolphins doing?* **Work on Part A as a class, then modify Part B instructions as needed to** accommodate group abilities.

EMERGING Have children give a one-word or two-word answer.

EXPANDING Allow children to work in pairs to complete the sentence with at least three words.

BRIDGING Have children complete the sentence and challenge them to write another.

Give them time to write their responses, providing individual support as needed. (Possible answer: Animals work together by hunting for food; keeping each other warm; protecting others in their group.)
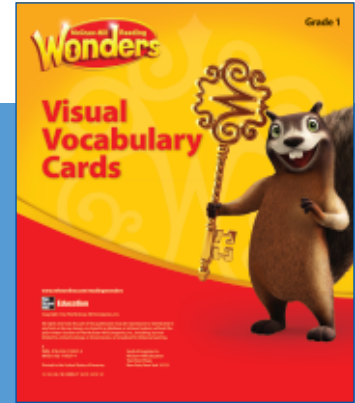
Language Support

Language Objective
- Acquire and use new language related to animal groups.

Content Objective
- Explain animal behaviors that are beneficial to the animal and its group.

Materials » *Go Digital*
- Visual Vocabulary Cards (*behavior, beneficial*)
- Photo Card (*gorilla*)

ELD ELD.PI.1.1.Em, Ex, Br

Set Purpose

Say: *Today, we'll do a close reading of the read aloud text,* Animals Working Together, *we heard yesterday, and then learn how fish help each other from the text "A Team of Fish". We will also begin to plan a writing piece using words and ideas from "A Team of Fish."*

Oral Language

ESSENTIAL QUESTION
How do animals help each other?

Remind children that yesterday we talked about how animals work together to help each other. The read-aloud specifically talked about gorillas, wild dogs, penguins, and dolphins.

Language Warm-Up
Remind children that yesterday they learned a poem about how penguins help each other. Tell them that today they will learn a song about how gorillas help each other. Display the Photo Card for gorilla. Teach children the following song to the tune of "Here We Go 'Round the Mulberry Bush."

> Gorillas pick insects out of the fur,
>   out of the fur, out of the fur
> Gorillas pick insects out of the fur
>   of their furry friends.
> Gorillas beat and pound their chest,
>   pound their chest, pound their chest
> Gorillas beat and pound their chest
>   to give a warning to friends.

Explain that today children will learn about other animals and how they help each other.

Oral Vocabulary Words
Use the Visual Vocabulary Cards to review the two theme-related Oral Vocabulary words for the week to continue focusing on the Essential Question.

behavior
Define: A **behavior** is a way of acting.

Example: We read about the **behavior** of animals and how they communicate with one another.

Ask: *What is your behavior like when you see someone you know?*

PRODUCTIVE Have children work with a partner and act out their behavior when they see someone they know and someone they don't know. Compare behaviors.

beneficial (Spanish cognate: *beneficioso*)
Define: When something is **beneficial**, it is helpful or useful.

Example: Exercise is **beneficial** to your health.

Ask: *What habits do some animals have that are beneficial to their survival? Use what you learned about gorillas, wild dogs, dolphins, and penguins to respond.*

EMERGING Huddling close together is beneficial to ____ because it ____ .

EXPANDING ____ is beneficial to dolphins because it ____ .

BRIDGING ____ is beneficial to ____ because ____ .

Listening Comprehension
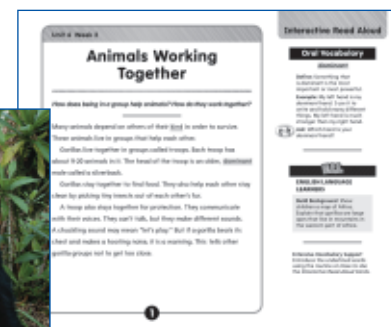
Language Objectives
- Participate in a close reading of a text.
- Answer questions and have conversations with peers about a text read aloud.

Content Objective
- Learn how animals work together in a group.

Materials >> *Go Digital*
- Interactive Read Aloud: *Animals Working Together*

ELD ELD.PI.1.3.Em, Ex, Br; ELD.PI.1.5.Em, Ex, Br; ELD.P1.1.6.Em, Ex, Br; ELD.PI.1.7.Em, Ex, Br; ELD.P1.1.12a.Em, Ex, Br

Interactive Read Aloud

Read the title, *Animals Working Together*, to children. Explain that this is an informational text that will describe different groups of animals and what they do within the group to help each other.

Close Reading A C T

As you read the text, stop frequently to help children access complex text as you gauge and support comprehension. Draw attention to the week's vocabulary and to the author's use of rich language. Encourage good reading behaviors that result in text-dependent responses to the story. Examples for each card are given below:

▶ **CARD 1**

COLLABORATIVE **After Paragraph 1** *The author writes that animals depend on other animals of their kind to survive. I think I know what "depend on" means. I depend on my fellow teachers to help me, too. I also depend on my family members like my older brother.*

COLLABORATIVE Have children turn and talk to a partner and discuss who they might depend on. (Vocabulary)

COLLABORATIVE **After Paragraph 2** Have small groups discuss whether it would be better to be in a large troop or a small troop and whether it would be better to be the silverback or a follower. Encourage all group members to express opinions. (Offering Opinions)

After Paragraph 3 *Why might a gorilla not be able to remove all the insects off of himself or herself?* (Some may be on their back or in an area they can't reach.) (Reading Actively)

After Paragraph 4 *The author tells us that even though gorillas can't talk, they are able to communicate. Instead of speech, they make sounds. This tells me that their sounds are a kind of language. What do their sounds mean?*

COLLABORATIVE Have pairs of children talk about and practice the gorilla sounds that mean "let's play" and their warning sound. (Listening Actively)

