

California

Wonders

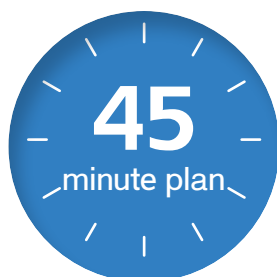
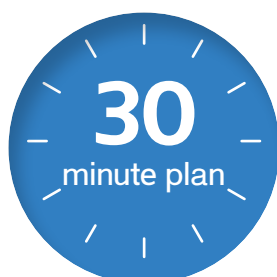
FOR ENGLISH LEARNERS

English Language Development Teacher's Edition

Mc
Graw
Hill
Education

EMERGING EXPANDING BRIDGING

Grade 5



Getting from Here to There

ESSENTIAL QUESTION

Where can you find patterns in nature?

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Companion Worktext
ELD Visual Vocabulary Cards
Visual Vocabulary Cards

Day 2 Components

Companion Worktext
Language Development Cards/Practice
Foundational Skills Kit

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Part II

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 ELD PII.5.3 ● ■ ◆
 ELD PII.5.6 ● ■ ◆

Part III

 Foundational Skills
 Phonics
 Fluency

KEY

- Emerging
- Expanding
- ◆ Bridging

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 Literature Anthology

Day 4 Components

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 Literature Anthology

Day 5 Components

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Progress Monitoring, 353

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- Diagnose and Prescribe

Language Support

Language Objectives

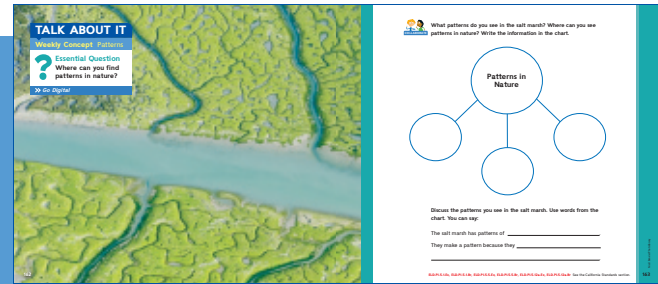
- Use phrases to clarify and give examples
- Use phrases with *moreover* and *upon*
- Describe patterns in nature

Content Objectives

- Identify patterns in a photograph
- Describe patterns, and identify places in nature where they can be found

Materials >> Go Digital

- Companion Worktext, Emerging 28–31
- Companion Worktext, Expanding/Bridging 162–165
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.2.Em, ELD.PI.5.6b.Em, ELD.PI.5.6b.Ex, ELD.PI.5.6b.Br, ELD.PI.5.10a.Em, ELD.PI.5.12a.Em, ELD.PI.5.12a.Ex, ELD.PI.5.12a.Br, ELD.PII.5.3.Em, ELD.PII.5.6.Em, ELD.PII.5.6.Ex, ELD.PII.5.6.Br, ELD.PII.5.7.Em, RF.PIII.5.2

Set Purpose

This week we will be looking at the language in the informational text “Patterns of Change.” Discussing the language in the text will help you understand what the author is saying. Today we will learn about the different patterns that occur in nature, especially those found in rocks and rock formations.

Oral Language

EXPLORE THE ESSENTIAL QUESTION

Where can you find patterns in nature?

Use the Graphic Organizer Explain that the photograph shows a salt marsh, or a grassy area that is flooded by salt water from the sea. Then point out the patterns in the grass. Have students trace their fingers along the patterns.



Talk About It Focus partners on the photograph. Ask what colors they see in it. (*green, blue, white*) Then ask students to describe the shapes they see. (*curved lines, circles of blue*) Explain that these are patterns. Explain that the cognate is *patrones*. Explain that the repetition (cognate: *repetición*) of the lines and circles creates the pattern.

Explain that nature is filled with patterns. If possible, show students a real natural object with a pattern, such as a leaf or a flower. Otherwise, show a photograph.

Have students work with their partner to think of examples of patterns in nature. Remind students to consider plants, animals, and minerals. Have students write their answers in the chart, and then share their answers with the class. **I see patterns in nature in a salt marsh, a zebra’s stripes, and on flower petals.**

EMERGING Point to various items around the room, or in photographs, each time asking: *Does it have a pattern?* Then have students find items in the classroom and tell about them using the frame. **This shirt (has/doesn’t have) a pattern.**

Now point to the photograph again and ask, *What is the pattern made of? (grass and water) What does the pattern look like? It looks like long, curved blue and green lines.* *Would it look like a pattern if there was only one line? (no)* Choral read the sentence frame at the bottom of page 29. Have partners use the frame to describe the pattern they see on the page. **In the salt marsh, I see patterns of long green and blue lines. They are patterns because they repeat.**

EXPANDING/BRIDGING Guide students to answer the following questions in complete sentences: *What do you see in the photograph? (I see patterns made up of long green and blue lines.) What makes these lines look like a pattern? (The repetition of lines creates a pattern.)* Have partners chorally read the sentence frame at the bottom of page 163 and use it to describe the patterns in the salt marsh and what causes the patterns.

More Vocabulary

For each level, introduce **More Vocabulary** from “Patterns of Change” using the **ELD Visual Vocabulary Cards**. Present the definition and use the **Define/Example/Ask** routine for each word. Highlight morphology and identify any cognates in the students’ primary language. Then have students do the **Partner Talk** activity.

EMERGING Teach vocabulary *accumulate* (p. 34), *patterns* (p. 35). Discuss the photographs and examples on page 30. Then have students answer the questions about *accumulate* and *patterns*. Model answering using frames.



EXPANDING/BRIDGING Teach vocabulary words *accumulate* (p. 168), *depositing* (p. 168), *effects* (p. 167), *forces* (p. 167), *patterns* (p. 168), *substance* (p. 167). Highlight any morphology that will help students.

After students complete the activities on pages 164 and 165, have partners ask each other questions using the words.

Review Weekly Vocabulary Display the **Visual Vocabulary Cards** *visible*, *structure*, *formation*, *erode*, *particles*, *contact*, *moisture*, *repetition*. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words using the sentence frames.

ALL LEVELS Have partners take turns holding up a Visual Vocabulary Card while the other partner guesses the word. Have students write the words in their notebooks.

Words and Phrases

EMERGING **In Fact and Such As** Have students turn to page 31. Explain that *in fact* is used to talk about something that is true. Tell students that the phrase can show contrast. Point to the photograph and ask: *Is it sunny?* (yes) *It’s sunny, but is it warm?* (no) *It’s not warm. In fact, it’s cold!* Read the sentence on page 31 emphasizing *in fact*. Have students repeat with the same emphasis. Guide partners to complete the activity.

Explain that we use the phrase *such as* before giving an example of something. Point to the photograph of the vegetables. Then ask: *What kind of vegetables does it have?* **The supermarket has vegetables such as _____.** Guide partners to complete the activity.



EXPANDING/BRIDGING **Phrasal Verbs** Have students turn to page 165. Explain that *moreover* means *in addition*. Say: *Quilts are beautiful. Moreover they are...* Gesture for students to complete the sentence with ideas of their own such as *warm, cozy, artistic*.

Place an object, such as a book, on a shelf. Say: *The book is upon the shelf.* Next, move the book to a different surface. Encourage students to describe the new location of the book using the word *upon*. The _____ is upon the _____.

Continue the activity, placing different objects on different surfaces and having students describe the location of the objects. Then have students complete the activity on page 165.

EXPANDING **Phrasal Verbs** Explain that the word *moreover* means “in addition.” Say: *Playing sports keeps your body healthy.* Model adding an additional thought to this by saying: *Moreover, it’s a good way to have fun and spend time with friends and family.*

BRIDGING **Phrasal Verbs** Ask partners to take turns using the phrasal verbs in a sentence. Have them record the phrasal verbs in their notebooks.



