

California

Wonders

FOR ENGLISH LEARNERS

English Language Development Teacher's Edition

Mc
Graw
Hill
Education

EMERGING

EXPANDING

BRIDGING

Grade 3



New Ideas

ESSENTIAL QUESTION

What ideas can we get from nature?

- Day 1 Components**

 - Companion Worktext
 - ELD Visual Vocabulary Cards
 - Visual Vocabulary Cards
- Day 2 Components**

 - Language Development Cards/Practice
 - Foundational Skills Kit
 - Companion Worktext

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Part II

 ELD.PII.3.1 ● ■ ◆
 ELD.PII.3.3 ● ■ ◆
 ELD.PII.3.7 ● ■ ◆

Part III

 Foundational Skills
 Phonics
 Fluency

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- Expanding
- ◆ Bridging

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- Diagnose and Prescribe

Language Support

Language Objectives

- Demonstrate an understanding of homographs
- Demonstrate an understanding of the suffix *-ion*
- Expand on lesson vocabulary

Content Objectives

- Examine photographs as a feature of nonfiction text
- Describe how people get ideas from nature

Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



ELD ELD.PI.3.1.Em, ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.6.Em, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.12.Em, ELD.PI.3.12.Ex, ELD.PI.3.12.Br, ELD.PII.3.4.Em, ELD.PII.3.4.Ex, ELD.PII.3.4.Br, RF.PIII.3.4

Set Purpose

This week we will be looking at the language in the expository text *Bats Did It First*. Discussing the language in the text will help you understand what the author is saying. Today we will learn about the ideas we can get from nature.

Oral Language

EXPLORE THE ESSENTIAL QUESTION

What ideas can we get from nature?

Use the Graphic Organizer Review the words *observed* (cognate: observó), *imitate* (cognate: imitar), and *inventions* (cognate: invenciones). Use the graphic organizer to lead a discussion about how nature can be inspiring for people. Explain that the photograph shows a boy observing something from nature. People can observe nature to learn about it and get new ideas.



Talk About It Focus partners on the photograph. *What is the boy in the photograph doing? (observing a spider)* Explain that the boy is using a magnifying glass to observe.

Have students work in small groups to discuss what the boy in the photograph might be learning about the spider and the spider web. *How do you think the spider is creating the web? (with silk)* *What do*

you think the spider will use the web for? (catching insects to eat)

What is an invention that is similar to a spider web? (Possible answers: fishing net, silk) Model using the idea web to list words and phrases related to ideas from nature. Have students recall their discussions about the boy in the photograph.

EMERGING Discuss what is happening in the photograph. *What is the boy doing with his magnifying glass? The boy is observing a spider and a spider web.* *What might the boy learn from observing the spider and the spider web? What ideas might he have? (how the spider builds the web; what the web is made of)* Choral read the sentence frame at the bottom of page 47. Have partners fill in the sentence frame to describe an example of how people use ideas from nature.

EXPANDING/BRIDGING Guide students to use complete sentences to answer the following questions: *What will the boy learn from observing a spider in its web? (He will learn how the spider builds the web and what the web is made out of.)* *What is the boy using to observe? (He is using a magnifying glass.)* Have students discuss as a group how humans use ideas from nature to make new things. Ask: *Can you think of examples of inventions that were inspired by nature? (Answers will vary.)* Have students work with a partner and choral read the prompt at the bottom of page 197. Have them use the sentence frame to discuss examples of inventions inspired by things in nature.

More Vocabulary

For each level, introduce **More Vocabulary** from “Bats Did It First” using the **ELD Visual Vocabulary Cards**. Follow the **Define/Example/Ask** routine for each word. Highlight morphology and identify any cognates in the students’ primary language. Then have students complete the **Partner Talk** activity.

EMERGING Teach vocabulary *objects* (p. 52) and *ordinary* (p. 54). Discuss the photographs and examples on page 48. Have students answer the questions about the words. Model answering the questions using the sentence frames and have students do the same.



EXPANDING/BRIDGING Teach vocabulary *inspiration* (p. 201), *navigate* (p. 201), *locate* (p. 202), *objects* (p. 202), *ordinary* (p. 204), and *observations* (p. 205). (Note cognates: inspiración, ordinario, observaciones.) Highlight any morphology that will help students. For example, point out that *-tions* at the end of the word *observations* tells us that it is a plural noun.

After students complete the sentences on pages 198–199, have partners ask each other questions using the vocabulary words.



Review Weekly Vocabulary Display the **Visual Vocabulary Cards** *effective*, *example*, *identical*, *imitate*, *material*, *model*, *observed*, *similar*. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using sentence frames.

ALL LEVELS Have students play a matching game with the weekly vocabulary words. Tell them to record the words in their notebooks.

Words and Phrases

EMERGING Homographs Have students turn to page 49. Explain that homographs are words that are spelled the same but have different meanings. Point to each picture and read the captions aloud. Have students read each sentence and explain what *bat* means in each photo. Provide sentence frames for more practice. **This bat eats**

fruit. A bat is a small flying animal. Tom hits the ball with a bat. A bat is a stick used in a game.



EXPANDING/BRIDGING

Suffix *-ion* Review that a suffix is a word ending that changes the meaning of the word. Remind students that they can often figure out the meaning of a word by looking at the root word.

Write the following sentence from page 199 on the board: *We had a discussion about the stars. The telephone was an important invention.* Have students read the sentences aloud. Review that *discussion* and *invention* are nouns. Ask students to find the root words in *discussion* and *invention*.

(*discuss*, *invent*) Review that these words are verbs.

EXPANDING Suffix *-ion* Display more examples of words with the *-ion* suffix: *observation*, *navigation*, *inspiration*. Have students work with partners to identify the root words in these examples. Review that these words are verbs. Have partners complete the sentence frames: **I recorded my observations in my notebook. Record what you observe in your notebook. A flashlight can help people navigate at night. The flashlight helped with our navigation at night.**

BRIDGING Suffix *-ion* Ask partners to take turns creating original sentences using the nouns *observation*, *navigation*, and *inspiration*. Have students share their sentences aloud and record them in their notebooks.

EXPANDING/BRIDGING Write Have each student write a sentence using the noun *inspiration*. Have students give their partners the sentence. Ask students to use the new sentence their partner gave them and circle the root word *inspire*. Have students share their sentences aloud and record them in their notebooks.

Phonological Awareness >> Go Digital

For students who need support in phonological awareness skills, such as spoken words, syllables, and sounds, see the Readiness Lessons in the Tier 2 Intervention Phonics/Word Study Teacher’s Edition.

Shared Read

Language Objectives

- Demonstrate an understanding of cohesion
- Explain and discuss main ideas and key details
- Locate and discuss text evidence
- Expand on lesson vocabulary

Content Objectives

- Build on understanding of how people get ideas from nature

- Examine photographs and diagrams as features of nonfiction text

Materials >> Go Digital

- Companion Worktext for Emerging



ELD ELD.PI.3.1.Em, ELD.PI.3.6.Em, ELD.PI.3.7.Em, ELD.PI.3.8.Em, ELD.PI.3.9.Em, ELD.PI.3.12.Em, ELD.PII.3.2a.Em, ELD.PII.3.3.Em, ELD.PII.3.4.Em, ELD.PII.3.5.Em, RF.PIII.3.1

Read “Bats Did It First”

Reading Routine

- **Build On** In preparation for today’s discussions, have students share and discuss what they’ve learned so far about how people get ideas from nature.
- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

PAGE 50

1 Talk About It Have pairs of students choral read the title and the Essential Question. Remind students that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind students that “Bats Did It First” is an expository text. Remind students that the photographs and diagrams in an expository text will help them understand the text.

Have partners take turns reading and answering the questions in the side column.

PAGE 51

Paragraph 1

1 Comprehension Choral read the first paragraph. Remind students that people can get ideas from observing nature. Tell students that they are going to learn about how scientists imitated an idea from nature. Talk about the photographs on the page. *What*

do the photographs show? The photograph on page 50 shows **bats** flying. The photograph on page 51 shows **a boy** who is blind. He is walking with a special **cane** to help him get around.

Paragraph 2

2 Specific Vocabulary **ACT** Guide students in relating the word *inspired* to *ideas*. Ask: *What did watching bats do for one scientist? It **gave him an idea**.* Have students talk about when they have had good ideas. Ask them to use *inspired* in a sentence to describe their experience.