▶ **CARD 2**

After Paragraph 1 *This card's photo shows wild dogs that live in Africa. The author tells us that they live in groups called packs and shared that the number of dogs within each pack can vary. How small and how large might a pack of dogs be?* (from 6 to 20 dogs) (Vocabulary/Listening Actively)

THINK ALOUD **After Paragraph 2** *The author describes these dogs as* endangered. *This means that their numbers are in danger of shrinking too much and possibly the species could die out. That means there wouldn't be any more of that kind of animal. Because all living things are connected to each other, if one group dies out, other species are affected. I know, however, that there are good groups working to protect endangered animals. I think I might research this more later.* (Vocabulary)

COLLABORATIVE *The author used language to describe the hunting behavior of the wild dogs.* Guide pairs of students to look for specific language that paints a vivid picture. Ask: *Which words help you visualize the wild dogs hunting?* (hunt at dawn or dusk; make high, excited squeaks; move their big ears) (Analyzing Language Choices)

COLLABORATIVE **After Paragraph 3** Have children turn to a partner and discuss which dogs—adult or pups—they think eat last at a kill. (Reading Actively)

After Paragraph 4 *In the first sentence, the author writes that the adult dogs watch over "each other's" young. This shows that the dogs take care of not just their own pups but the pups in their pack. Which adult dogs "babysit" the young dogs, or pups?* (the male) (Vocabulary)

▶ **CARD 3**

After Paragraph 1 *The author has done an excellent job of choosing words in this paragraph. I have a clear picture in my mind of what the penguins do to keep themselves and each other warm. The word huddle is a great choice because it rhymes with cuddle and they are similar in meaning. I remember that we talked about the word beneficial yesterday, so it felt good to recognize it.* (Analyzing Word Choices/Vocabulary)

After Paragraph 2 Ask: *Which parent gets food for the egg?* (mother) *Which parent keeps the egg warm?* (father) *How long does the egg stay in its shell?* (two months) (Reading Actively)

▶ **CARD 4**

After Paragraph 1 *A dolphin also lives among other dolphins just like the other animals we learned about. Dolphin groups are called pods. How does the size of a pod vary? Is this size range similar or different from dog packs?* (Pods can be from 6 to 100 dolphins. Dog packs may only get to be 20 dogs in size.) *A larger dolphin pod is much larger than the largest dog pack.* (Vocabulary/Listening Actively)

After Paragraph 3 *Do you think the dolphins are taught how to communicate or do they know how by instinct?* Have children name two things dolphins communicate to each other. (Offering Opinions/Vocabulary)

COLLABORATIVE **After Paragraph 4** Have children turn to a partner and name an animal that sometimes attacks dolphins. (Reading Actively)

PRODUCTIVE **Retell the Story**

Place children in groups of four that include children of mixed proficiency levels. Display the four Interactive Read Aloud Cards. Have each child in the group pick one of the cards. Explain that they will retell the main ideas of the card they choose. Have children talk with group members and retell the information from one of the Interactive Read Aloud Cards. Guide group members to listen and ask questions of each student presenter.

Guided Retelling

EMERGING Guide children to use key words in their retelling, such as *cooperate, support, help.*

EXPANDING Guide children to use key words and simple, complete sentences in their retelling of the story.

BRIDGING Guide children to use key words and more detailed sentences in their retelling of the story.

Shared Read

Language Objectives
- Answer questions based on a read aloud text.
- Learn different ways to spell the long e sound.
- Use high-frequency words.

Content Objective
- Learn how schools of fish work together.

Materials >> *Go Digital*
- My Language Book, page 138
- Reading/Writing Workshop: Shared Read, "A Team of Fish" pp. 38–47
- High-Frequency Word Cards (*because, blue, into, or, other, small*)
- ELD Visual Vocabulary Cards

ELD   ELD.PI.1.5.Em, Ex, Br; ELD.PIII.RF.1.2; ELD.PIII.RF.1.3

Word Work

Phonemic Awareness
Display and say: peek. Explain that although there are four letters in the word, there are only three sounds. Say the individual sounds, /p/ /ē/ /k/.

Phonics
Display and say the following words: *be, see, pea. Notice that these words have the same vowel sound, but they each have different spellings for that sound.*

High-Frequency Words
Display the High-Frequency Word Cards for *because, blue, into, or, other,* and *small* and have children Read/Spell/Write each word.

Structural Analysis
Say: *When a prefix is added to a word, it completely changes the word's meaning.* Discuss the meanings of these words: *reheat, preschool, uncover.*

For more Word Work practice, see the online **Foundational Skills Practice.**

My Language Book
Vocabulary: "A Team of Fish" Have children turn to page 138. Guide children through the vocabulary words they will encounter.

EMERGING   Have children read the words. Then, have pairs tell each other what the word means.

EXPANDING   Have children read the words and sentences to a partner. Support children as needed.

BRIDGING   Have children read the words and the sentences to a partner. Then have children share a new sentence for each word. (Answers will vary.)

Read "A Team of Fish"

Read the text aloud. Stop to explain vocabulary and check comprehension. Introduce the Visual Vocabulary Cards for "A Team of Fish."

▶ **PAGES 40–41**
Name two different words with the long e sound where the sound is spelled the same way. (deep, creeks)

▶ **PAGES 42–43**
Say: *School is a word that describes a group of animals. Name another animal group name you learned this week.* (Answers will vary. correct answers include *troop, pack, pod*)

▶ COLLABORATIVE **PAGES 44–45**
Turn and tell a partner the opposite of unsafe. (**The opposite of unsafe is _____ .**)

▶ **PAGES 46–47**
Ask: *How does the school scare the big fish?* (The school looks like a big fish.)