EXPANDING/BRIDGING **Write** Have partners create a sentence for each phrasal verb and share them. Have them record the sentences 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

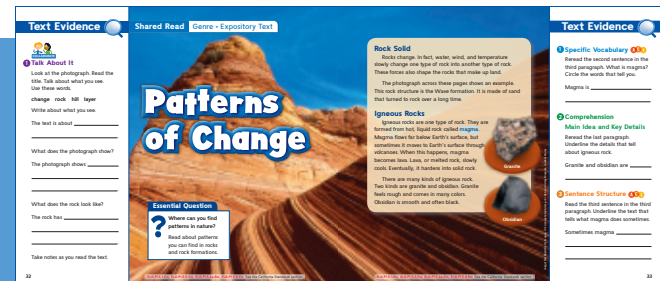
- Identify and use conjunctions
- Use sequence language to tell about a process

Content Objectives

- Understand patterns in rock formation
- Use and explain a diagram

Materials >> Go Digital

- Companion Worktext, Emerging pp. 32–35



ELD ELD.PI.5.1.Em, ELD.PI.5.5.Em, ELD.PI.5.6a.Em, ELD.PI.5.8.Em, ELD.PI.5.10a.Em, ELD.PII.5.1.Em, ELD.PII.5.2b.Em, ELD.PII.5.5.Em

Read “Patterns of Change”

Reading Routine

- Build On** In preparation for today’s discussion, have students share and discuss what they’ve learned so far about patterns in 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 them point to or identify text evidence to support their responses.

PAGE 32

1 Talk About It Have pairs of students chorally read the title and the Essential Question. Remind students that the photographs can help them understand the text. Ask students what they see in the photograph. **(a structure, a rock formation, patterns)**

Have partners take turns reading the questions and then work together to answer the prompt. Point out the cognates *formación*, *fotografía*, and *texto*. Ask students what part of speech each of the four words are. **(nouns)** Remind students that nouns are people, places, or, in this case, things.

PAGE 33

Paragraph 1

Read the paragraph chorally. Point out that the word *forces* (cognate: *fuerzas*). Have students identify the three examples of forces. **(water, wind, temperature)** Have them use this frame to talk about each. _____ is a force.

Paragraph 2

Have students look at the photograph. Review the definition of *formation*. Ask: *Why is this rock structure called the Wave formation? (because it looks like ocean waves)*

Paragraph 3

Chorally read the paragraph. Explain that when some hot substances cool, they become hard. Review *liquid* (cognate: *líquida*) and *solid* (cognate: *sólida*). Ask students to give examples of both.

1 Specific Vocabulary ACT Help students find and circle the word *magma* in the second sentence. Together, go through the other words in the sentence one by one until students are able to identify the words which describe and explain magma. **(circle: hot, liquid rock)**

2 Comprehension: Main Idea and Key Details Have students read the prompt. **(underline: granite, obsidian, rough, many colors, smooth, black)** Write *solid rock*, *magma*, *lava* on the board. Ask: *What is the order in which these substances occur?* Have pairs reread the paragraph and complete the sentence. Have students share their sentences with the class.

3 Sentence Structure ACT Remind students that *sometimes* describes how often something occurs. **(underline: it moves to Earth’s surface through volcanoes)**

Paragraph 4

Ask students to complete the frame using *such as*: **There are many kinds of igneous rock, such as granite and obsidian.**

PAGE 34

Paragraph 1

Read the section title. Ask students to think of another word they could use in place of *water* in the first two sentences. (moisture)

Connect Ideas Have students explain what leads to the formation of particles.

Water and wind break apart rock.



1 Sentence Structure **ACT** Help students read the prompt and identify key words and phrases. (circle: carry, deposit; particles of broken rock, places such as beaches and deserts) Have students share and compare the sentences they create.

2 Specific Vocabulary **ACT** Help students find the word *deposit* in the second sentence. Talk to students about other contexts in which they may have heard the word *deposit*. Ask: *What is left during a bank deposit?* (money) *What is left at a bottle deposit?* (bottles) Then have them read the paragraph and answer the prompt. (box: particles of broken rock; circle: beach, desert)

Paragraph 2

Chorally read the paragraph. Have students underline and then tell about the things that can go into the formation of sedimentary rock. (rocks, sand, living things such as shells, plants, and bones)

Paragraph 3

Point out that *limestone* and *sandstone* are both compound words made up of a kind of material (lime, sand) and the word *stone*.

Paragraph 4

Discuss the way in which repetition is involved in the formation of a strata. Talk about the fact that *strata* is the plural of *stratum*, and that this is an example of an irregular plural. Ask students to give you examples of other irregular plurals.



3 Talk About It Have students work with partners to discuss the formation of strata to prepare for writing about it. Encourage students to ask each other questions about the paragraph.

Paragraph 5

Have students look at the picture of the sandstone rock. Ask them to use the picture to point out where the youngest layer is (at the top) and where the oldest layer is (at the bottom).

PAGE 35

Paragraph 1

Help students understand the location of the metamorphic rock by drawing a diagram with three squares. Have students help you label where the metamorphic rock is and where the layers of rock and magma are. Have students use this diagram to explain the location of each layer. (layers of rock on top, metamorphic rock in the middle, and magma at the bottom)

1 Sentence Structure **ACT** Have students use the diagram to help them complete the frame. (circle: above the metaphoric rocks)

Paragraph 2

Read the paragraph chorally. Stop after each sentence that relates to the rock cycle, and have students try to identify the place in the rock cycle that corresponds to the information in the sentence.

Reading the Diagram One by one, cover up the names of the rock types in the diagram and have students try to identify the rock by the patterns and/or texture. Then have students use the diagram to talk about how one kind of rock turns into another. Provide a frame. _____ rock comes from _____ rock.

2 Comprehension: Main Idea and Key Details Have students use sequence words like *first* and *then* to describe the details of what happens in the rock cycle.



3 Talk About It Have students discuss the rock cycle with a partner. Ask students to take turns choosing a rock in the cycle and telling their partner how that rock is formed. For greater challenge, tell the student not to reveal which rock he or she is describing. Then have the partner try to guess the rock that was described.

Make Connections Review the Essential Question and have partners discuss where you can find patterns in nature using academic language and vocabulary they've learned. Provide sentence frames as necessary.

Shared Read

Language Objectives

- Distinguish shades of meaning
- Demonstrate understanding of cohesion
- Use context clues to identify word meaning

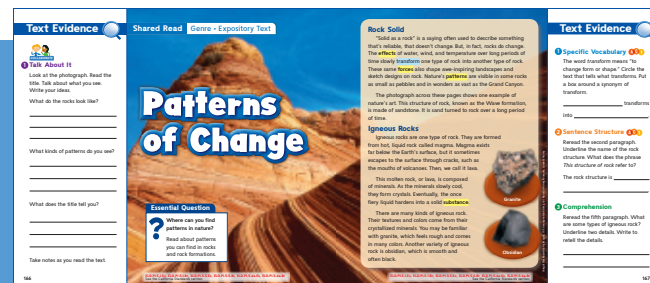
Content Objectives

- Ask and answer questions about the rock cycle

- Demonstrate understanding of different rock types

Materials >> Go Digital

- Companion Worktext, Expanding/Bridging pp. 166–169



ELD ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.5.Ex, ELD.PI.5.5.Br, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br, ELD.PI.5.8.Ex, ELD.PI.5.8.Br, ELD.PI.5.12a.Ex, ELD.PI.5.12a.Br, ELD.PII.5.2a.Ex, ELD.PII.5.2a.Br

Read “Patterns of Change”

Reading Routine

- **Build On** In preparation for today’s discussions, ask partners to share what they’ve learned so far about where to find patterns in 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 prompts and sentence frames to guide the discussion. Have them point to or identify text evidence to support their responses.