Review the core vocabulary word *blind*. Ask students to explain what it means to be *blind*. Use the sentence frame: **The boy in the photo cannot see because he is **blind**.**

3 Sentence Structure **ACT** Choral read the paragraph. Help students respond to the prompt as needed. Point out the pronouns and nouns. Use the following sentence frames: **The pronoun *he* refers to the noun **scientist**. What did the scientist do? He **invented** a special cane for blind people.**

PAGE 52

Paragraph 1 and 2

Read the heading. Explain that headings tell the reader something about the information they are about to read. *What will be the subject of the paragraphs in this section of the text?* (**canes**)

Have partners choral read the first paragraph. Review the suffix *-ly*. Ask students to underline the word that has this suffix. (**safely**)

1 Sentence Structure **ACT** Ask students to point to the two pronouns in the second sentence. Review *subject* with students. Ask students to point to the subject of the first sentence. Use the following sentence frame if necessary: **The pronouns they and them refer to the subject many blind people.**

Paragraph 3

2 Comprehension: Main Idea and Key Details Review the concept of main ideas and key details. Reread the third paragraph aloud. *The main idea is that bats fly at night. What details tell us how bats fly at night?* Use the following sentence frames: **Bats make high-pitched sounds when they fly in the dark. These sounds help bats navigate.**

3 Specific Vocabulary **ACT** Have students underline the words *in the dark*. **Bats use sounds to fly in the dark.**

Review the meanings of *sound* and *high-pitched*. If possible, demonstrate a high-pitched sound. Ask students to name things that make high-pitched sounds. *(Answers will vary.)*

PAGE 53

Paragraph 1

Read the Diagram Model how to interpret the diagram. Point to the bat and moth and their labels. Review the definitions of *sound wave* and *echo* (cognate: eco). Use the diagram to explain the concepts of sound waves and echoes.

1 Sentence Structure **ACT** Have students choral read the third sentence. Remind students that a pronoun refers to a noun.

2 Specific Vocabulary **ACT** Choral read the prompt and have students circle the word *echo* in the third sentence. Have students underline the two words in the sentence. Ask students where they might have heard an *echo*. Provide examples and sentence frames: **I heard an echo when I was playing in the gym.**



3 Talk About It Have students reread the paragraph and respond to the prompt by writing their own sentences. Ask students to underline the text evidence for their written answer, and share their writing aloud with the class.

PAGE 54

Paragraph 1

Ask students to look up the word *batty* in a dictionary. Ask them if they can find other words that have a similar meaning. Explain to students that the use of *batty* in the heading is meant to be humorous. *The invention was inspired by bats. What is another meaning of batty?* *(strange)*

1 Specific Vocabulary **ACT** Choral read the prompt. Point out the word *lightweight* in the text and have students split the word into two words and answer the prompts in the side column.

2 Sentence Structure **ACT** Help students identify the pronoun *it* and noun *cane*. Ask students to explain how they know the pronoun refers to the noun.

Paragraph 2

Read the Diagram Model reading the diagram while pointing to each label, arrow, and object in the diagram. Have students choral read the caption.

1 Comprehension: Main Idea and Key Details Help students locate the information and underline it. *(It sends out signals; an echo bounces back to the handle; buttons on the handle vibrate; buttons tell person where object is.)*

PAGE 55

Paragraph 1

1 Specific Vocabulary **ACT** Lead students in a discussion about the connection between *inventor* and *invention*. Then have them respond to the prompt.

2 Sentence Structure **ACT** Review adjectives. Then help students complete the sentence.



3 Talk About It Have students work with partners to complete the sentence. **One good idea that came from nature is a bat-inspired cane.**

Make Connections Review the Essential Question and have partners discuss how bats inspired a cane for blind people. Tell them to use academic language and vocabulary in their discussions. Provide sentence frames as necessary.

Shared Read

Language Objectives

- Use text evidence to demonstrate comprehension of a text
- Expand on lesson vocabulary
- Demonstrate understanding of cohesion
- Explain and discuss main ideas and key details

Content Objectives

- Examine photographs and diagrams as a feature of nonfiction text
- Explain how people get ideas from nature

Materials >> Go Digital

- Companion Worktext for Expanding/Bridging



ELD ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.6.Br, ELD.PI.3.6.Ex, ELD.PI.3.7.Ex, ELD.PI.3.7.Br, ELD.PI.3.8.Ex, ELD.PI.3.8.Br, ELD.PII.3.1.Ex, ELD.PII.3.1.Br, ELD.PII.3.2a.Ex, ELD.PII.3.2a.Br, ELD.PII.3.2b.Ex, ELD.PII.3.2b.Br, RF.PIII.3.1, RF.PIII.3.4

Read “Bats Did It First”

Reading Routine

- **Build On** In preparation for today’s discussions, ask partners to share what they’ve learned so far about how people get ideas from nature. Have pairs ask each other questions.
- **Read** Choral read each paragraph with students. Ask questions and use strategies provided to help them understand the text.
- **Discuss** Use the prompts and sentence frames to guide the discussion. Ask students to identify text evidence to explain or justify their responses.

PAGE 200



1 Talk About It Have students work with partners to read aloud the title and the Essential Question. Remind students that we read from left to right. Ask a volunteer to point to where to begin reading the text. Remind students that “Bats Did It First” is an expository text. Photographs and diagrams in an expository text will help them understand the text. Have students discuss the photograph on page 200. Ask students to discuss what they know about bats.

Have partners take turns reading and answering the questions in the side column. Explain that the boy on page 201 is blind. Ask students to explain what it means to be blind. Provide sentence frames if necessary.

PAGE 201

Paragraph 1



EXPANDING/BRIDGING Read the first sentence on the page and point out “full of.” Remind students that writers often take different choices when writing. Ask students to use “full of” in a sentence. Then ask: *What is another way the author could have written this sentence?* (Possible answer: There are many ideas in nature.)



1 Specific Vocabulary ACT Have students choral read the first paragraph. Point to the word *imitate* (cognate: imitar). Review the meaning of *synonym*. Ask students to point to a word in the third sentence that is a synonym of *imitate*. Explain to students that synonyms can be used as context clues to help them find the meaning of unfamiliar words.

EXPANDING/BRIDGING Ask students to find the root word of *inspiration* in the text. Have students work in pairs to write two sentences, one that uses the noun *inspiration* and another that uses the verb *inspire*.

Cohesion Choral read the paragraph. Note that the word *they* in the third and fourth sentences refers to “many inventors and scientists.” Ask: *What do many inventors and scientists do?* (They imitate what they see outdoors. They use nature to inspire their inventions.)

Point to *just step outside and look around* and help students identify clues to this phrase's meaning. *What does the phrase mean?* (go out and observe nature)

2 Comprehension: Main Idea and Key Details Help students locate the key details in the text and underline them. (Scientists spend time outdoors. They observe interesting things in nature. They imitate ideas from nature.) Ask: *What is the main idea?* (Scientists use nature to inspire their inventions.)

Paragraph 2

3 Sentence Structure **ACT** Reread the second paragraph. Help students identify the pronoun and the noun it refers to. (it, invention)



BRIDGING Point to *helps blind people navigate and get around*. Remind students that authors often include context clues to help readers figure out the meanings of unfamiliar words. *What phrase helps you figure out the meaning of navigate?* (get around) Ask students to identify what the cane does. (It helps people know when there is an object in front of them.) Work with students to come up with other objects or devices that help people navigate. (Possible answers: lights, maps, GPS)

► PAGE 202

Paragraph 1

1 Sentence Structure **ACT** Reread the last sentence. Circle the word *as*. Help students answer the question. (underline *they do their shopping or walk outdoors*) Ask volunteers to explain how they know when canes help blind people move safely.

Review the suffix *-ly*. Ask students to describe what it means to move around safely. Have students work with a partner to list other ways to move around. Ask a volunteer from each pair to read their responses.

Paragraph 2

2 Specific Vocabulary **ACT** Review that adjectives are describing words. Ask students to explain what *bat-inspired* means in their own words. *What object is the author describing?* (the cane) Ask a volunteer to explain why they think the author used this adjective.

BRIDGING Ask students what they think the author means by *almost identical*. Ask students to think of other sentences where they could use the phrase *almost identical*. (possible answer: His outfit was almost identical to his friend's.)

Paragraph 3

1 Comprehension: Main Idea and Key Details Help students locate key details in the text. (The scientist observed the way bats fly at night.; The bats navigate using high-pitched sounds that people cannot hear.) Guide students in describing the main idea of the paragraph in their own words. (The scientist was inspired by his observations of bats.)



EXPANDING/BRIDGING Review the meaning of the term *high-pitched*. If possible, demonstrate play examples of high-pitched sounds. Ask students to write complete sentences that use the adjective *high-pitched*.

► PAGE 203

Paragraph 1



Cohesion Have students work with a partner in summarizing the information in the diagram using the caption. Tell them to pay close attention to how the ideas in the caption are linked with the connecting words *first* and *then*. Have them break the caption down into steps. For example: Step 1: First, the bat sends out sound waves. Step 2: Then the waves hit the moth. Step 3: Next, the waves bounce back as an echo.