COLLABORATIVE **Respond to the Text**

Ask students to draw a picture of a school of fish. Allow time for them to share their drawing with a partner.

Language Support

Language Objectives
- Share writing with others.
- Write sentences with details.
- Learn correct usage of "has" and "have."

Content Objectives
- Determine good and bad things about being a little fish.

Materials >> *Go Digital*
- My Language Book, page 139
- Reading/Writing Workshop: Shared Read, "A Team of Fish" pages 38–47
- Language Development Cards: 6A, 13B

ELD   ELD.PI.1.3.Em, Ex, Br; ELD.PI.1.6.Em, Ex, Br; ELD.PI.1.9.Em; ELD.PI.1.10.Em; ELD.PI.1.11.Em, Ex, Br; ELD.PII.1.3a.Em, Ex, Br; ELD.PII.1.5.Em, Ex, Br

Interactive Writing

Plan

Introduce the Prompt Prepare students to think and write about the Your Turn Interactive Writing Prompt, *In your opinion, what are some good and bad things about being a little fish?* Allow pairs of children a few minutes for discussion. Share ideas with the class. Tell children that they may use one of these opinions in their writing. Explain that children will include evidence from the text in their answer.

My Language Book

Writing Have children turn to page 139. Work with children to complete the planning and writing activities on the page. Guide them to use the text and photographs from "A Team of Fish" in their responses.

Support Opinions Help children use language to support their opinions by pointing to parts of the text or a photograph from the story. Guide children to complete frames, such as *I think this because the author writes that _____ .* and *The photo on page X shows _____ . This tells me that _____ .*

EMERGING Have pairs find one place in the text that can support their opinion. Guide children to complete the sentence frames above.

EXPANDING Have children identify a photograph from the text, describe it, and include their description as part of their response.

BRIDGING Encourage students to expand on their ideas using multiple photographs and pieces of text

evidence to support their opinions. Then, have children present to a partner.

Share Writing Ask volunteers to share their opinions with the class. Guide them to use their drawings or photographs from the text to support their writing.

Grammar

Practice *Has* and *Have* Say: The verb *has* is used when you are talking about one person or thing. (Spanish cognate: *verbo*) When you want to talk about yourself or more than one person or thing, you will need to use the verb *have*. These two verbs are useful when you are writing descriptions. You can write or say sentences such as *I have brown hair, Alice has blonde hair, The cat has orange fur, Chihuahuas have no fur*. These sentences paint a picture of what the person or animal looks like. These verbs can also be used to tell what a person owns. Share examples: *I have a rock collection. Bob has a bicycle.*

COLLABORATIVE Have children work with a partner to find a sentence with the word *has* on page 47 of "A Team of Fish" (A school has lots of fish.) Then have them work together to rephrase the sentence changing the verb to *have*. _____ **have lots of fish.** (Schools)

EMERGING Model using the words *has* and *have* in the following sentences. Read each sentence and have the children repeat the sentences after you. Have children circle the word *has* or *have* and tell if

the correct verb was used. If the correct verb was not used, have children correct the sentence.

The mothers have eggs.
That girl has a blue coat.
We have a new teacher.
A dog have four legs. (A dog has four legs.)

EXPANDING   Provide sentence frames. Have children determine the noun in the sentence and then have children determine whether the word *have* or *has* should be used.

The mothers ____ eggs.
That girl ____ a blue coat.
We ____ a new teacher.
A dog ____ four legs.

BRIDGING   Provide sentence frames and have children determine whether the word *have* or *has* should be used and complete each sentence.

The mothers ____ .
That girl ____ .
We ____ .
A dog ____ .

For more work with **has and have**, see **Language Development Card: 6A.**

How Language Works

Modifying to Add Details Share that a sentence can be expanded by adding new prepositional phrases to add more detail to the original idea. Say: *Good writers use details in their sentences. They use extra words to describe things.* Model with the sentence *Small fish swim.* Say: *When we read to learn new information, we want to know where or how. We can add phrases to tell where and how the fish swim. Adding details will help your reader answer these questions. Oftentimes phrases that add detail will begin with these common words: by, around, down, above, in, on, before.* Create a list of common prepositions for children to use when adding details to their writing.

Small fish swim in ____ .
Small fish swim in a ____ .
Small fish do not swim away ____ .

EMERGING   Help children complete the sentence frames by referring to the photographs in the story.

EXPANDING   Have pairs collaboratively complete sentence frames in order to write two descriptive sentences that feature prepositional phrases.

BRIDGING   Encourage students to expand the sentence frames above using their own words, as they reference the text and photographs.

For additional work with **modifying noun phrases,** see **Language Development Card: 13B.**

Language Support

Language Objective
- Apply appropriate language for communicating about animal groups, either orally or in writing.

Content Objective
- Develop appropriate language for talking about animal groups.

Materials ≫ *Go Digital*
- My Language Book, page 140

ELD ELD.PI.1.1.Em, Ex, Br; ELD.PI.1.5.Em, Ex, Br

Set Purpose

Say: *Today we will continue to talk about animal groups and how animals work together to help each other. We will do a close reading of "A Team of Fish."*

Oral Language

ESSENTIAL QUESTION
Remind children of the Essential Question:

How do animals help each other?

Language Warm-Up

Say: *You have learned several animal group names this week. You learned that a group of gorillas is called a* troop *and so is a group of wild dogs. You learned that a group of dolphins is a* pod, *a group of penguins is called a* colony, *and a group of fish is a* school. *These groups help one another find food, stay safe, care for hurt members, care for young, hatch eggs, and keep each other clean.*

PRODUCTIVE *Animal group names help us describe many animals in just a couple words.* Teach children sentence frames they can use when discussing animal groups. Pair the children and have them practice using the frames to discuss animal groups and whether they would like to encounter a group of that type of animal.