PAGE 166



- 1 Talk About It** Review the meaning of *pattern* and discuss the title. Ask students to discuss how the photograph shows patterns, and how it might show change.

Have partners take turns reading the questions and then work together to answer the prompt.

PAGE 167

Paragraph 1

EXPANDING/BRIDGING Clarify the meaning of the word *saying*. Explain that a *saying* is an expression, and that the complete expression may have a different meaning than the literal meaning

of each individual word. Provide other examples of expressions such as *drive me crazy*. Invite students to tell you more sayings.



INTERPRETIVE Morphology Point out the word *transform* in the second sentence. Point out that the prefix *trans-* means *to change*. Ask students to use the prefix to explain the meaning of the word *transform*. (**to change form**) Now ask students to tell you other words that begin with the prefix *trans-*. (**transportation, transfer, transition, translation**)

1 Specific Vocabulary ACT Have students identify and box the synonym of *transform* in the text. (**change**) Then help students identify the text that will help them complete the frame. **One type of rock transforms into another type of rock.**

Paragraph 2

EXPANDING/BRIDGING Cohesion Have students read the paragraph aloud. Ask what the pronoun *it* in the last sentence refers to. (**sandstone**)

2 Sentence Structure ACT Have students underline the name of the rock structure. (**the Wave formation**) Clarify that the phrase *This structure of rock* refers to the Wave formation.

Paragraph 3

EXPANDING/BRIDGING Point to the phrase *mouths of volcanos*. Ask what part of the volcano it is. (**the opening**) Ask how they know this.

Ask: *How does magma become lava?* Magma becomes lava **by escaping to Earth’s surface.**

Paragraph 4

EXPANDING/BRIDGING Explain that *molten* means “very hot.” Ask students to look for clues in the rest of the paragraph to the meaning of the word. (The last sentence refers to the lava as “once fiery liquid.”)

BRIDGING Shades of Meaning Ask: *Why does the author choose words like molten and fiery instead of hot?* Discuss the idea that these words are stronger than *hot*, and help convey the intensity of the heat.

Paragraph 5

EXPANDING/BRIDGING Have students use information from the text and from the pictures to complete the following frame for each rock.

Granite/Obsidian rock has a rough/smooth texture and a speckled/swirled pattern.

3 Comprehension: Main Idea and Key Details Have students identify the two types of igneous rock. (underline: granite and obsidian)

PAGE 168

Paragraph 1

EXPANDING/BRIDGING Have students read the paragraph and identify the sentence that contains the main idea. (the first sentence)

Point out the word *depositing* in the second sentence. Ask students to identify a word with a similar meaning in the third sentence. (left)

Paragraph 2

EXPANDING/BRIDGING Point out the word *contact* in the second sentence. Tell students that this word can be a noun or a verb. Ask them to use context clues to determine which part of speech is used here. (noun) Say: *I tried to contact my cousin yesterday.* Have students identify the word as a verb in that sentence.



BRIDGING Have students write one sentence with *contact* as a noun and another sentence using the word as a verb. Have students read their sentences to the class.

1 Sentence Structure **ACT** Help students identify the key words and phrases to complete the frame.

(circle: igneous rocks; underline: depositing them elsewhere)

After water and wind erode igneous rocks, the particles are carried away and deposited elsewhere.

Paragraph 3

EXPANDING/BRIDGING Point out the phrase *is formed from* in the second sentence. Have students find a synonymous phrase in the third sentence. (is composed of)

2 Specific Vocabulary **ACT** Have students circle the words *Just as* at the start of the paragraph and underline the things being compared. (different kinds of igneous rock, different kinds of sedimentary rock)

Have students use the information from the paragraph to complete the frame for each of the two different kinds of rock discussed in the paragraph.

Sandstone/Limestone is formed from sand/bones and shells.

Paragraph 4

EXPANDING/BRIDGING Morphology Point out the word *geologist* in the second sentence. Tell students that the prefix *geo-* means “of the earth.” Then point out the suffix *-ist* at the end of *geologist*. Have students say other words with this suffix. (biologist, pianist, cyclist) Have students figure out the meaning of *-ist*. (one who does something) Have students use the prefix and suffix to figure out the meaning of *geologist*. (a person who studies Earth)

Paragraph 5

EXPANDING/BRIDGING Remind students that the word *accumulate* means “to gather” (cognate: *acumular*). Have students think of things that often accumulate. (snow, laundry, papers)

3 Talk About It Have students work in pairs to discuss the question of why the oldest layers of rock are at the bottom. After students write their ideas, have them share their writing with their partners.

Paragraph 6

EXPANDING/BRIDGING Connect Ideas After reading this paragraph, look at the title of the reading again, and ask: *What patterns of*

change are explained in this paragraph?
(Sedimentary rock keeps changing and adding layers, which creates patterns.)

► PAGE 169

Paragraph 1


EXPANDING/BRIDGING Ask: Which is hotter, metamorphic rock or magma? (magma) Have students find evidence in the text for this answer and explain how they applied this evidence. (The metamorphic rock melts the magma, so the magma must be hotter.)

EXPANDING Have students work in pairs to discuss the paragraph. Have them stack three books on top of one another. Then have pairs decide which layer each book represents. (The top book is the layers of rock, the middle book is the metamorphic rock, the bottom is the magma.) Have pairs use this frame to explain each of the layers.

The top/middle/bottom book is the layers of rock/metamorphic rock/magma.

1 Comprehension: Main Idea and Details Help students find details that tell how metamorphic rocks transform into magma. (They are pressed down upon by layers of rock above them. They are heated by magma beneath them. This causes some metamorphic rock to become magma.)

Paragraph 2

 **EXPANDING/BRIDGING Cohesion** The word *it* is used to refer to different things in different sentences of the paragraph. Have students read the first sentence and identify what the word *it* refers to. Have students read the third and fourth sentences, then explain what *it* refers to in the fourth sentence. (the rock cycle) Ask what *it* refers to in the last sentence. (the rock cycle)

Point out that the last two sentences refer to certain kinds of rocks without using the names of the rocks. Read these references and have students identify each rock. Encourage students to look back at earlier portions of the text if necessary.

What does liquid rock become when it is transformed into a solid substance? (igneous rock) What kind of rock is made from sand and bones? (sedimentary) What kind of rock returns to liquid form? (magma, or lava)


EXPANDING Have students work in pairs to become rock experts. Have them choose one of the five types of rock and collect all the text evidence they can find about it. Then have them create a detailed diagram that is supported by the details they have collected. Remind students to label their diagrams.




COLLABORATIVE Have students work with a partner to ask and answer questions about the rock cycle. Then have students take turns choosing a rock in the cycle and saying a sentence about how that rock is formed. For greater challenge, tell the student not to reveal which rock he or she is describing. Then have the partner try to guess the rock that was described.



BRIDGING Give each pair of students three stages in the rock cycle to discuss. Have students use sequencing words such as *first*, *then*, and *next* to describe the changes in the part of the cycle they have been assigned. Have the pairs take notes on their discussion, and use the notes and the diagram to present these stages of the rock cycle to the class. Let other students ask the pair questions about these stages in the cycle.

2 Sentence Structure  Help students find the key word *as*. Remind them that *as* refers to two things happening at the same time. (circle: it will turn back into igneous rock)

3 Specific Vocabulary  Help students identify the words and phrases in the paragraph that offer context clues to the meaning of the word *cycle*. (box: turn back into, repetition, pattern, repeats, continues, returns)

Make Connections Review the Essential Question and have partners discuss how patterns and nature are connected using academic language and vocabulary they've learned.