1 Sentence Structure **ACT** Review the meaning of *subject* and *predicate* if necessary. Ask students to point to the predicate. Help students answer the prompt and underline the answer. (hit, bounce back)

2 Specific Vocabulary **ACT** Help students identify the two words that tell the meaning of the word *echo*. (bounce back) Demonstrate the meaning using a rubber ball. *What does the ball do when we drop it like this?* (It bounces back.) Ask the students to point to the words *bounce back* in the text. *What do sound waves do when they hit an object?* (They bounce back.)



COLLABORATIVE

3 Talk About It Have students work with partners to read aloud the prompt and write their ideas about how echoes from sound waves help bats. Have students share their answers with the class. (Sound waves tell the bats how far away and big objects are; sound waves help bats find bugs; sound waves keep bats from bumping into things.) Remind students to cite text evidence.

► PAGE 204

Paragraph 1

EXPANDING/BRIDGING Fluency Model reading the paragraph aloud with appropriate phrasing and rate. Point out where you slow down your rate to add emphasis or make sure details are clear. Point out where you speed up your rate to add excitement. Point to the commas in the paragraph and demonstrate how commas are used in the paragraph to group phrases.

Have students echo read as a group. Have students practice reading the paragraph in pairs. Offer feedback to student pairs.

1 Sentence Structure **ACT** Have students work with a partner to read aloud the prompt and sentences six and seven. Help students locate the connecting word in the text. (then)

What did the scientist do after he built the cane? (He added sound waves.) Ask students to identify the other connecting words in the paragraph. (finally)

Paragraph 2

2 Comprehension: Main Idea and Key Details Help students locate the key details in the paragraph. (The signal bounces off objects.; Buttons on the cane's handle shake when the signal bounces back.; The shaking tells the blind person things about objects in front of him.) Ask a volunteer to share the main idea of the paragraph. (The cane works using signals.)

3 Specific Vocabulary **ACT** *What vibrates on the cane? (the handle)* After students have responded to the prompt, ask them to think of other objects that vibrate (cognate: vibrar). Have students write and share aloud sentences about these other objects using the word *vibrate*.

► PAGE 205

Paragraph 1

1 Specific Vocabulary **ACT** Write the root word *invent*. Have students work in pairs to answer the question. Ask students if they can name other words that use the suffix *-or*. Provide examples. (director, actor, sailor) Remind students that the suffix *-er* fulfills a similar function.

2 Sentence Structure **ACT** Reread the sentence and point to the comma. Help students identify and underline the subject of the sentence. (the bat-inspired cane) Have students identify how the details about the subject connect to the sentence that comes before.



COLLABORATIVE

3 Talk About It Help students identify evidence in the text that will help them respond to the prompt. Possible pieces of text evidence include "their observations have led them to invent many useful things" and "great ideas can come from nature." Ask pairs to present their answers aloud. Remind students to support their answers with text evidence.

Make Connections Review the Essential Question and have partners discuss ideas we get from nature using academic language and vocabulary they've learned. Provide sentence frames as necessary.

Language Support

Language Objectives

- Paraphrase information
- Offer opinions
- Present information
- Answer questions in complete sentences

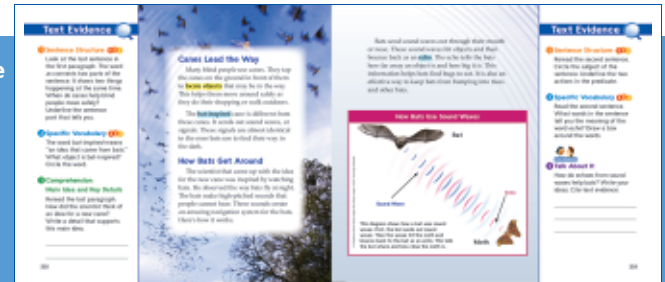
Content Objectives

- Write complete sentences to respond to a statement

- Expand on how nature can give people ideas

Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging



ELD ELD.PI.3.1.Em, ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.2.Em, ELD.PI.3.2.Ex, ELD.PI.3.2.Br, ELD.PI.3.3.Em, ELD.PI.3.3.Ex, ELD.PI.3.3.Br, ELD.PI.3.10a.Em, ELD.PI.3.10a.Ex, ELD.PI.3.10a.Br, ELD.PI.3.11.Em, ELD.PI.3.11.Ex, ELD.PI.3.11.Br

Speaking and Writing



Talk About It Have partners discuss this statement: **Bats use sound waves to navigate at night.** Cite evidence from the selection and answer in complete sentences.

Bats make sound waves.

The **sound waves** hit **objects** and **bounce back**.

This **echo** tells the bats how far away **objects** are.

Write About It Have partners work together to write 2–4 sentences explaining how bats use sound waves to navigate at night.

EMERGING Provide sentence frames to help students record their ideas.

EXPANDING Have partners work collaboratively to write a few sentences based on the statement. If students have trouble remembering details about how bats use sound waves, point to the page that contains the information.

BRIDGING Have partners work collaboratively to write a paragraph based on the statement. If students have trouble finding details to support their answers, remind them to go back through the content.

Present and Discuss After students have finished their writing, form groups of four students. Have pairs of students present their sentences. Instruct the pair listening to restate the information

presented. Students should use the words

I heard you say ____.

I agree / disagree ____.

Then reverse the roles.

PRESENTATION CHECKLIST

Remind students to:

- ✓ Use proper intonation for the presentation.
- ✓ Maintain eye contact.
- ✓ Speak clearly and slowly.

Word Wall Add the following words to your Word Wall for students to refer to during the week.

Word	Cognate
model	modelo
identical	idéntico
diagram	diagrama
Inspiration	inspiración
navigation	tradición
invention	presentación
cane	
blind	

Language Support

Language Objectives

- Exchange information and ideas
- Expand on knowledge of future-tense verbs
- Read aloud with appropriate phrasing and rate
- Answer questions after listening to the Interactive Read Aloud

Content Objectives

- Explain examples of how people get ideas from nature
- Explain how bats use sound waves to navigate

Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards
- Language Development Practice
- Phonics Card 16
- Language Development Card 11B
- Fluency Cards 1 and 5A
- Routine Card R5A

Interactive Read Aloud



• Interactive Read Aloud

ELD ELD.PI.3.1.Em, ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.4.Em, ELD.PI.3.4.Ex, ELD.PI.3.4.Br, ELD.PI.3.5.Em, ELD.PI.3.5.Ex, ELD.PI.3.5.Br, ELD.PI.3.9.Em, ELD.PI.3.9.Ex, ELD.PI.3.9.Br, ELD.PI.3.12.Em, ELD.PI.3.12.Ex, ELD.PI.3.12.Br, RF.PIII.3.2, RF.PIII.3.3, RF.PIII.3.4

Set Purpose

Today we will continue looking closely at the expository text "Bats Did It First." Reading the text again will help you understand it and answer the Essential Question: What ideas do we get from nature? We will also exchange information and ideas about how people get ideas from nature. We will learn about other ideas that were inspired by nature when we listen to "Ideas from Nature."

Oral Language

Academic Language: Exchange Information and Ideas Remind students that they exchange information and ideas when they contribute to class, group, and partner discussions by asking questions and presenting ideas.



COLLABORATIVE EMERGING Model an example of contributing to classroom conversations by asking and answering *wh*-questions about the text. For example: *Why is the boy in the photograph walking with a cane?* (The boy is walking with a cane because he is blind.) Have students work in pairs to create two *wh*-questions to share with the class. Provide sentence frames: **What do ____ help blind people do? What is the ____ cane made of?** For more sentence frames for exchanging information and ideas, see **Language Development Practice**.

EXPANDING Provide an example of contributing to classroom discussions by asking and

answering *wh*-questions about the text. Have students work in pairs to create two *wh*-questions to share with the class. Provide sentence frames:

What is the ____? Where is ____? Who invented ____?

BRIDGING Have students contribute to the classroom discussion by writing three *wh*-questions about the text. For more instruction on exchanging information and ideas, see **Language Development Practice**.

Listening Comprehension

Interactive Read Aloud: "Ideas from Nature"

This passage is about other ideas that come from nature. As you listen, write down any words or ideas you do not understand. After the first listen, have partners discuss what they wrote. The main idea is people get ideas from nature. Have groups share their answers.



COLLABORATIVE EMERGING Ask students to work in pairs to summarize the main idea using key details: **Builders and artists get ideas from nature.**

EXPANDING/BRIDGING Ask students to describe ideas people get from nature by summarizing the main idea using key details.

BRIDGING Have partners discuss ideas people get from nature using complete sentences.

Vocabulary

EMERGING Review Vocabulary Use the ELD **Visual Vocabulary Cards** to review *objects*. Ask students to use a dictionary or other resource to find the meaning of *objects*. Write the synonym *things*. Model using both words in a sentence: **The cane tells blind people where ____ are.** Then have students describe the picture on the *objects* card.