Of the group names we've learned so far, my favorite is a _____ of _____ because _____ . Yes/no, I would/wouldn't like to encounter a group of that animal because they would be _____ .

My Language Book

Oral Vocabulary: Animal Groups Have children turn to page 140.

Say: *Here are some other animals that have a group name. A group of lions is called a pride. A group of seagulls is called a flock and a group of cows is a herd. Say these three words with me: pride, flock, herd.* Then guide children through the page using the suggestions at the bottom. Adapt to your populations using the modifications given below. (Children will draw an animal group.)

EMERGING Encourage them to use one of the animal groups discussed on Day 1 with the Read-Aloud cards. Have them draw the group and then help children write the name of their animal group.

EXPANDING Allow children to work in pairs. If they cannot decide on a group to draw, encourage them to use one of the animal groups discussed on Day 1. Have children independently label their drawing.

BRIDGING Challenge children to draw their animal group engaged in a common activity, such as flying or swimming. Write labels to describe the group and its activity.

Shared Read

Language Objectives
- Collaborate with others in discussions about texts.
- Use phonetics, high-frequency words and learned vocabulary when reading.

Content Objective
- Respond to the text by answering questions about how fish work together.

Materials >> Go Digital
- My Language Book, p.141
- Reading/Writing Workshop: Shared Read, "A Team of Fish" pp. 38–47
- Retelling Cards: "A Team of Fish"
- High-Frequency Word Cards (*because, blue, into, or, other, small*)
- Literature Anthology: "Animal Teams"

ELD ELD.PI.1.1.Em, Ex, Br; ELD.PI.1.3.Em, Ex, Br; ELD.PI.1.6.Em, Ex, Br; ELD.PI.1.7.Em, Ex, Br; ELD.PIII.RF.1.2; ELD.PIII.RF.1.3; ELD.PIII.RF.1.4

Word Work

Phonics
Review that the long *e* sound can be spelled three ways. Display the words *bee, sea,* and *me.* Say and underline the letters that make the long *e* sound in each word.

Phonemic Awareness
I Do Say: *When I say* meat*, there are three sounds, even though there are four letters. For the word* meat*, I hear /m/, then the long e sound, then /t/. I'll make each sound: /m/, long e, /t/.*

We Do Say: *We'll do the same segmenting with the word* tea. *Say the individual sounds and blend them together.*

You Do Have children work with a partner to say each sound in one of the long *e* words from the list on pages 36 and 37 of the Reading/Writing Workshop.

High-Frequency Words: *because, blue, into, or, other, small*
Display the High-Frequency Word Cards, pronouncing each word and having children echo it. Then contextualize the words in sentences.

> Animals stay in groups <u>because</u> it's beneficial.
> Sharks swim in the <u>blue</u> ocean.
> My dog jumped <u>into</u> the leaf pile.

Would you rather be a silverback <u>or</u> a follower? The flock flies to some <u>other</u> place in the winter. A <u>small</u> bear is a cub.

Structural Analysis
Tell children that adding a prefix also adds a syllable to a word. Have them identify the prefix and determine the number of syllables for the following words:

> rerun (*re-*, 2)
> preview (*pre-*, 2)
> untie (*un-*, 2)

For more Word Work practice, see the online **Foundational Skills Practice**.

Reread "A Team of Fish"

As you read the text, stop frequently to help children access complex text as you gauge and support comprehension, draw attention to the week's vocabulary, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below.

Read the Text

▶ **PAGES 38–39**
Say: *Here is a photo of fish swimming together. Why do you think they do this?* (Offering Opinions)

I think they swim together because _____ .

DAY 3

COLLABORATIVE ▶ **PAGE 40**

Say: *The author began the first two sentences on the page with the words* Fish swim; *She probably did this to keep the text easy to understand. How could she have combined those first two sentences?*
(Fish swim in lakes, creeks, deep blue seas, and oceans.) (Analyzing Language Choices/Text Structure, Condense Ideas)

Fish swim in _____ , creeks, _____ , and oceans.

Have children turn to a partner and discuss whether they like getting the information in one sentence or two.

▶ **PAGE 41**

Say: *These fish are lucky to have buddies to swim with. What is another word for someone to do things with?* (partner) (Vocabulary)

▶ **PAGE 42**

The author describes the school of fish as a team. *Why is this a good term for the school, and what other word might have been used instead of team?*

The word team is a good word for a school of fish because like a team, the fish _____ .

Another good word to describe a school of fish might be _____ (family, class) (Evaluating Language Choices)

▶ **PAGE 43**

Name two things that fish eat, according to the author. (small animals, other fish) *Look closely at the inset photo and the larger photo on these pages. Which place within the school do you think is the best for a fish to have, and why?*

COLLABORATIVE Have children form small groups of three or pairs. Guide children to have a discussion where they offer their opinion on the position of a fish within a school of fish.

I think that _____ . (Reading/Viewing Closely/ Offering Opinions)

▶ **PAGE 44**

Why do you think the author used two exclamation points on this page? (to reinforce the danger to the fish; other answers may be acceptable) (Offering Opinions)

▶ **PAGE 45**

How is swimming in a school a survival trait of smaller fish? (They have figured out a way to protect themselves from bigger fish.) (Offering Opinions/ Reading closely)

▶ **PAGE 46**

When the big fish sees the school, how does he probably feel? (Reading Closely)

▶ **PAGE 47**

Why do you think schools are good for fish? (Answers will vary.) (Offering Opinions)

Respond to the Text

Ask these questions to check children's comprehension of the story. Revisit parts of the story as needed to increase comprehension, and provide sentence frames as needed to help children respond.