Language Support

Language Objectives

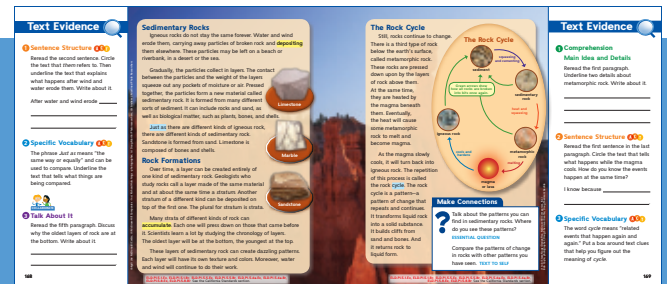
- Paraphrase and retell information
- Offer opinions
- Answer questions in complete sentences

Content Objectives

- Write sentences to explain a concept
- Explain the patterns involved in rock transformations

Materials >> Go Digital

- Companion Worktext, Emerging pp. 32–35
- Companion Worktext, Expanding/ Bridging pp. 166–169



ELD ELD.PI.5.2.Em, ELD.PI.5.2.Ex, ELD.PI.5.2.Br, ELD.PI.5.3.Em, ELD.PI.5.3.Ex, ELD.PI.5.3.Br, ELD.PI.5.5.Em, ELD.PI.5.5.Ex, ELD.PI.5.5.Br, ELD.PI.5.6b.Em, ELD.PI.5.6b.Ex, ELD.PI.5.6b.Br, ELD.PI.5.10b.Em, ELD.PI.5.10b.Ex, ELD.PI.5.10b.Br

Speaking and Writing

Talk About It Have partners discuss this statement: **The rock cycle is a pattern of transformation.** Give example of how rocks transform from one kind of rock to another. Cite evidence from the selection and answer in complete sentences.

Sedimentary/Metamorphic rocks turn into **metamorphic/igneous** rocks.

Some of these changes happen through **water, wind, heat/cooling.**



Write About It Have partners work together to write 2–4 sentences explaining how the rock cycle is a pattern of transformation.

EMERGING Provide sentence frames to help students record their ideas.

EXPANDING Have partners work collaboratively to write a few sentences to respond to the prompt. If students have trouble remembering how one kind of rock transforms into another, point to the page that contains this information.

BRIDGING Have partners work together to write a paragraph that responds to the prompt. If students have trouble finding text evidence to support their answers, remind them to go back through the content, including the diagram.

Present and Discuss After students have finished their writing, form groups of four students. Each pair of students reads their sample. The pair listening restates the information presented. Students should use the words **I heard you say** _____. **I dis/agree** _____. Then the roles are reversed.

PRESENTATION CHECKLIST

Remind students to:

- ✓ Show enthusiasm
- ✓ Use proper intonation for presentations
- ✓ Speak slowly and clearly

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

Word	Cognate
pattern	patrones
composed (adj.)	compuesta
solid	sólida
liquid	líquida
particles	partículas
cycle	ciclo

Language Support

Language Objectives

- Ask questions to clarify and deepen reading comprehension
- Identify main verbs and helping verbs
- Read aloud with accuracy
- Retell parts of an informational text

Content Objectives

- Investigate how patterns on animals can protect them from predators

- Identify how butterflies use camouflage and mimicry for protection

Materials >> Go Digital

- Language Development Practice
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards
- Language Development Cards 15A and 15B
- Fluency Cards 1 and 5A



- Routine Card R5A
- Phonics Card 32
- Interactive Read Aloud

ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.5.Em, ELD.PI.5.5.Ex, ELD.PI.5.5.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br, ELD.PI.5.6b.Em, ELD.PI.5.6b.Ex, ELD.PI.5.6b.Br, ELD.PII.5.3.Em, ELD.PII.5.3.Ex, ELD.PII.5.3.Br, RF.PIII.5.2, RF.PIII.5.4

Set Purpose

Today we will continue looking closely at the informational text "Patterns of Change." Reading the text again will help you understand the text and answer the Essential Question: Where can you find patterns in nature? We will also ask questions about where and how patterns form in nature.

Oral Language

Academic Language: Ask Questions Remind students that asking questions can help us clarify and deepen understanding of what we are reading.



INTERPRETIVE EMERGING Read the first two paragraphs of "Patterns of Change." Then model asking *what*, *where*, *when*, *why*, or *how* questions for which students must provide the question words. **How** do these forces also shape the rocks that makes up the land? **What** is the Wave formation made of? For more sentence frames for asking questions, see Language Development Practice.

EXPANDING Provide examples of asking questions, using the first two paragraphs of "Patterns of Change." **How** do rocks change? **What** does the photograph show?

BRIDGING Ask students to create *what*, *where*, *how*, and *why* questions about the second paragraph.



PRODUCTIVE EXPANDING/BRIDGING Have students create two questions based on the first two paragraphs of the text. In pairs, have students exchange their questions, and have their partner search for answers in the text. For more practice in asking questions, see Language Development Practice.

Listening Comprehension

Interactive Read Aloud: *Protective Patterns*

First Read *This passage is about patterns found on animals. As you listen, write down any words or ideas you do not understand.* After the first read, have partners discuss the words and ideas they wrote down. Then have them fill out this frame:

The main idea is **patterns on animals can help them survive**. Have groups share their answers.



COLLABORATIVE EMERGING Have partners discuss how patterns protect butterflies using these frames: Butterflies have **patterns** that can help **protect** them. Two kinds of protective patterns are **camouflage** and **mimicry**.

EXPANDING Ask students to tell about what protects butterflies. The **patterns** on butterfly **wings** protect them from **predators**. **Camouflage** is a pattern that helps animals look like **something else**. Animals also use **mimicry** to **copy** another animal.

BRIDGING Ask students to explain what protects butterflies to a partner or to the group.

Vocabulary

EMERGING Review Vocabulary Use the ELD Visual Vocabulary Cards to review *accumulate*. Write the synonym *collect*. Explain that *collect* has a similar meaning to *accumulate*. Model using it in a sentence and have them repeat. Then have students describe the picture on the *accumulate* card using the synonym *collected*.

Domain Words: Science

Display and pronounce this domain word and have students repeat: *sedimentary rock*. Provide this list of materials and have partners identify two that do not form sedimentary rock: rocks, sand, plants, water, bones, lava, shells. (*water and lava*) Ask them to find evidence in the text.

EXPANDING/BRIDGING Review Vocabulary Use all visual vocabulary cards to review the Wonders weekly vocabulary words and **More Vocabulary** words. Have three students work together. One holds up a card and another uses the word on the card in a sentence. Then the other two decide if the word is used correctly. Remind students to adjust their language for providing feedback.

Domain Words: Science

Display and pronounce these domain words and have students repeat: *sedimentary*, *igneous*, *metamorphic*. Point out *metamorphic*. Point out the prefix *meta-*, which means “after.” Point out the root *morph*, which means “form.” Point out the suffix *-ic* and explain that this indicates an adjective. Explain that these word parts can help students figure out the meaning of *metamorphic*.

Grammar



EMERGING Main Verbs and Helping Verbs Remind students that a verb is an action word. Explain that a helping verb appears before the main verb in some sentences and gives more information about the main verb in a sentence. Give an example of a helping verb: *I am listening to my teacher*. Point out that, in this sentence, *listen* is the main verb and *am* is the helping verb. Now point out the second sentence

in the second paragraph of the text. Have students identify the main verb in the sentence (*made*) and the Helping Verb. (*is*) For more instruction on Main Verbs and Helping Verbs, use **Language Development Cards 15A and 15B** in the **Language Development Kit**.