Domain Words: Science Display and pronounce this domain word and have students repeat: *sound*. Have students find the word in their text. Remind students what *high-pitched sound* means. *The high-pitched sound bats make cannot be heard by humans. Sound travels in sound waves.* Ask students to think of sounds they can hear. Ask students to demonstrate or act out other sounds that can be made. (tap on a desk, close the door, ring a bell)

EXPANDING/BRIDGING Review Vocabulary Use all of the visual vocabulary cards to review the Wonders weekly vocabulary words and **More Vocabulary** words. Have four students work together. One pair holds up a card and uses the word in a sentence. The other two students decide if the word was used correctly. Remind students to adjust their language for providing feedback and speaking to their peers appropriately.

Domain Words: Science Display and pronounce these domain words and have students repeat and review their meanings: *sound*, *sound waves*, and *echo*. Ask students questions to elicit a discussion about how these words are related.

Grammar



COLLABORATIVE

EMERGING Future-Tense Verbs

Review future-tense verbs. Remind students that future-tense verbs show action in the future. Provide examples, such as *We will read the next page.* Ask students to write their own sentences using future-tense verbs. Provide the sentence frame: **I will ____**. Have students present their sentences to a partner. For more information on future-tense verbs, use **Language Development Card 11B**.

EXPANDING/BRIDGING Future-Tense Verbs Review future-tense verbs. Remind students that future-tense verbs show action in the future. Have students work with a partner to write sentences about what they will do tomorrow. Ask volunteers to present their sentences to the class. For more information on future-tense verbs, use **Language Development Card 11B**.

Fluency

EMERGING Phrasing and Rate Model reading the first paragraph on page 54 of “Bats Did It First” with appropriate phrasing and rate. Provide corrective feedback on proper pronunciation. Then choral read the paragraph with students. For practice, have students record their voices while they read a few times. Have students play their recordings to you and choose the best one.

EXPANDING/BRIDGING Phrasing and Rate Echo read the first paragraph on page 204 of “Bats Did It First” with students, modeling reading with appropriate phrasing and rate. Provide corrective feedback on proper pronunciation. Then have students take turns reading a paragraph aloud with appropriate phrasing and rate. For more practice, have students record their voices while they read a few times. Have them play their recordings to you and choose the best one.

Foundational Skills Kit For more support in choral reading, see **Fluency Choral Reading Card 1**. For more support in echo reading, see **Fluency Echo Reading Card 5A**. For High Frequency Words, use the **Read/Spell/Write High-Frequency Words Routine, Card R5A** with these words from the selection: *away*, *eat*, *good*, *other*, *out*, *use*. For practice with the phonics skill final e syllables, use **Phonics Card 16**.

LANGUAGE TRANSFERS

Refer to the grammar transfers chart in the **Language Transfers Handbook** to identify grammatical forms that do not transfer in Spanish, Cantonese, Vietnamese, Hmong, Korean, Haitian Creole, and Khmer. Cantonese and Korean speakers may use the present tense to imply the future tense.

Close Read

Language Objectives

- Demonstrate an understanding of the text by reconstructing sentences
- Explain why the author includes content in certain sections of the text
- Respond to the text by revisiting the Essential Question, discussing it, and writing about it

Content Objectives

- Understand how people get ideas from nature
- Explain how bats use sound waves to move around
- Explain how bats inspired a scientist to create a new cane for people who are blind

Materials >> Go Digital

- Companion Worktext for Emerging



ELD ELD.PI.3.1.Em, ELD.PI.3.2.Em, ELD.PI.3.6.Em, ELD.PI.3.10a.Em, ELD.PI.3.10b.Em, ELD.PII.3.1.Em, ELD.PII.3.2b.Em, ELD.PII.3.6.Em

Close Read “Bats Did It First”

Reading Routine

- **Build on** Explain that students are going to read just a few sections of the text and examine the information in a very detailed way.
- **Reread** Read the passages indicated below with students. Ask questions and use strategies provided to help them understand the text.
- **Take Notes** Have students take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

PAGE 52

Paragraph 1

Comprehension Skill: Main Idea and Key Details

Review that to find the main idea of the paragraph, students need to look for key details and understand what the details have in common. Reread the paragraph with students. Help them locate text evidence and complete an idea web on the board with the following information: *What are the key details?* **Blind people tap canes in front of them. Canes help them locate objects in their path. Canes help them walk safely.** Help students locate the sentence that describes what the details have in common. Explain that this is the main idea of the sentence. *What is the main idea?* **Many blind people use canes. Canes help them walk safely.**



Write About It Help students use the information to write about the main idea and key details. One key detail is that **blind people tap canes in front of them**. Another key detail is that **canes help blind people locate objects in front of them**. The main idea is that many blind people use canes to **help them walk safely**.

Paragraph 2

Specific Vocabulary ACT Review the core vocabulary words *similar* and *identical*. Things are **identical** when they are the same. Things are **similar** when they share certain characteristics. Point to the word *different* in the text. Ask students to explain what this word means. **(not the same)** Ask students what *different* refers to in the text. **(the bat-inspired cane)** Ask students why it is different. **(The new cane is different because it sends out sound waves.)**


Paragraph 3

Genre ACT Point out the word *sound*. *Bats make high-pitched sounds that people cannot hear.* Point out that people cannot hear all sounds. Sounds travel in waves that we do not see. Even though we cannot hear all sounds, we can measure the sound waves of sounds we cannot hear. Connect this idea to the diagrams on pages 53 and 54. Explain that the sound waves are illustrated in these diagrams to help us understand that they travel from the bat to the moth or from the cane to the mailbox. Emphasize that the diagram is representing what occurs. We do not see the sound

waves moving, but we can measure and control them.

PAGE 53

Paragraph 1

Organization  Reread the paragraph aloud. Act out the actions as you read. Point to your mouth and move your hand away from your mouth to simulate sound waves. Bring your hand to the wall and have it bounce back toward your face. Ask what sequence word in the text explains that sound waves become an echo after they hit objects. **(then)** Explain to students that the author used *then* to help show a sequence of steps that occur to explain how bats navigate.



INTERPRETIVE

Text Reconstruction Read the paragraph aloud while students just listen.

Read the paragraph a second time, instructing students to listen for key words and phrases *sound waves* and *echo*.

Read the paragraph a third time while students listen and take notes on what they hear.

Have students discuss their notes with a partner and work together to reconstruct the text from their notes. Have them write complete sentences as needed.

Next, have students look at the original text. Ask students about sound waves. *Where do these sound waves come from?* **(the bat's mouth or nose)** Then tell students that they are going to look at how the text uses sequence of events to explain how bats use sound waves. *Which sentence tells you what the sound waves do?* **(the second sentence)** *Which sentence tells you what the sound waves become?* **(the third sentence)** Remind students that the author used *then* in the organization of the text. Explain to students that they could order the sentences using the words *first*, *next*, and *then*. Rewrite the sentences using the words on the board. **First, bats send sound waves through their mouth or nose. Next, the sound waves hit objects. Then they become an echo and bounce back to the bat.** Point out that ordering the steps or sequence of things that occur helps the reader understand how bats use sound waves. For example,

it can help the reader visualize each step of the process.

Then have partners compare similarities and differences between their text reconstructions and the original texts. Have students check if they used the correct sequence of events to explain how bats use sound waves. Then have partners share and discuss this information with the whole group.

Respond to the Text

Have students turn to page 56. Guide students through the following instruction.



COLLABORATIVE

Partner Discussion Review with students what they have learned about the Essential Question: *What ideas can we get from nature?* Then have students apply this information to observing that how bats get around at night led to a cane for people who are blind. Model each sentence frame. Then have partners complete the sentences with the information they learned and cite text evidence to support it.

Group Discussion Provide a model for discussion: **We learned that a ____ watched ____ at night. Then the scientist ____ that ____ . The cane uses ____ to ____ . The group said that ____ . I agree/disagree with ____ because ____ .** Remind them to provide text evidence to support their statements.



PRODUCTIVE

Write Help partners complete the sentence frames by asking questions for each sentence frame: *Who watched bats at night? What did he observe? What did he make? What does the cane do? How does the cane work?* Then help students use their responses to complete the sentence frames. Discuss the vocabulary words they can use in their responses. Correct students' sentences as needed.

Share Writing Have students read their sentences aloud to the class. Repeat their responses, correcting them as needed. Remind students to support their responses using text evidence and to speak slowly and clearly. Encourage students to affirm or disagree with another classmate's opinions using the frames on page 57.