- *Why are the fish on the cover swimming so close together?*
  They want to look like a _____ fish.
- *Where do fish live?*
  Fish live in _____ .
- *How do fish help each other?*
  They _____ food together.
- *Why shouldn't a fish swim alone?*
  A fish alone might face _____ .
- *What might happen if a big fish thinks a school of smaller fish is one large fish?*
  The fish might keep swimming and wait for _____ .

For more practice retelling, see **Retelling Cards** for "A Team of Fish".

Collaborative Read

Partner Read

Place students in pairs made up of children with mixed levels of proficiency. Have them read "A Team of Fish" aloud, quietly working in pairs. Allow pairs to read in unison if that makes them more comfortable.

Fluency

Tell students that the punctuation the author uses will help them with their phrasing. Instruct children to make a complete stop at periods and question marks. Tell them to make a slight pause at commas. Display text from page 41 of "A Team of Fish." Mark the two sentences shown below in a manner that reflects natural phrasing based on sentence parts, as well as punctuation.

Fish can swim /in a bunch, /too.
A bunch of fish /is called /a school.

Let them know that some words will just naturally flow together into phrases and that their phrasing will get better with practice.

Bring the class back together to talk about the experience of reading the story.

For more fluency practice, see **Wonders weekly Decodable Readers.**

My Language Book

Respond to the Text Have children turn to page 141. Guide them through the questions using the suggestions at the bottom of the page and, as needed, the differentiations suggested here.

EMERGING With children, read each question in part A. Then, model writing a response that children collaboratively compose.

EXPANDING Have partners take turns reading questions in part A. Then, have children collaboratively compose their responses, guiding each other with word choices and spelling.

BRIDGING Have children respond independently, then, work with a partner to read ideas aloud and correct any confusing or unclear parts.

(Possible answers: Part A: 1. It is unsafe for small fish to swim alone because they may get eaten; it is dangerous. 2. Fish form a school by swimming together. Part B: Schools of fish help each other look for food; protect themselves from bigger fish; fool/trick big fish; stay safe, etc.)

Support the Anchor Text

Introduce Key Vocabulary: *chase, hide, safe, spot, sting*

Display pages 46–47 of the **Literature Anthology** selection, *Animal Teams*. Explain that *Animal Teams* talks about how animals keep each other from getting into danger, or trouble. Say: *These pages show an animal team that consists of a clown fish and a sea anemone. Big fish swim behind, or chase, the clown fish because they want to eat him. As long as the clown fish swims faster than the big fish, he is fine because the bigger fish won't catch him. A shark might chase the bigger fish and a whale might chase the shark. The clown fish can't swim all the time though, so sometimes he needs to hide. We say someone is hiding when they try to make sure you can't see them.* (demonstrate by briefly hiding your face) *The clown fish hides in the sea anemone. The clown fish keeps his partner the sea anemone safe by chasing away fish that might hurt it. The clown fish looks for these fish and when it spots one, chases it away. If the big fish come too close to the clown fish, the sea anemone stings.*

PRODUCTIVE Ask children to draw a picture of themselves rescuing an animal from danger. Then instruct them to add a label describing the action that uses one of the vocabulary words they just learned.

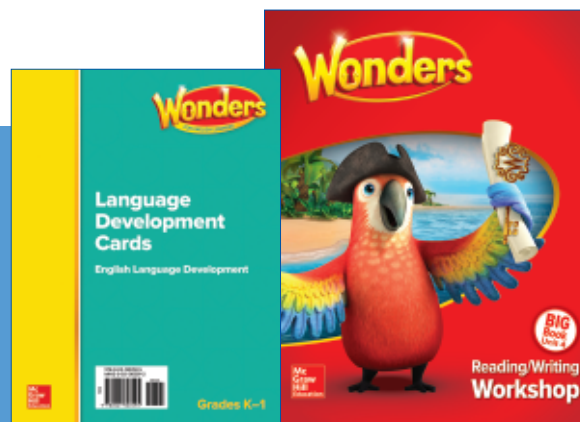# Language Support

Language Objectives
• **Revise writing with a peer.**
• **Use** *has* **and** *have* **correctly.**

Content Objective
• **Express opinions about the abilities of large and small fish.**

Materials » *Go Digital*
• **Language Development Cards: 6A–6B**

ELD ELD.PI.1.6.Em, Ex, Br; ELD.PI.1.3.Em, Ex, Br; ELD.PI.1.9.Em, Ex; ELD.PI.1.10.Em, Ex, Br; ELD.PII.1.3a.Em, Ex, Br

Independent Writing

Plan

Review the Prompt Display and review the Your Turn Prompt, *In your opinion, what are some good and bad things about being a little fish? Use text evidence in your answer.* Have children recall the writing they did from Day 2.

COLLABORATIVE Have children turn and tell a partner one good thing and one bad thing about being a little fish they wrote about yesterday.

Introduce the New Prompt Tell children that today, they will consider the abilities of a larger fish that swims alone. *Write your opinion about being a large fish in the ocean: Is it better to be a big fish or a small fish, and why?*

Making Comparisons Share that writers can use conjunctions, such as *but, or, neither, either* to make a comparison between two things or ideas. (Spanish cognate: conjunción) Model with an example:

A large fish swims alone, but a small fish swims in a school.

EMERGING Help children choose two details to compare between large and small fish. Review the conjunctions they can choose from to create comparison statements.