EXPANDING/BRIDGING Main Verbs and Helping Verbs Have students look at the second sentence of the second paragraph of the text. Ask students to identify the main verb (*made*) and the helping verb (*is*) in the sentence. Now have students work in pairs to identify one sentence with a helping verb and a main verb in the third paragraph (*are, formed*), and one in the fourth paragraph. (*is, composed*) For more instruction on Main Verbs and Helping Verbs, use **Language Development Cards 15A and 15B** in the **Language Development Kit**.

Fluency

EMERGING Rate and Accuracy Model reading the first paragraph on page 33 accurately at a normal pace. Then read the passage chorally with students. Provide corrective feedback on proper pronunciation.

EXPANDING/BRIDGING Rate and Accuracy Echo read the first paragraph on page 167 with students, modeling reading accurately at a normal pace. Then have students take turns reading a paragraph aloud accurately at a normal pace. Provide corrective feedback on proper pronunciation.

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: *water, many, together, hot*. For practice with the phonics skill vowel team syllables, use **Phonics Card 32**.

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 speakers omit the main verb.

Close Read

Language Objectives

- Demonstrate understanding of the text by reconstructing a paragraph of the text
- Identify the main ideas and details within a text
- Investigate how an author uses descriptive detail to clarify ideas
- Explain the importance of author's word choice
- Respond to the text by revisiting the Essential Question, discussing it with

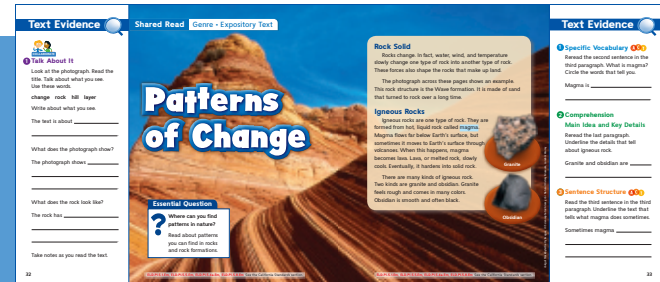
a partner and the group, and writing about it

Content Objectives

- Describe the processes involved in the rock cycle
- Explain why the rock cycle results in the creation of patterns

Materials >> Go Digital

- Companion Worktext, Emerging pp. 32–37



- Companion Worktext, Expanding/ Bridging pp. 166–171

ELD ELD.PI.5.2.Em, ELD.PI.5.2.Ex, ELD.PI.5.3.Em, ELD.PI.5.3.Ex, ELD.PI.5.3.Br, ELD.PI.5.5.Em, ELD.PI.5.5.Ex, ELD.PI.5.5.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br, ELD.PI.5.7.Ex, ELD.PI.5.7.Br, ELD.PI.5.8.Ex, ELD.PI.5.8.Br, ELD.PI.5.10a.Em, ELD.PI.5.10a.Ex, ELD.PI.5.10a.Br

Close Read “Patterns of Change”

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 passage 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 33

Paragraph 1

Comprehension Skill: Analyze Main Ideas and Key Details Review that to find the main idea, students need to look for details and what the details have in common. Read the paragraph with students. Help them locate text evidence. *What are the key details? Water, wind, and temperature change rocks. They change one type of rock into another type of rock. These forces also shape the rocks. What sentence in the text tells you that rocks do not remain the same? (the first sentence)* Explain that this is the main idea sentence. *What is the main idea? (Rocks change.)*



Write About It Help students use the information to write about the main idea and key details. One key detail is **water, wind, and temperature change rocks**. Another key detail is **they shape rocks**. The main idea is **rocks change**.

Paragraph 4



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 *igneous rock, granite, obsidian*.

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 what the main idea of the text is. **The main idea is that there are many kinds of igneous rock.** Ask, *What kinds of igneous rock does the paragraph tell about? (granite and obsidian)* Tell students to find the sentence that tells about granite. **(Granite feels rough and comes in many colors.)** *What are the descriptive words and phrases in this sentence? (rough, many colors)* Tell students to find the sentence that tells about obsidian. **(Obsidian is smooth and often black.)** *What are the descriptive words? (smooth, black)*

Why does the author describe these two types of igneous rock? The author describes these two types of igneous rock to help the reader understand that there are **many** kinds of igneous rock, and that not all igneous rocks **look** or **feel** the same. Point out that these descriptions help the reader understand the main idea—that there are different kinds of igneous rock.

Then, have partners compare similarities and differences between their text reconstructions and the original texts. Have students check if they also included descriptive detail in their reconstruction. Then have partners share and discuss this information with the whole group.


PAGE 34

Paragraph 1

Connection of Ideas  Tell students that they will discuss how erosion plays a part in creating patterns in rocks. Explain that *erosion* is the noun form of the verb *erode*. Help students find the word *erode* in the second sentence. Have them identify a synonym for *erode* in the same sentence. **(break apart)** What forces can lead to erosion? **(wind and water)** What happens to the broken pieces? They collect in **layers**. The layers get pressed together until they form **sedimentary rock**. What creates the patterns in sedimentary rock? Layers of **stratum** create **patterns**.

PAGE 35

Paragraph 2

Connection of Ideas  Say: The patterns in rocks are visible. The process by which rocks are created and broken down is also a pattern, but a bigger and less visible one. What is the name of this pattern? **(the rock cycle)** Have students read the third sentence. How is the rock cycle a pattern? **(It repeats and continues.)** Sedimentary rock can turn into metamorphic rock. What is the pattern that turns it back into sedimentary rock? Have students use the diagram to help them with their explanations.

Metamorphic rock can be **broken down** by wind and water. The particles can then become **sedimentary rock** again. Or metamorphic rock

can melt into **magma** and become **igneous rock** when it cools. Eventually it breaks down into sediment, and becomes **sedimentary rock** once again.

Respond to the Text

Have students turn to page 36. Guide students through the following instruction.



Partner Discussion Review with students what they have learned about the Essential Question: *Where can you find patterns in nature?* Then have students apply this information to the changes that take place to rocks in the course of the rock cycle. Model each sentence frame. Then have partners fill in the information they learned and cite the text evidence to support it.

Group Discussion Provide a model for discussion. I learned that rocks **change** as a result of **water, wind, and temperature**. To help students respond to others' opinions, repeat student's opinions aloud, correcting their responses as needed. Then have students retell the opinions and respond: **The group said that _____. I agree/disagree with _____ because _____. Remind them to provide text evidence to support their statements.**



Write Help partners complete the sentence frames by asking questions. *What are strata? How does strata result in a pattern? Why is the rock cycle a kind of pattern?* Then help students use their responses to complete the sentence frames. Discuss the vocabulary word 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 opinion using the frames on page 37.


Close Read “Patterns of Change”

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 passage 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 167


Paragraph 1

Specific Vocabulary  Have students read the first paragraph. Ask them to find a synonym for *impressive* (**awe-inspiring**) and *very big* (**vast**) in the last two sentences of the paragraph. Ask: *Why did the author choose these words?* Words like *impressive* and *very big* are **common** and **weak**. *Vast* and *awe-inspiring* are **stronger** word choices. Then point out the comparisons *as small as pebbles* and *as vast as the Grand Canyon* in the last sentence of the paragraph. Ask: *Why did the author make these comparisons?* (**Possible answer: They help the reader imagine just how small and how large the patterns of rocks can be. They help the reader imagine the possible sizes.**)

EXPANDING Have students add adjectives to these frames to create their own versions of the comparisons: **as _____ as pebbles;**
as _____ as the Grand Canyon. Have students share their comparisons with the class.