Close Read

Language Objectives

- Demonstrate an understanding of the text by reconstructing sentences
- Explain why the author includes content in certain sections of the text
- Respond to the text by revisiting the Essential Question, discussing it, and writing about it

Content Objectives

- Understand how people get ideas from nature

- Explain how bats use sound waves to move around
- Explain how bats inspired a scientist to create a new cane for people who are blind

Materials >> Go Digital

- Companion Worktext for Expanding/Bridging



ELD ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.3.Br, ELD.PI.3.5.Br, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.6.Ex, ELD.PI.3.2.Br, ELD.PI.3.10a.Br, ELD.PI.3.10a.Br, ELD.PI.3.10b.Br, ELD.PI.3.10b.Br, ELD.PII.3.1.Ex, ELD.PII.3.1.Br, ELD.PII.3.2a.Ex, ELD.PII.3.2a.Br, ELD.PII.3.6.Ex, ELD.PII.3.6.Br

Close Read "Bats Did It First"

Reading Routine

- **Build on** Explain that students are going to read just a few sentences of the text and examine the information in a very detailed way.
- **Reread** Read the passages indicated below with students. Ask questions and use strategies provided to help them understand the text.
- **Take Notes** Have students take notes as they read.
- **Discuss** Use prompts and sentence frames to guide the discussion. Have students point to or identify text evidence to support their responses.

students that synonyms or words that are similar can be used as context clues to help readers understand unfamiliar words and find the meaning of new words. Ask students to identify a context clue that uses a synonym in the third sentence. (*imitate, or copy*) Discuss the use of *inspiration* and *ideas* in the second sentence. Ask students if they think it was necessary for the author to include both of these words.

Then have partners compare the similarities and differences between their text reconstructions and the original texts. Have students check if they included context clues. Then have partners share and discuss this information with the whole group.

PAGE 202

Paragraph 1



INTERPRETIVE

Comprehension Skill: Main Idea and Key Details What are the key details in this paragraph? (*Blind people tap canes in front of them to help locate objects; canes help blind people move around safely.*) What do the details have in common? (*Blind people use canes; canes are useful to blind people.*) What is the main idea? (*Many blind people use canes.*) Have partners explain to each other how they identified the main idea.



PRODUCTIVE

Write About It Have students use an idea web to write about the main idea and key details: One key detail is that blind people tap canes in front of them. Another key detail is that canes help blind people move around safely. The main idea is that many blind people use canes.

PAGE 201

Paragraph 1



INTERPRETIVE

Text Reconstruction Read the paragraph aloud while students just listen.


Read the paragraph a second time, instructing students to listen for key words *inspiration*, *ideas*, and *imitate*.

Read the paragraph a third time while students listen and take notes on what they hear.


Have students discuss their notes with a partner and work together to reconstruct the text from their notes. Help them to write complete sentences as needed.

Next, have students look at the original text. Ask students to tell what the paragraph is mostly about. (*how people get ideas from nature*) With students, locate the sentences that use the key words. Remind

Paragraph 2

Specific Vocabulary  Point out the core vocabulary word *identical*. Review the meanings of *similar* and *identical*. Things that are similar share some qualities. Things that are identical are exactly the same. Ask students to find a word in the paragraph that is the opposite of these words. (*different*)



Paragraph 3

Connection of Ideas  Point out the word *sound*. Ask students to explain what they know about how sound travels. (*Sound travels in waves.*) Ask students how they know this. Remind students of the Essential Question, and tell them that sound waves are part of nature. *What was inspiring about the bats? The bats have a navigation system that uses high-pitched sounds.*

BRIDGING Tell students that they will discuss how nature inspires people. Ask students to read the first sentence of the paragraph. *The scientist who came up with the idea for the new cane was inspired by watching bats. What does this mean? (He was inspired by the high-pitched navigation system that bats use.)*

PAGE 203

Paragraph 1

 **Organization**  Tell students that authors of science text often organize their ideas into causes and effects. Remind them that a cause is an action that makes the effect happen. Have them focus on the idea that bats use sound waves to navigate. *The action in this paragraph shows how bats use sound waves. What is the effect of the bats sending out sound waves? (The waves bounce off objects, and the echoes tell bats where an object is.)* Ask students if they can find another example where the author uses cause and effect to present information. (*Possible answer: The author uses cause and effect to explain how the cane works on page 204.*)

Respond to Text

Have students turn to page 206. Guide students through the following instruction.



COLLABORATIVE

Partner Discussion Review with students what they have learned about the Essential Question: *What ideas do we get from nature?* Then have students apply this information to how bats use of sound waves led to the invention of a new cane for blind people. Have partners follow this routine for their discussion: 1. Review the Essential Question. 2. Make sure each student in a pair has a chance to speak about what they've learned about how bats navigate at night and a new cane for blind people. 3. Have partners refer to the text to help them come up with answers. 4. Remind students to cite evidence in the text to support their answers.

Group Discussion Remind students to include evidence for their answers. *I learned that bats make _____. The sound waves _____. The echo tells bats _____. This helps bats _____. A scientist observed bats _____. He was inspired to create a _____. The cane uses _____. It helps _____.*



PRODUCTIVE

Write Discuss with students what they will include in their response and the vocabulary words they can use. Have students read their sentences aloud and decide whether they have answered the Essential Question and explain their decision. Have them make changes as needed.

Share Writing Have students read their sentences aloud to the group. Repeat their responses, correcting them as needed. Remind students to support their responses using text evidence and to speak slowly and clearly.

Word Wall Add the following words to your Word Wall:

Word	Cognate
sound	
echo	eco
navigate	
observed	observó

» Go Digital

Have students get ready to read a selection in the Literature Anthology on Day 3. Provide access to written or audio summaries of the selection they will read about.

Language Support

Language Objectives

- Demonstrate an understanding of academic vocabulary
- Demonstrate an understanding of domain-specific vocabulary
- Identify and use supporting details
- Explain future-tense verbs
- Combine sentences to connect ideas

Content Objectives

- Use a graphic organizer to take notes
- Ask and answer questions about an informational text
- Write to a specific prompt

Materials >> Go Digital

- Companion Worktext for Emerging and Expanding/Bridging
- Oral Language Cards



ELD ELD.PI.3.5.Em, ELD.PI.3.5.Ex, ELD.PI.3.5.Br, ELD.PI.3.6.Em, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.7.Em, ELD.PI.3.7.Ex, ELD.PI.3.7.Br, ELD.PI.3.10a.Em, ELD.PI.3.10b.Em, ELD.PI.3.12.Em, ELD.PII.3.1.Em, ELD.PII.3.1.Ex, ELD.PII.3.1.Br, ELD.PII.3.3.Em, ELD.PII.3.6.Em

Set Purpose

Today we will review some of the information and vocabulary we've learned about how people get ideas from nature. Then we will discover how one student applied all that she learned to writing about "Bats Did It First." Afterward, you'll write your own paragraph.

Oral Language



COLLABORATIVE

ALL LEVELS

Retell

Remind students that reviewing important ideas and details in a text and then recounting, or retelling, those events in their own words can help improve understanding of the text. Model retelling.

EMERGING Choral read the section "How the Cane Works." Then have partners discuss and retell the section. Give sentence frames as needed: **This section is about how the cane works.** It tells how the cane sends out **signals**. These signals bounce off **objects**. The echo bounces back to the **handle** of the cane. Buttons on the handle **vibrate**. This helps the person know there is an **object** in their path. Ask volunteers to present their retellings.



COLLABORATIVE

EXPANDING/BRIDGING

Have partners retell the section "How the Cane Works." Ask them to reread it and work together to retell the information. Then have partners share their retellings with the class.

Vocabulary

Review Vocabulary



COLLABORATIVE

EMERGING

Review vocabulary and domain-specific words from this week that students might need in order to understand the information in both Take Notes About the Text and the Student Model, and also to answer the prompt in Your Turn. These words might include *ordinary*, *objects*, *sound waves*, and *echo*. Say each word and have students repeat. Then, have partners find the words in the text and take turns giving definitions in their own words.



COLLABORATIVE

EXPANDING/BRIDGING

Review vocabulary and domain-specific words from this week that students might need in order to understand the information in both Take Notes About the Text and the Student Model, and also to answer the prompt in Your Turn. These words might include *objects*, *echo*, and *vibrate*. Have partners write complete sentences using the words and share them with the class.

BRIDGING Review **More Vocabulary** word *imitate* (cognate: imitar) and have students work with a partner to discuss how scientists imitate nature to invent things. Hold a discussion in which partners share what they discussed.

Write to Sources

Analyze the Prompt Review that before beginning to write, it's important to read and understand the prompt. *The prompt tells you what you will be writing about.*

Read aloud the paragraph on page 58 and indicate the prompt with your finger. Read it aloud: **Why is the new cane better than other canes?** *This is the prompt.* Then point to the picture of Aisha. *This is the question that Aisha will need to answer.*

Ask students to tell what information Aisha will need in order to answer the question and where she will find this information. (how the new cane is different from other canes; in the text) Give support as needed.