EXPANDING Have pairs collaboratively write comparisons using one or more conjunctions by finding support in the text or photographs.

BRIDGING Have children generate two or more comparison statements that feature conjunctions. Guide them to consider a pro and a con for each type of fish (large and small).

Use a Graphic Organizer Use a similar organizer to the one featured on the **My Language Book** page. Guide children to draw and write their ideas to respond to today's prompt.

Practice Writing

Display the following model to help children see how comparisons can make writing smoother.

Large fish look for food alone.

When small fish look for food, they stay in a group.

Large fish look for food alone, but when small fish look for food, they stay in a group.

Have children work independently to complete their graphic organizer and begin their drafts. Offer ways for children to use technology to draft their ideas in a written and visual format.

EMERGING Help children use technology to write key words and phrases that they can develop into a first draft.

EXPANDING Have children use technology for drafting their ideas. Encourage complete sentences and a format that clearly communicates their opinions.

BRIDGING Have children use technology to independently write, revise, and present their opinions. Guide children to expand their drafts in order to produce longer pieces of writing.

COLLABORATIVE **Share Writing** Have children share their work in small groups. Children can present their writing and any visuals by using technology accessible to group members. Children may also wish to prepare copies of their writing for members of their group.

Grammar

Practice *Has* and *Have* Display a three-column chart like the one shown below.

Pair children and have them create sentences that communicate an idea in the present and the past. Children can copy the chart onto butcher paper, or they can simply use it as a visual guide where they will compose sentences that have a subject, verb, and object.

Subject	Verb	Object
The fish A fish A school of fish The fishermen Sharks A small sunfish	has have	

EMERGING Have children work in pairs to complete the sentences. Have them select ideas from the box for their responses. Listen for correct use of *has* and *have.*

EXPANDING Working with a partner, have children take turns telling sentences about fish. They can use the ideas in the box to help support their responses. Then, have each pair write one sentence using the word *has* and another sentence using *have*.

BRIDGING Have children practice building sentences orally with a partner. Then have them follow the model frame to write at least four sentences independently.

Connect Grammar and Writing Share that writing about one thing, such as an ocean animal, or two things requires writers to use the correct form of verbs. If a sentence tells about just one animal, the singular verb should be used. (Spanish cognate: *singular*) If the sentence tells about more than one animal, the plural verb should be used.

For additional work with **has** and **have,** see **Language Development Cards: 6A–6B.**
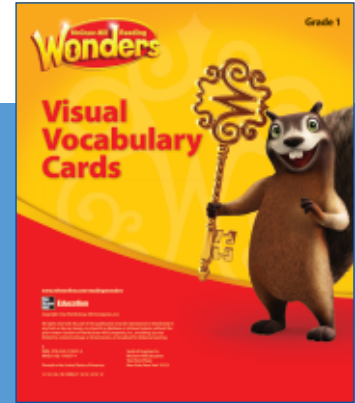
Language Support

Language Objectives
- Use acquired vocabulary about animals in a variety of conversational formats.
- Offer opinions, support opinions, and respond to opinions in conversation.

Content Objective
- Share opinions about the ways animals behave.

Materials » *Go Digital*
- blank sentence strips
- Visual Vocabulary Cards (*dominant, endangered, instinct*)

ELD   ELD.PI.1.1.Em, Ex, Br; ELD.PI.1.3.Em, Ex, Br; ELD.PI.1.5.Em, Ex, Br; ELD.PI.1.11.Em, Ex, Br; ELD.PI.1.12a.Em, Ex, Br

Set Purpose

Say: *Today, we will use language we have been learning to share our opinions and talk more about the Essential Question this week. Then, we will read a new text titled "*Wolf Pack!*" Last, you will revise the writing assignment you have been working on.*

Oral Language

ESSENTIAL QUESTION
Remind children of the Essential Question:

How do animals help each other?

Ask children to volunteer answers to this question using the language and frames they've been learning this week.

Oral Vocabulary Words
Use the Visual Vocabulary Cards to review the final three Oral Vocabulary words for the week.

dominant

Define: When an animal is **dominant,** it has power over the other animals it lives with.

Example: The **dominant** wolf decided it was time for the wolf pack to go hunting.

Ask: *Does a dominant animal give commands or follow commands?*

EMERGING   **A dominant animal ____ commands.**

EXPANDING   **A dominant animal ____ commands. A ____ is an example of a dominant animal.**

BRIDGING   **A dominant animal ____ .**

endangered

Define: An **endangered** group of animals is at risk of disappearing forever.

Example: There are so few blue whales left that they are **endangered**.

Ask: *How do you think we could help endangered animals?*

COLLABORATIVE Have children form small groups to talk about ways people can help endangered animals.

instinct

Define: An **instinct** is a natural behavior that animals are born with.

Example: Birds have an **instinct** to build nests.

Ask: *What might an animal's instinct tell it to do when it is hungry?*

EMERGING   **An animal's instinct will tell it to ____ when it is hungry.**

EXPANDING   **A ____'s instinct will tell it to ____ when it is hungry.**

BRIDGING   **When a ____ is hungry, it's instinct will tell it to ____ .**

COLLABORATIVE Have children talk to a partner in order to recount experiences they've had with animals and observations of animal instincts.

Expressing an Opinion

Display and read the words related to this week's theme and Essential Question that children have been focusing on this week: *How do animals help each other?*

attack	hunt
beneficial	mother
colony	pack
communicate	penguins
danger	pod
dolphins	protect
father	safe
fish	school
food	silverback
gorillas	troop
group	wild dogs
huddle	young

Explain that you would like children to use some of these words to answer a question that calls for their opinions: *Which animal group do you think has the best methods for helping one another?*

According to children's abilities, provide them with the format in which you would like their response to be given. Allow children time to create a response and practice it in small groups before having each child present his or her opinion to the class. Remind children that the frame **I agree with ____ because ____ .** is one good way to respond to others' opinions.