BRIDGING Have students create sentences of their own using the structure *as + adjective + as + noun*. Give an example or two: *My older sister is as graceful as a ballerina. My younger sister is as loud as a train horn.* Remind students to use adjectives that will engage listeners and help them form a mental picture of the comparison.

Paragraphs 3–4

Organization  In these paragraphs, the author tells how molten rock becomes a solid substance. Have students reread the paragraphs and write down the events in order. Then write the events on the board, asking students what happens first, what happened next, and so on. The sequence should begin with magma existing below Earth’s surface.

EXPANDING Discuss some of the words that reveal information about sequencing and the pace at which the events happen. Point out the second sentence in paragraph 4. *When do crystals form? (as the minerals slowly cool) What word tells you that these two things happen at the same time? (as) What is the last event in the sequence described by the author? (The lava hardens into crystals.) Does this happen quickly? (no) What text evidence tells you this? (The author uses the word eventually.)*

BRIDGING Have students explain the sequence of events to a partner, using sequence words such as *first, then, next, and finally*.

► PAGE 168

Paragraph 1



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 *igneous rocks, water, wind, erode, and particles*.

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 igneous rocks erode**)

Make sure there is no subject-pronoun confusion in students' comprehension of this paragraph. Read the first sentence through the independent clause at the beginning of the second sentence: "Water and wind erode them." Ask: *What does them refer to?*

(igneous rocks) Then read the entire second sentence and point out that *them* in the dependent clause "carrying away particles of broken rock and depositing them elsewhere" does not refer to igneous rocks. *What does them refer to here?*

(particles of broken rock) *Why is them used twice in the sentence to refer to two different things? (The first "them" refers to the subject of the previous sentence, but the second "them" refers to a noun in the dependent clause in the second sentence.)*

Then, have partners compare similarities and differences between their text reconstructions and the original texts. Have students check if they also included the main idea and the same details. Then have partners share and discuss this information with the whole group.

► PAGE 169

Paragraph 2

Comprehension Skill: Main Idea and Key Details *What are the key details from this paragraph? (Liquid rock changes into a solid substance. Cliffs are built from sand and bone. Rock returns to liquid form.) What do the details have in common? (They show how rock changes.) What is the main idea? (Rocks change through a cycle, that is a pattern of heating and cooling that repeats and continues.)*



Write About It Have students use an idea web to write about the main idea and key details: **One key detail is ____.** **Another key detail is ____.** **The main idea is ____.**

Respond to the Text

Have students turn to page 170. Guide students through the following instruction.



Partner Discussion Review with students what they have learned about the Essential Question: *Where can you find patterns in nature?*

Then have students apply this information to the changes that take place to rocks in the course of the rock cycle. 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 the connection between plants and animals. **3.** Have partners refer to the text to help them come up with answers. **4.** Remind students to find evidence in the text to support their answers.

Group Discussion Remind students to include evidence for their answers: **I learned that rocks ____ as a result of ____.** Have students retell the opinions and respond using these frames: **The group said that ____.** **I agree/disagree with ____ because ____.**



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 for students to refer to as the week continues.

Word	Cognate
igneous	ígneo
sedimentary	sedimentario
erode	erosionar
granite	granito

» 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.

Language Support

Language Objectives

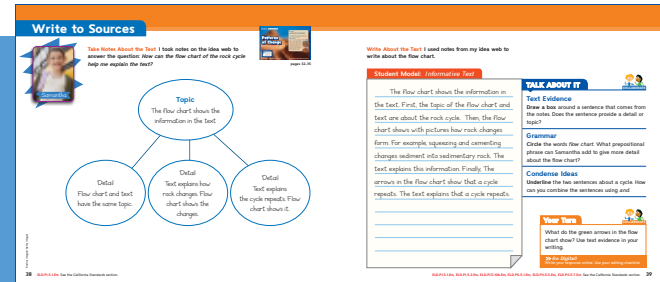
- Use academic language
- Use domain specific vocabulary

Content Objectives

- Use a graphic organizer to take notes
- Answer questions about a piece of writing
- Write to a specific prompt

Materials >> Go Digital

- Companion Worktext, Emerging pp. 32–39
- Companion Worktext, Expanding/Bridging pp. 166–169
- Oral Language Cards



ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.5.Em, ELD.PI.5.5.Ex, ELD.PI.5.5.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br, ELD.PI.5.8.Em, ELD.PI.5.8.Ex, ELD.PI.5.8.Br

Set Purpose

Today we will review some of the information and vocabulary we've learned about patterns in nature. Then we will discover how one student applied all that she learned to write about "Patterns of Change." Afterwards, you'll write your own paragraph.

Oral Language

ALL LEVELS Retell Remind students that reviewing important descriptive details in a text and then recounting, or retelling, those events in their own words can help improve understanding of the text. Use the Oral Language Cards to exchange ideas/opinions.



COLLABORATIVE EMERGING Choral read the section "Rock Solid." Then have partners discuss and summarize the section. Give the following sentence frames as needed: **Rock is changed by water, wind, and temperature. The photograph shows rock that was made from sand.** Ask volunteers to share summaries of the section with the class.



COLLABORATIVE EXPANDING/BRIDGING Have partners choose a section of the text to summarize. Ask them to reread it and then work together to list the information. Listen in and give sentence frames as needed, summarizing the information. Then have partners share their summaries with the class.

Vocabulary

Review Vocabulary



COLLABORATIVE EMERGING Preview that students will be writing about ideas in the text, using some domain-specific words. Review some of the domain-specific words from this week, such as *temperature*, *formation*, *igneous*, *magma*, *lava*, *volcano*, *granite*, and *obsidian*. Say each word and have students repeat. Then, have partners find the words in the text and take turns giving their own definitions.

EXPANDING/BRIDGING Preview that students will be writing about the ideas in the text, using some domain-specific words such as *temperature*, *transform*, *structure*, *formation*, *sandstone*, *igneous*, *magma*, *volcano*, *lava*, *molten*, *crystallized*, *substance*, *granite*, and *obsidian*. 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.

BRIDGING Review More Vocabulary word *pattern*. Have students work with a partner to discuss the relationship between patterns and cycles, listing similarities and differences. Then have them share their lists with the rest of the class.

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 38 and indicate the prompt with your finger. Read it aloud: **How can the flow chart of the rock cycle help me explain the text?** *This is the prompt.* Then point to the picture of Samantha. *This is the question that Samantha will need to answer in her writing.*

Ask students to tell what information Samantha will need in order to answer the question and how she will find this information. Give support as needed. *(the sequence of the rock cycle; in the text)*

Review the Graphic Organizer Explain that Samantha used an idea web to organize the information from the text.

Let's see how Samantha organized her information. She put the topic at the top. Read it aloud. *The topic relates to the writing prompt.* Point to each oval. *Each oval has a detail, or information, about the topic.* Point to the first Detail oval. *What did Samantha write here?* *(Flow chart and text have the same topic.)* Explain that noting the details about the rock cycle flow chart helps to answer the prompt about how the rock cycle flow chart can help support the information in the text. *What did Samantha write in the second Detail oval?* *(Text explains how rock changes. Flow chart shows the changes.)* Finish reading through the idea web, making connections between the rock cycle flow chart and the patterns described in the text.

► PAGE 39

Examine Student Model Read the bolded sentence aloud. Clarify that the "I" refers to Samantha. *What did Samantha use to write her paragraph?* *(the flow chart of the rock cycle)*

Read the first sentence of the model aloud and have students repeat. Explain that this sentence tells what the paragraph will mostly be about.

This is called the topic sentence. Point out that it is related to the oval at the top of Samantha's idea web.