Review the Graphic Organizer Explain that Aisha used a chart to organize the main idea and details about what makes the new cane better than other canes.

Let's see how Aisha organized her information. She put the main idea in the left column. Read it aloud. *The main idea answers the writing prompt.* Point to cells in the right column. *Aisha put three text details about why the new cane is better in this column.* Point to the first cell. *What did Aisha write here?* (The cane sends out sound waves like a bat.) Remind students that Aisha is writing about why the new cane is better than other canes. Point to the next cell. *What did Aisha write here?* (Other canes do not send sound waves.) Continue reading through the chart and making connections between the main idea and details.

Examine Student Model Read the bolded sentence aloud. Clarify that the "I" refers to Aisha. *What did Aisha use to write her paragraph?*

Read the first sentence of the model aloud and have students repeat. Explain that this sentence tells what the paragraph will be about. *This is called the topic sentence.* Point out that it is the same as the first sentence in the left column of Aisha's chart.

Continue reading each sentence of the model and connect it to the main idea chart. Point out that all the details from Aisha's chart are included in the

paragraph. Read aloud the last sentence and have students repeat. *This is the conclusion.* Note that Aisha added the last sentence; it wasn't in her chart. Explain that you can add more information after you begin to write. *Aisha's paragraph ends with a strong conclusion. The last sentence summarizes and emphasizes her main idea.* Define *summarize* and *emphasize* as needed.



Talk About It Have students work with a partner to look more closely at Aisha's paragraph about the new cane.

Text Evidence Choral read the prompt. Review that supporting details support the main idea. Have a volunteer read aloud the boxed sentence. After students have responded to the prompt, hold a class discussion about why Aisha used the information as a supporting detail.

Grammar Review the meaning of *future-tense* and a "doing verb." Have students respond to the prompt. Then have partners discuss and share with the group why Aisha uses a future-tense verb in her paragraph. Provide this frame as needed for discussion: **Aisha uses a future-tense verb because she is writing about what will happen when the sound waves hit objects.**

Connect Ideas Ask volunteers to read aloud the third and fourth sentences. Then have students work in pairs to connect the sentences with the word *but*. Model using *but* as needed. Have volunteers share their connected sentences aloud. (The cane sends out sound waves like a bat, but other canes do not send out sound waves.)

Your Turn Discuss the prompt with students. Remind them to use what they learned from examining Aisha's work to guide them in writing their paragraph.

WRITER'S CHECKLIST

Remember to:

- ✓ Read the prompt carefully
- ✓ Write your notes in a graphic organizer
- ✓ Answer the question

Writing

Language Objectives

- Identify and use supporting details
- Explain future-tense verbs
- Combine sentences to connect ideas

Content Objectives

- Use a graphic organizer to take notes
- Ask and answer questions about an informational text
- Write to a specific prompt

- Analyze the text, craft, and structure in “Big Ideas from Nature”

Materials >> Go Digital

- Companion Worktext for Expanding/Bridging
- Literature Anthology, pp. 258–269



ELD ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.7.Ex, ELD.PI.3.7.Br, ELD.PI.3.10a.Ex, ELD.PI.3.10a.Br, ELD.PI.3.10b.Ex, ELD.PI.3.10b.Br, ELD.PII.3.1.Ex, ELD.PII.3.1.Br, ELD.PII.3.3.Ex, ELD.PII.3.3.Br, ELD.PII.3.6.Ex, ELD.PII.3.6.Br

Write to Sources

Analyze the Prompt Review that before you begin writing, it's important to read and understand the prompt. *The prompt tells you what you will be writing about.* Read aloud the paragraph on page 208 and indicate the prompt. Have a volunteer read it aloud. Then point to the picture of Aisha. *This is the question that Aisha will need to answer.*

Ask students what text information is needed in order to answer the question. (how the new cane is different from other canes)

Review the Graphic Organizer Point out that Aisha used a chart to organize the main idea and details about what makes the new cane better than other canes.

What did Aisha put in the left column? (the main idea) Point to the cells in the right column. *Each cell in this column contains a supporting detail about why the new cane is better than other canes.* Continue reading through the chart and making connections between the main idea and details.

Examine Student Model *What did Aisha use to write her paragraph?* Have volunteers take turns reading Aisha's paragraph aloud. Review that the first sentence is the topic sentence. Discuss how it is similar to the text in the left column of the chart. As students read, have them connect each sentence, if applicable, to the content in Aisha's chart.

Note that Aisha added a conclusion that wasn't in her chart. Ask students why a writer should

include a conclusion. (A conclusion summarizes the author's main point and leaves the reader with a strong impression.) Note cognate *conclusión*.



Talk About It Work with a partner to look more closely at Aisha's paragraph about the new cane.

Text Evidence Have partners read the prompt. Ask them to tell the purpose of supporting details. (to support the topic sentence and give more information about the topic) Have students draw a box around the second sentence. Ask partners why Aisha might have used this information as a detail.

Grammar Review future-tense verbs. *What do future-tense verbs tell you? (The action happens in the future.)* Have partners respond to the prompt and discuss why Aisha uses a future-tense verb.

Connect Ideas Ask a volunteer to read aloud the sentences about the second and third sentences. Then have partners work together to combine the sentences to connect the ideas. (It sends out signals like a bat, which other canes cannot do.)

Your Turn Discuss the prompt. Remind them to use what they learned from examining Aisha's work to guide them in writing their paragraph.

WRITER'S CHECKLIST

Remind students to:

- ✓ Read the prompt carefully
- ✓ Write their notes in a graphic organizer
- ✓ Answer the question

Literature Anthology



ELD ELD.PI.3.6.Em, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.10b.Em, ELD.PI.3.10b.Ex, ELD.PI.3.10b.Br, ELD.PII.3.1.Em, ELD.PII.3.2b.Em, ELD.PII.3.2b.Ex, ELD.PII.3.2b.Br

Reread “Big Ideas from Nature”

Set Purpose

We are going to look more closely at “Big Ideas from Nature,” the selection you read with the whole class. We will focus on understanding some of the language and content.

Reading Routine

Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion. Remind students to speak in complete sentences.

► PAGE 261

Paragraph 3

ALL LEVELS Author’s Craft: Comparison

Remind students inventors and scientists get ideas from nature. By copying what nature does so well they create or improve products for people.

Discuss that when authors make a comparison they look for how two or more things are alike, or similar. Choral read paragraph 3. Pause after the first sentence and check student comprehension of the words *frame* and *skeleton*. You might drape a shirt over a chair to illustrate frame: *The chair’s frame supports this shirt.*

Let’s look at the words the author uses to compare the car’s frame to a boxfish’s skeleton.

EMERGING Have students complete the following sentence frames. *What does the word also tell you in the first sentence?*

The word *also* tells me the author will describe another way that a boxfish is *like* the new car.

The author *compares* the fish’s skeleton to the car’s frame. By making the car *similar* to a boxfish, they created a stronger car.

EXPANDING/BRIDGING Have pairs work together to identify the words and phrases that signal the author is comparing two different things. Then ask students to complete the following sentence frames.

The author uses the words *also, similar, and like* to compare a *boxfish* to the *new car*.

By making the car’s frame *like* a boxfish’s skeleton, designers *made the car stronger*.

BRIDGING Use the words *alike, similar, and also* to compare a bird to an airplane. Have students write several sentences and then share them with the group.

► PAGE 263

Paragraph 1, Sentences 1-3

ALL LEVELS Author’s Craft: Contrast

Remind students that authors contrast two or more things to show how they are different. This information can help readers see why these differences are important.

Read aloud the first three sentences of the first paragraph. Check student comprehension of the words *dips* and *bumps*. *The word but is like a traffic light. It signals, or tells readers, the author will present information that is different from what the author just said.*

EMERGING Write the following sentence frames on the board.

The author uses the word *but* to describe a *difference* between people and robots. People *cannot* travel safely to Mars, but a robot *can*.

I cannot travel to Mars, *but* a robot can.

EXPANDING/BRIDGING Ask pairs to list ways that people and robots are different. Then ask them to take turns pretending they are selling their new robot BINKY to the space program. Have them use the words *but, can, cannot, and different* in their sales pitch.