EMERGING Have children name the animal group and provide details about one of the helping behaviors that group practices.

EXPANDING Have children support their example with reasons why the animal group they selected is the best example of helping, such as how it takes care of its young or finds food together.

BRIDGING Have children share their opinions with logical reasons as support. Invite children to describe what they think life in the wild for that animal group might be like.

PRODUCTIVE After children have discussed their opinions, have them draw a picture of the animal group they discussed and add labels.

Engaging in Dialogue

Create sentence strips to match the levels of your children, as suggested below. Display the oral vocabulary that children have been focusing on this week. Read the list for children.

Animal Groups	flock herd pack pod pride school troop
Oral Vocabulary Words	behavior beneficial dominant endangered instinct
High-Frequency Words	because blue into or other small

Explain that children will use these words to have conversations. Model a conversation by asking the questions below and having volunteers respond.

- *Animal behavior fascinates me.*
- *Groups of animals interest me too. I saw a flock of flamingos that was a beautiful pink. In some groups you can tell who is dominant by how each animal acts. / What group of animals interests you most and why?*
- *We have talked a lot about the jobs animals have of keeping others safe and fed, but I think that, like us, sometimes animals are playful. I think swimming otters look like they are having fun. / What behavior have you seen that looks like an animal having fun?*

Then have children ask you some questions.

Assign children to partners and provide them with the appropriate sentence strips, to be used as prompts for their conversations. Read each sentence strip and provide support as necessary.

EMERGING *What animals would you like to watch in the wild? Why? What animal parents do you think are the most watchful to their young?*

EXPANDING *What animals would you like to watch in the wild? Why? What animal parents do you think are the most watchful to their young? What questions do you still have about wild animal groups?*

BRIDGING Have children ask peers questions about watching and appreciating animals in the wild. Children can ask follow-up questions so that their partners can elaborate on their answers.

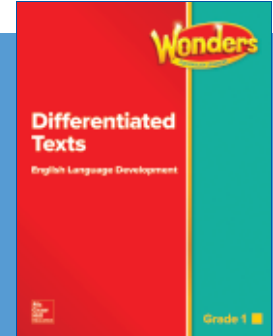# Read the Differentiated Texts

Language Objectives
- Read with sufficient accuracy and fluency to support comprehension.
- Read and respond to appropriately leveled texts.

Content Objective
- Explain how a wolf pack keeps wolves safe.

Materials » Go Digital
- "Wolf Pack!" Emerging, pp. 49–51
- "Wolf Pack!" Expanding, pp. 49–51
- "Wolf Pack!" Bridging, pp. 4–6

ELD ELD.PI.1.6.Ex, Em, Br; ELD.PIII.RF.1.4

Using the Texts

Reading Routine
- Place the children in their leveled groups. Make sure each child has a story and a Respond to the Text blackline master.
- After using the Read the Story suggestions, have children read the Differentiated Texts chorally in their groups. Monitor groups, especially children at the Emerging level. Guide them through an echo reading experience, as needed.
- Guide children through the Respond to the Text blackline master.

Read "Wolf Pack!"

Read the Text
Work with groups, as needed, using the following suggestions. Read the title. Guide children through the text in each story.

Say: *You have learned about several animal groups this week and these stories talk about another group that stays together for safety: the wolf pack. The pack has a leader who helps all the wolves. As you read, pay attention to the pictures. They can provide clues.* Provide each group with sentence frames they can use to talk about the story.

EMERGING A wolf _____ is a safe place to be. _____ keep dangerous animals away. Young wolves protect the _____ .

EXPANDING A wolf _____ is a safe place to be because everyone has a _____ . Strong wolves, called _____ keep dangerous animals away. Young wolves protect the _____ .

BRIDGING A wolf _____ is a safe place to be because _____ .

Respond to the Text
Say: *Within the pack, wolves have different roles.* Have children talk to a partner about the alpha wolf, and the role of the young wolves who watch the pups. Ask: *How can a wolf pack and the roles of the wolves change over time?* (Pups can grow up. They will watch other pups. One pup may become an alpha wolf.)

Fluency
Bring the class back together. Say: *When we read aloud, we want to pay attention to the rate of our reading, how fast or slow we read. If the text tells about something exciting, we speed up our reading. If the text has a more serious tone, then we read more slowly. Let's look at the text on page 2:*

> Wolves live in packs because it is safer.
> They help each other in many ways!

When I read the first sentence, I'll read it slowly to communicate the two ideas. I want to make sure the reason they live in packs (because it is safer) is clearly understood. The second line can be read faster because the information is not as challenging and there is an exclamation point at the end. Have pairs take turns reading the two lines to one another practicing the rate at which they read.

Language Support

Language Objectives
- Revise writing to incorporate details.
- Share thoughtful analytical opinion orally.
- Demonstrate correct usage of *has* and *have*.

Content Objective
- Revise sentences that offer opinions about what it would be like to be a big fish in the ocean.