Continue reading each sentence of the model and connect it to the idea web. *The second sentence relates to the Detail oval on the left. Samantha used the Detail oval in the middle to write the next sentence.*

Read aloud the last sentence and have students repeat. *This sentence is the conclusion. Samantha's conclusion gives a final detail about the flow chart.*



Talk About It Have students work with a partner to look more closely at Samantha's paragraph about the rock cycle flow chart.

Text Evidence Chorally read the prompt. Review that an informative paragraph has a topic sentence, supporting details and a strong conclusion. Have students draw a box around a sentence that comes from the notes. Then have partners discuss whether it is a topic or a detail sentence and why.

Grammar Review the definition of a prepositional phrase. Have partners work together to add a prepositional phrase to one of the sentences containing the words *flow chart*.

Condense Ideas Ask a volunteer to read the last two sentences from Samantha's paragraph. *How could Samantha use the word and to connect the sentences?* Have a volunteer share the connected sentence aloud.

Your Turn Discuss the prompt with students. Remind them to use what they learned from examining Samantha'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

Writing

Language Objectives

- Analyze language in an informative piece
- Use domain-specific vocabulary
- Grammar skill: helping verbs
- Connect sentences

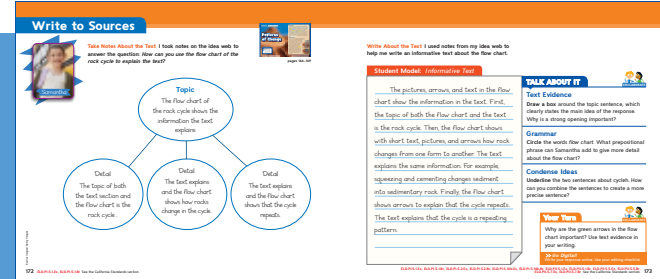
Content Objectives

- Use a graphic organizer to take notes

- Answer questions about a piece of writing
- Write to a specific prompt
- Analyze the text, craft, and structure in “The Story of Snow”

Materials >> Go Digital

- Companion Worktext, Expanding/Bridging pp. 166–173
- Literature Anthology, pp. 216–229



ELD ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.2.Ex, ELD.PI.5.2.Br, ELD.PI.5.10b.Ex, ELD.PI.5.10b.Br, ELD.PII.5.1.Ex, ELD.PII.5.1.Br, ELD.PII.5.3.Ex, ELD.PII.5.3.Br, ELD.PII.5.6.Ex, ELD.PII.5.6.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 172 and indicate the prompt. Have a volunteer read it aloud. Then point to the picture of Samantha. *This is the question that Samantha will need to answer in her writing.*

Ask students what information is needed to answer the question. (order of rock cycle steps)

Review the Graphic Organizer Point out that Samantha used an idea web to organize details.

What did Samantha put in the top oval? (the topic) Point to each oval below the Topic oval. *Each oval contains a detail about the rock cycle flow chart.* Remind students of the importance of supportive evidence. Read through the web making connections to the rock cycle flow chart.

Examine Student Model *What did Samantha use to write her paragraph?* Review that the first sentence is called the topic sentence and tells what the paragraph is about. Discuss how it is similar to the top oval of the web. As students read, have them connect each sentence to the content in Samantha's web and point out that these are supporting details. After the last sentence is read, review that this sentence is the conclusion.



Talk About It Work with a partner to look more closely at Samantha's paragraph about the rock cycle flow chart.

Text Evidence Have partners read the prompt. Ask them to tell the purpose of a topic sentence. (to clearly state the main idea of the paragraph) Have students box the topic sentence. *Why is a strong opening important? (to tell what the paragraph is about and get the reader's attention)*

Grammar Review the meaning of a prepositional phrase and ask partners to find examples in Samantha's paragraph. Then have them discuss what prepositional phrase they can add to tell more about the flow chart.

Condense Ideas Ask a volunteer to read aloud the last two sentences in the paragraph. Then have partners work together using the word *and* to combine the sentences to condense the ideas.



Your Turn Discuss the prompt with students. Remind them to use what they learned from examining Samantha's work to guide them in writing their own 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.5.6.Em, ELD.PI.5.6.Ex, ELD.PI.5.6.Br, ELD.PII.5.2.Em, ELD.PII.5.2.Ex, ELD.PII.5.2.Br

Reread “The Story of Snow”

Set Purpose

We are going to look more closely at “The Story of Snow,” the text you have 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.

► PAGES 220–221 Photographs and Main Text Photographs

ALL LEVELS Text Features: Photographs

Review that in an informational piece, photographs often give important information that we cannot see by reading the text alone.

Look at the photographs. They show different snowflakes close up. Let’s read the main text on these pages and think about how the photographs help us understand the text. Choral read the paragraphs from the main text, checking for comprehension as needed.

EMERGING *What information is in the photographs that is not in the text? The photographs show what the snow crystals look like. Why did the author include these photographs? The photographs help the reader to see how different snow crystals look.*

EXPANDING/BRIDGING Have partners take turns telling each other how the information in the photographs helps them to better understand the text. Tell them to think about what they learn by looking at the photographs that they couldn’t learn by reading only the text. **The photos show what the**

snow crystals look like. They also show **how tiny a snow crystal really is**.

Why did the author include these photographs? The photographs help the reader to see how different snow crystals look.

► PAGE 223 Paragraph 1

ALL LEVELS Author’s Craft: Structure

Recap that on page 222 the author explains how plate crystals form. Then, direct students to the top of page 223. Choral read the heading and first paragraph. Check comprehension and define words as needed.

Review that one way authors organize information is in a compare and contrast structure, which is looking at how things are alike and how they are different. Then, reread the paragraph, asking students to think about how the author uses a compare and contrast structure to help readers understand more about snow crystals.

EMERGING Echo read the first sentence. *How does the author help you to understand what a column-shaped snow crystal looks like? He compares it to a pencil. He says that it has the same shape as a pencil. This helps the reader to picture what column-shaped snow crystals look like.*

EXPANDING/BRIDGING *How does the author help you to understand what column-shaped snow crystals looks like? First, he compares them to pencils. He says that they have the same shape as pencils. Then, he contrasts them with stars and plates. They are not flat like stars and plates. This helps the reader to picture what column-shaped snow crystals look like.*

BRIDGING Have partners discuss how comparing the illustrations of column-shaped snow crystals help them to better understand the information. Then have them share their ideas with the group.

Differentiated Text

Language Objectives

- Use domain and core vocabulary words

Content Objectives

- Identify text evidence
- Take notes
- Compare information from two texts

Materials >> Go Digital

- “A Pattern for Hiding,” Emerging, pp. 37–39
- “A Pattern for Hiding,” Expanding, pp. 25–26
- “A Pattern for Hiding,” Bridging, pp. 25–26
- ELD Visual Vocabulary Cards
- Visual Vocabulary Cards



ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.3.Em, ELD.PI.5.3.Ex, ELD.PI.5.3.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br, ELD.PI.5.10.Em, ELD.PI.5.10.Ex, ELD.PI.5.10.Br

Set Purpose

Today you will read about patterns in nature and learn about the purpose of patterns on some animals.

Read “A Pattern for Hiding”

Reading Routine

- **Build On** Review the vocabulary words using all visual vocabulary cards. Then review characteristics of patterns in nature. Help students to name and describe the patterns they have been learning about. (*patterns in rock layers, patterns in the rock cycle*) Have students look at the first page of “A Pattern for Hiding.” Have students name animals that have patterns. Discuss how patterns might be useful to animals.
- **Read** Students read independently or partner read with a student of 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 58. 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: *What is the purpose of patterns on animals?* The purpose of animal patterns is to help animals **hide and blend into the environment**. Paragraph 3: *What is the pattern on tigers?* The pattern in the fur of many tigers is **orange fur with black stripes**. Paragraph 4: *How does living in a group help zebras?* It helps to keep predators from picking out **just one zebra**. Paragraph 5: *What animals hunt giraffes?* Even though most animals leave giraffes alone, they are hunted by **lions**.