Differentiated Text

Language Objectives

- Use sequence language
- Use academic and domain-specific words when speaking
- Ask and answer questions about how we adapt ideas from nature

Content Objectives

- Identify and cite details to support ideas
- Paraphrase ideas from a text

Materials >> Go Digital

- “Inspired by a Bird,” Emerging pp. 40–42
- “Inspired by a Bird,” Expanding pp. 27–28
- “Inspired by a Bird, Bridging pp. 27–28
- Visual Vocabulary Cards
- ELD Visual Vocabulary Cards



ELD ELD.PI.3.1.Em, ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.2.Em, ELD.PI.3.2.Ex, ELD.PI.3.2.Br, ELD.PI.3.5.Em, ELD.3.5.Ex, ELD.PI.3.5.Br, ELD.PI.3.10b.Em, ELD.PI.3.10b.Ex, ELD.PI.3.10b.Br

Set Purpose

Say: *Today you will learn how a bird helped people improve a superfast train in Japan.*

Read “Inspired by a Bird”

Reading Routine

- **Build On** Review the vocabulary using all the **Visual Vocabulary Cards**. Remind students the texts “Bats Did It First” and “Big Ideas from Nature” discuss how people get ideas from nature. Ask students to identify a few of these inventions or ideas. (*Bats inspired new canes for the blind; shipworms helped engineers design tunnels; grasshoppers helped scientists create robots for Mars*) Have students look at the paired illustration of the bird and the train in the Differentiated Text, “Inspired by a Bird.” Point to the title and the illustration. Ask: *Which part of this train looks like a part of a bird? (the front of the train)*
- **Read** Students read independently or partner read with a student at the same proficiency level. They can listen to the audio selection while reading.
- **Take Notes** As they reread, have students take notes on important ideas in Graphic Organizer 115. Guide them to also note unfamiliar words, unclear text, and questions about the text.
- **Discuss** Use the questions and sentence frames to check comprehension and generate discussions. Have students cite text evidence to support their responses.

EMERGING

Paragraph 1: *Why are the Shinkansen bullet trains special? They can move very **fast**.* Paragraphs 2–3: *What was the problem with the first Shinkansen trains? They made a loud **sound** when leaving a tunnel.* Paragraphs 4–5: *Why did engineers look to the kingfisher for ideas? This bird dives into **water** quietly.* Paragraph 6: *What were the effects of changing the train’s front end? The trains were **quieter**. They used less **energy** and traveled **faster**.*

EXPANDING

Paragraph 1: *How fast can Shinkansen bullet trains travel? They can travel **200 miles per hour**.* Paragraphs 2–3: *Why were people who lived near tunnels unhappy with the train? The train made a **loud noise when it came out of a tunnel**.* Paragraphs 4–5: *Why did engineers look to the kingfisher for ideas? The kingfisher does not **make noise when it dives into the water**.* Paragraph 6: *What was the result of their experiment? The train was **quieter, used less energy, and traveled faster**.*

BRIDGING

Have partners stop after each paragraph to retell the information to each other in their own words. Ask volunteers to share their retelling with the class. Assess and help with understanding.

EXPANDING/BRIDGING



Talk About It Have partners look at the paired photographs and explain how the bird’s beak is similar to the Shinkansen train.

Respond to the Text



COLLABORATIVE

Partner Discussion As they reread, have partners locate text evidence and discuss their answers to the prompts. Then have them present their answers to the group.

EMERGING Guide partners in their close reading and discussion.

1. Have partners point to the word *boom* in paragraph 2. Then ask them to point to the phrase *loud noise*. Encourage them to have fun saying *boom*. (*The trains made a very loud sound when they came out of a tunnel. BOOM!*)
2. Guide partners to underline “does not make a loud sound” in paragraph 4. Ask partners to discuss why this quality would appeal to the train engineers. (*When it dives, it does not make a loud sound.*)
3. Have partners point to the word in paragraph 5 that connects the bird to the train. (*like*) Ask: *How is the train like the bird?* (*They made a train with a long, thin front end, just like the kingfisher’s beak.*)

EXPANDING Provide support as partners discuss.

1. Have partners point to the word *boom* in paragraph 2. Ask them to discuss what this word describes. (*The trains made a loud noise when they came out of a tunnel.*)
2. Have partners circle a quality, or feature, of the kingfisher that appealed to the engineers. *Why did they like this bird?* (*When it enters the water, it does not make a loud sound.*)
3. Ask partners to look for the result or effect of the new trains. (*... they are quieter. They also use less energy and can travel at faster speeds.*)

BRIDGING Guide student discussion.

1. Ask partners to point to the sentence that tells why people who lived near the tunnels were unhappy. (*The trains made a very loud ...*)
2. Have partners circle the part of the kingfisher’s body that interested the engineers. (*When it enters the water, it does not make a lot of noise. / ... a long, thin beak.*)

3. Have partners discuss the meaning of the word *inspired* in the question. Ask: *What would you do if something inspires you?* (*Engineers decided to make the front end ...*)



COLLABORATIVE

Write Guide partners to use text evidence and their notes from the discussion to answer the Essential Question.

EMERGING Help students complete the sentence frames.

- Review that engineers looked to the beak of the kingfisher when redesigning the Shinkansen bullet train. Have partners search for the problem the engineers were trying to solve. Then ask them to identify the engineers’ plan and the results of that plan. (*People near the tunnels ... / When it dives ... / They made a train ... / much quieter / less energy and travel faster.*)
- Have partners complete the sentence frames and share their answers in groups.

EXPANDING Partners can help each other complete the sentence frames.

- Have partners find the problem the engineers needed to solve. Have them tell what inspired the engineers. Finally, ask partners to identify the effect of their experiment. (*... made a loud noise when they came out of a tunnel. / The engineers designed a train with a long, thin front end. / quieter / less energy / faster speeds*)
- Have partners complete the sentence frames and share their answers in groups.

BRIDGING Students can work with partners or independently in their writing.

- Have partners use their own words to retell the problem and solution described in the text. Be sure they include the source for the idea and how the engineers planned to change the train. (*The trains made a very loud sound ... / The engineers were inspired by the kingfisher. / make the front of the train similar to / they are much quieter / less energy / faster speeds*)
- Have partners respond to the writing prompt and share their answers in groups.

Writing

Language Objectives

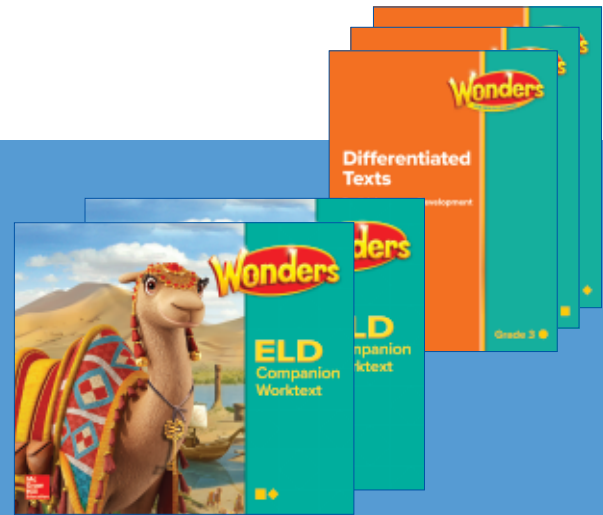
- Use academic language and domain-specific words
- Ask and answer questions about how people are inspired by nature

Content Objectives

- Compare and contrast two texts with similar themes
- Analyze the text, craft, and structure in “Big Ideas from Nature”

Materials >> Go Digital

- “Inspired by a Bird,” Emerging pp. 40–42
- “Inspired by a Bird,” Expanding, Bridging pp. 27–28
- “Bats Did It First,” Emerging pp. 50–55
- “Bats Did It First” Expanding/Bridging pp. 200–205
- Literature Anthology, pp. 259–267



ELD ELD.PI.3.1.Em, ELD.PI.3.1.Ex, ELD.PI.3.1.Br, ELD.PI.3.6.Em, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.10b.Em, ELD.PI.10b.Ex, ELD.PI.10b.Br

Write to Two Sources

Set Purpose Remind students that when they wrote the Day 3 paragraph, they used information from one source. The next paragraph they write will use two sources, “Bats Did It First” and “Inspired by a Bird.” Today they will prepare to write the paragraph. They will learn what prompt they will write to, and they will take notes on the information they need to write their paragraph.

Analyze the Prompt Explain that students will compare two texts. Provide the following prompt: **Compare how people used animals to solve a problem. Use text evidence from “Bats Did It First” and “Inspired by a Bird” to support your answer.**

What is the prompt asking you to do? (Compare how people found solutions to different problems by studying animals.) What do you do when you compare things? (I look for how things are alike and how they are different.)

Tell students to think about what they’ve read, and then discuss what sort of things they might compare. Write students’ answers on the board. (Example: What animals helped people solve problems. What feature of the animals were people trying to copy.) Discuss that more categories can be added. Tell students they can use these categories to help guide their comparisons.

Gathering Text Evidence Guide students’ search for information in both sources. *One of our categories to compare is what feature of the animals were people trying to copy. I know*

engineers were interested in the kingfisher because it dives into the water quietly. The text says the bird grabs fish using its “long, thin beak.” The text also says they made the train “similar to the shape of the kingfisher’s beak.” So in my notes, I’ll write: Engineers wanted to copy the kingfisher’s beak.