Materials ≫ *Go Digital*
- My Language Book, page 142
- Language Development Cards: 19B, 20B

ELD ELD.PI.1.1.Em, Ex, Br; ELD.PI.1.5.Em, Ex; ELD.PI.1.9.Em, Ex, Br; ELD.PII.1.3.Em, Ex, Br; ELD.PII.1.5.Em, Ex, Br

Independent Writing

Revise

Review Writing Review the writing prompt from Day 3. Have children tell a partner their opinion about being a big fish in the ocean using both their artwork and writing to share their ideas. Provide sentence frames to guide children to review each other's work. **I like how you wrote ____ . What does ____ ?**

How Language Works

Modifying to Add Details Remind children that a sentence can be expanded by adding a prepositional phrase. Model with the sentence *The insects were in the garden near the plants.* Have children examine their writing to identify places where they could add a prepositional phrase to add more detail. Provide options that might be relevant for their ideas, such as *in a school of fish, near a shark, away from other big fish,* when writing about ocean fish.

For additional work with **adding details**, see **Language Development Cards: 19B, 20B.**

Present

Share Writing Provide time for children to share their finished work. Help children present the writing they composed for both prompts. Allow children time to practice for an oral presentation. Model how to hold a drawing so that the audience can view it clearly. Model ways to begin their presentation by reciting the prompt or offering a title for the oral presentation. Then, help children practice making eye contact naturally.

EMERGING Have children read their work to you using eye contact and clearly sharing their artwork that connects to their writing.

EXPANDING Have children introduce the focus of their presentation by reciting the writing prompts. Guide them to pause and make eye contact.

BRIDGING Have children present their visuals during an oral presentation where they speak loudly and clearly while making eye contact. Encourage children to take questions from their peers or to add more details extemporaneously.

Grammar

My Language Book Have children turn to p. 142. Tell them they will practice using the verbs *has* and *have*. Read the poem, then repeat with the class. To help them identify the verbs, clap each time you say one. (Children will circle has and have and underline penguin, fathers, mother, penguin; Part B: has, have)

EMERGING Allow oral answers.

EXPANDING After completing the sentences about penguins, ask children to compose two additional sentences about animal groups using *has* and *have*.

BRIDGING After completing the sentences about penguins, ask children to compose three additional sentences about animal groups using *has* and *have*.

Progress Monitoring

Language Objective
- Use oral vocabulary acquired during the week, including academic language, to discuss the Essential Question.

Content Objective
- Demonstrate comprehension of text through written response to a prompt.

Materials ≫ *Go Digital*
- My Language Book, page 143
- Reading/Writing Workshop: Shared Read, "A Team of Fish" pp. 38–47

ELD ELD.PI.1.1.Em, Ex, Br; ELD.PI.1.10.Em, Ex, Br; ELD.PIII.RF.1.4

Set Purpose

Today you check in with children using appropriate proficiency level expectations to accurately gauge independent progress in relationship to this week's content and Essential Question, **How do animals help each other?**

Fluency

My Language Book
Place children in small groups and ask them to read the fluency page for the week and complete the suggested activities (**My Language Book,** page 143) as you interact with individual children to complete your evaluations.

Oral Production

Provide children at each proficiency level with the following oral prompts as a way to gauge their progress in speaking about this week's Essential Question.

Talk About the Essential Question
EMERGING   Say: *Name some examples of animals who help in groups. How do these animals protect their young?*

EXPANDING   Ask: *How do animals take care of their young? How do animals keep each other safe? Give specific examples from readings and discussions.*

BRIDGING   Say: *Explain how animals depend on each other in the wild. Name examples from the animals you learned about. Why do you think these animals do what they do?*

Written Production

Provide children at each proficiency level with the following written tasks as a way to gauge their progress in writing about this week's Literature Big Book.

Write About the Shared Read
EMERGING   Have children draw and label pictures to show how small fish swim together in the ocean.

EXPANDING   Have children draw and caption pictures to show how small fish stay safe from larger fish.

BRIDGING   Have children draw and write about the way small fish stay safe and how bigger fish might swim by without eating the smaller fish.

Diagnose and Prescribe Chart

Use the following chart to guide you in assessing children's responses and work. You might also want to use the Weekly Assessment Checklist in the Assessment book.

Formative Assessment

PROFICIENCY LEVEL EXPECTATIONS	EMERGING Expect frequent errors in pronunciation in oral responses, and grammar errors in written responses that sometimes impede meaning.	EXPANDING In oral responses, expect some examples of extended discourse, especially in response to follow-up questions, with fairly frequent pronunciation errors. In written responses, expect frequent errors in grammar that are not significant enough to impede meaning.	BRIDGING In oral responses, expect complete sentences, with only minor pronunciation errors. Also expect children to come up with follow-up questions as part of their dialogue with you. In written responses, expect some minor grammar errors that do not impede meaning.
ORAL PRODUCTION: Talk About the Essential Question	IF... children are unable to respond with phrases or short sentences, THEN... provide frames to help them respond: **Animals take care of their young by giving them _____ . Animals keep each other safe by traveling in _____ .**	IF... children are uncomfortable initially responding without frames, THEN... provide these frames to get them started. **Animals take care of their young by _____ . Animals keep each other safe by _____ .**	IF... children do not ask follow-up questions on their own, THEN... model keeping the dialogue going by asking appropriate questions.
WRITTEN PRODUCTION: Write About the Shared Read	IF... children struggle to write a sentence, THEN... review with them the list of theme words from Day 4 and offer simple sentence frames.	IF... children fail to write complete sentences, THEN... model how to correct one of their sentences and guide them to write more.	IF... children fail to include details in their writing, THEN... guide them to return to the text for ideas.

LEVEL UP	If children are able to use learned vocabulary that they have acquired during the week, they might be ready to move to the EXPANDING level for some tasks.	If children are able to express ideas through re-combinations of learned vocabulary, with support, they might be ready to move to the BRIDGING level for some tasks.	If children are able to sustain an extended conversation to answer questions about the week's topic, they might be ready to move to on-level for some tasks.