Now I’ll look for text evidence that says what feature people wanted to copy from bats. Here, the writer says bats find their way in the dark by making “high-pitched sounds.” In my notes, I’ll write: Scientists wanted to explore how bats use sound to find their way in the dark.

Have students continue to compare the two texts. Remind students they will need to find evidence in the text to support the information in their notes.

Analyze Text Evidence Using the students’ notes, create a chart that compares how people have used animals to solve problems. Guide partners to discuss this information.

EMERGING Provide sentence frames for discussion such as: **In one text, engineers studied a bird’s beak to make a train quieter. In the other text, scientists studied how bats find their way at night to make a cane for people who are blind. In both texts, animals helped to solve a problem.**

EXPANDING/BRIDGING Have partners use their notes to compare how people have used animals to solve a problem. Encourage students to use comparison words: *alike, both, same, different*.

Explain that for the next class, students will take their notes and the chart and write a paragraph to respond to the prompt.

Literature Anthology



ELD ELD.PI.3.6.Em, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.7.Em, ELD.PI.3.7.Ex, ELD.PI.3.7.Br, ELD.PI.3.11.Br

Reread “Big Ideas from Nature”

Set Purpose

Today we are going to continue our close look at “Big Ideas from Nature.” We will focus on understanding some of the selection’s language and content.

Reading Routine

Read passages as noted below. Then use the prompts and the sentence frames to guide the discussion. Remind students to speak in complete sentences.

► PAGE 264

Paragraph 1

ALL LEVELS Author’s Purpose Review that designers, inventors, and scientists get many ideas from animals and nature. Discuss that authors always have a purpose, or reason, for including certain information. *Thinking about how this information fits with the rest of the text can give clues to the author’s purpose.* Read aloud the first paragraph. Be sure students understand that a tube is hollow and often long. You might roll and tape a long piece of paper into a tube for display. *Why does the author describe how shipworms and people build tunnels?*

EMERGING *To find the author’s purpose, let’s think about the important information in the paragraph.*

The author describes how shipworms build tunnels. Shipworms support tunnels by making tubes inside tunnels. An engineer copied this idea.

The information about shipworms and engineers supports the author’s purpose. Her purpose is to show how people get ideas from nature.

EXPANDING/BRIDGING Ask students to discuss the connection between workers lining a

tunnel with bricks and a shipworm creating a tube inside a tunnel. Then ask them to identify how these details support the author’s purpose. Provide the following frames for support.

By lining a tunnel with bricks, the engineer made the Thames Tunnel stronger. This is similar to a shipworm building a tube inside a tunnel. These details support the author’s purpose, which is to show how people get interesting ideas by copying nature.

► PAGE 267

Paragraphs 1–2

ALL LEVELS Author’s Purpose *We are going to reread the first paragraph. While we read, think about why the author included this information. What reason, or purpose, did she have for writing this section?* Read aloud paragraphs 1–2. Pause after each sentence to confirm that students understand what they have read.

EMERGING *To find the purpose, let’s think about some of the details in the paragraph.*

Most glue will not harden in salt water. Mussels and barnacles can stick to rocks like glue in salty water. The author included this example to show that nature does some things better than people.

The author’s purpose is to explain how we can learn from nature.

EXPANDING/BRIDGING Ask students to discuss how the heading of this last section, “Learning from the Experts” supports the author’s purpose. *Who are the experts? Who needs to learn? Provide the following frame for support. This heading supports the author’s purpose because she wants people to learn from nature’s experts, such as spiders and mussels.*

BRIDGING Ask students to work in pairs to decide if the author’s purpose in this section was to get readers to do something, to teach them, to entertain them, or a mix of all three. Ask them to support their reasoning with details from the text.

Writing

Language Objectives

- Present writing to group
- Use past-tense verbs in writing
- Use notes, chart, and discussion ideas to write a paragraph that compares ideas in two texts
- For formative assessment, write a response to a prompt about an idea or an invention inspired by an animal

Content Objectives

- Revise writing through collaboration
- As part of formative assessment, answer questions about writing
- Provide useful feedback

Materials >> Go Digital

- Wonders Your Turn Practice Book

ELD ELD.PI.3.2.Em, ELD.PI.3.2.Ex, ELD.PI.3.2.Br, ELD.PI.3.3.Em, ELD.PI.3.3.Ex, ELD.PI.3.3.Br, ELD.PI.3.9.Em, ELD.PI.3.9.Ex, ELD.PI.3.9.Br, ELD.PI.3.10a.Em, ELD.PI.3.10a.Ex, ELD.PI.3.10a.Br, ELD.PII.3.3.Em, ELD.PII.3.3.Ex, ELD.PII.3.3.Br

Set Purpose

Today we will write to compare how people have used animals to solve a problem. We will use the information in our notes and charts. After we write, we will revise our writing and then present our work to the group.

Write to Two Sources



COLLABORATIVE

Analyze the Model Display the model for Writing to Two Sources in the **Your Turn Practice Book**. Discuss with students how the author of the model used details from two sources to respond to the prompt.

Write the Response Review the prompt from Day 4. Remind students that they took notes, created a chart, and discussed the prompt. Have students use their notes, chart, and discussion of ideas to respond with the following support.

EMERGING Have partners collaborate. Display domain and lesson vocabulary words. Tell students to use one word from each category in their writing. They should also use comparison words and one past-tense verb in their writing. Remind students to use complete sentences as they write. Provide the following sentence frames for extra support: **This is how the two texts are alike. In both texts, people studied _____. This is how they are different. Scientists used bats to _____. Engineers used kingfishers to _____.**

EXPANDING Have partners collaborate to write the paragraph. Remind students to use domain and lesson vocabulary words. They should also use comparison words and two past-tense verbs in their writing.

BRIDGING Have students work collaboratively to organize their paragraphs and then write it independently. Remind students to use domain and lesson vocabulary words, comparison words, and two past-tense verbs in their writing.

Revise Upon completion, have students work with a partner to revise their writing. Have partners look for errors in spelling, punctuation, and capitalization. Students should also look for: correct response to the prompt; the inclusion of details from both texts; whether the comparisons make sense; and if anything else should be added.

Present Tell students they will present their paragraphs to the group. On the board, list features of good oral presentations: *speak clearly and slowly, speak loud enough for all to hear, use proper intonation for your presentation.*



COLLABORATIVE

ALL LEVELS Have students plan and practice a brief oral presentation of their paragraph, then present it to their group. Support Emerging students by helping with phrasing and pronunciation. Encourage Expanding and Bridging partners to evaluate each other's tasks before they present them to the group. Videotape the presentations. Watch them together and discuss what went well and what needs more practice.

Progress Monitoring

Formative Assessment

ELD ELD.PI.3.6.Em, ELD.PI.3.6.Ex, ELD.PI.3.6.Br, ELD.PI.3.10a.Em, ELD.PI.3.10a.Ex, ELD.PI.3.10a.Br, ELD.PI.3.12.Em, ELD.PI.3.12.Ex, ELD.PI.3.12.Br

Written Production

Now that students have completed the week, you can assess their language proficiency to help determine their readiness to move to the next scaffolding level.

EMERGING/EXPANDING Have students write a few sentences in response to the following prompt: **Choose an idea or an invention you've read about this week. Tell three details about the animal that inspired this idea or invention. Tell students you will ask them questions about what they wrote.**

BRIDGING Use the paragraph they wrote in Write to Two Sources for evaluation.

Oral Production

ALL LEVELS After students have finished their tasks, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a detail they included or why they included certain information.

Diagnose and Prescribe Chart

Use the following chart to guide you in assessing their work.

	Written Production	Oral Production
EMERGING	<p>IF students don't use academic language and lesson vocabulary in their writing</p> <p>THEN review academic language and lesson vocabulary in context.</p>	<p>IF students answer questions with one-word answers</p> <p>THEN repeat their answer using a complete sentence. Then have students try again.</p>
EXPANDING	<p>IF students aren't including enough details and vocabulary in their writing</p> <p>THEN review using descriptive words and richer vocabulary.</p>	<p>IF students don't use academic and domain-specific vocabulary</p> <p>THEN give appropriate vocabulary and have them restate their answers using the words.</p>
BRIDGING	<p>IF students have mistakes with cohesion</p> <p>THEN review sequence words and have students combine or condense ideas using those words to improve the flow of their writing.</p>	<p>IF students realize they used an incorrect term when answering a question</p> <p>THEN remind them to self-correct their speech.</p>

LEVEL UP

If **EMERGING** students are able to write and/or use learned vocabulary they've acquired during the week, they may be ready to move to the next level for some tasks.

If **EXPANDING** students are able to write and express ideas through recombination of learned vocabulary in different settings, with support, they may be ready to move to **BRIDGING** scaffolds for some tasks.

If **BRIDGING** students are able to write and express ideas to meet a variety of academic tasks, they may be ready to move to on-level for some tasks.