EXPANDING Paragraph 3: The tiger’s stripes make the outline of its body **blend into the environment**. Paragraph 5: The zebra uses its pattern **to hide from predators**. Paragraph 7: Giraffes patterns are useful because **lions and crocodiles hunt giraffes**.

BRIDGING Have partners stop after paragraphs 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

It Have partners review what they have read about animal fur patterns on page 25 and discuss different ways animals use their patterns.

Respond to the Text



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 name two kinds of patterns in nature. Help them to ask and answer questions about these patterns.
2. Guide partners to circle the sentence that tells the pattern in many tigers' fur. (orange fur with black stripes) Help them discuss how the pattern makes the tiger harder to see.
3. Have partners underline the sentence that tells how zebras stay safe. (The repeated pattern of so many animals together helps zebras stay safe.) Then have them underline the sentence that tells how giraffes stay safe. (Like zebras, giraffes stand in groups and blend together.) Guide them to talk about why both animals need protection. (They are both prey.)

EXPANDING Provide support as partners discuss.

1. Have partners name the three animals in the text and then underline the patterns of each animal. (tiger, black stripes on orange fur; zebra, black stripes on white; giraffe, brown spots on light-colored coat)
2. Have partners discuss why animals have patterns. Then have them circle the text that explains the purpose of animal patterns. (They help animals blend into their environment.)
3. Have partners discuss how a tiger uses its pattern in a different way from a zebra or giraffe. (A tiger uses its pattern to hunt, while a zebra or giraffe uses its pattern to hide from predators).

BRIDGING Guide student discussion.

1. Have partners describe the patterns of the three animals in the text.

2. Have partners find the sentence in the first paragraph that explains why animals have patterns.

3. Ask partners to discuss how animals use their patterns differently. Then have them underline the part of the sentence that tells how tigers use their pattern.



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 the patterns in nature on page 37. Guide partners to reread the first paragraph and find two places in nature where there are patterns. (in rocks, on animals) Then help partners locate the sentence that tells how patterns help animals. (They help animals hide and blend into the environment.)
- Have partners complete the sentence frames and share their answers in groups.

EXPANDING Partners can help each other complete the sentence frames.

- Help partners locate the text that tells where patterns are found in nature. (There are patterns in rocks and on animals, too.)
- Help partners locate the word *purpose* in the first paragraph. Then have partners find the sentence that tells the purpose for all the animal patterns. (They help animals blend into their environment.)
- 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 discuss their notes about "A Pattern for Hiding." Have them locate details in the text that describe how animals use patterns.
- Have partners respond to the writing prompt and share their answers in groups.

Writing

Language Objectives

- Prepare for writing by taking notes
- Use comparison words
- Practice vocabulary

Content Objectives

- Compare the use of information from different natural patterns
- Identify supporting text evidence
- Analyze the text, craft, and structure in “The Story of Snow”

Materials >> Go Digital

- “A Pattern for Hiding,” Emerging, pp. 37–39
- “A Pattern for Hiding,” Expanding and Bridging, pp. 25–26
- Companion Worktext, Emerging pp. 32–35
- Companion Worktext, Expanding/Bridging pp. 166–169
- Literature Anthology, pp. 216–229



ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br

Write to Two Sources

Set Purpose Remind students that when they wrote the Day 3 paragraph, they used information from one source, or text, “Patterns of Change.” The next paragraph they will write will use two sources, or texts, “Patterns of Change” and “A Pattern for Hiding.” Today they will prepare to write the paragraph. They will be learning what prompt they will be writing to and taking notes on the information they need to write their paragraphs.



Analyze the Prompt Explain that students will compare patterns in rocks in “Patterns of Change” with patterns in animal fur in “A Pattern for Hiding.” Provide the following prompt: *How is information about patterns in rocks used differently from information about patterns in animal fur? Use text evidence from “Patterns of Change” and “A Pattern for Hiding” to support your answer.*

Ask students what the prompt is asking them to do. (compare ways information about patterns in rocks has a different purpose from information about patterns in animal fur) Tell students to think about what they’ve read, and then discuss what sort of things students might include in their writing. (Examples: how tigers use their fur pattern, how zebra’s use their fur pattern, how rocks change in the rock cycle)



Find Text Evidence Guide students’ search for information in both sources. *Let’s think about what we learned from patterns in rocks in “Patterns of Change.” Rock formations show how rocks*

have been changed by water, wind and temperature. In “Patterns of Change” the text says “Scientists learn a lot by studying the chronology of layers.” So in my notes, I’ll write: Patterns in rocks help to show what has happened to the rock and how it has been changed. In “A Pattern for Hiding,” animals in nature have patterns that help them to survive. Now I’ll look for text evidence that patterns help animals to survive. In “A Pattern for Hiding,” the text says, “These animal patterns have the same purpose. They help animals hide and blend into the environment.” This tells me animal patterns are not caused by changes, but instead help animals live. So in my notes, I’ll write: Patterns in animal fur help them to stay alive.

Have students continue to look for ways different patterns in nature are alike or different. Remind them they will need to find evidence in the text to support the information in their notes.

Analyze Text Evidence Using the students’ notes, create and discuss a chart comparing patterns in nature they have read about in “Patterns of Change” and “A Pattern for Hiding.”

EMERGING Provide sentence frames for discussion such as: Patterns in tigers help them blend into the environment. Patterns in rock formations show how they have changed.



EXPANDING/BRIDGING Have partners use their notes to compare ways we learn from patterns in two places in nature. Explain that for the next class, they will take their notes and the chart and write a paragraph to respond to the prompt.

Literature Anthology



ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br

Reread “The Story of Snow”

Set Purpose

Today we are going to continue our close look at “The Story of Snow.” We will continue to 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 224 Paragraph I

ALL LEVELS Text Structure: Headings

Review that informational text is often divided into sections. Each section has a heading, which is like a mini-title. Reading the heading lets the reader know what they should focus on as they read.

Read the heading and first paragraph, instructing students to think about how the heading connects to the text.

Choral read the heading and paragraph. Check comprehension. Rephrase information and use the graphics, as needed. Elicit that the “6” in the heading is large and written as a number instead of a word. Then, reread the paragraph, guiding students to notice that the word “six” is repeated three times in the paragraph.

EMERGING *Why does the author use a large 6 in the heading? The author wants readers to pay attention to that number when they read the text. The reader should look for information about the number 6 and snow crystals.*

EXPANDING *How does the author help readers notice the number 6 in the heading? It is large and not a word. How does the heading help readers to*

understand the information? It tells the reader to look for information about the number 6 and snow crystals.

BRIDGING *What does the author draw attention to in the heading? (The number 6) How does he do that? (It’s large and a number, not a word) How does the heading help readers to understand the information? (it tells the reader to look for information about the number 6 and snow crystals)*

► PAGE 226 Captions and Photographs

ALL LEVELS Text Features: Photographs and Captions

Point out that photographs and captions show important ideas from the text. *Captions tell us what to look for in the photographs. Let’s look at the photographs on page 226 and read the captions. Then let’s talk about how the captions help us understand the photographs.* Choral read the captions. As you read, check comprehension.

EMERGING *How does the first caption help you understand the photograph? The caption explains that the photograph shows two snow crystals stuck together. What does the photograph show? The photograph shows how snow crystals stick together.*

EXPANDING/BRIDGING *How do the captions help you to understand the photographs? The captions explain how snow crystals stick together to make snowflakes. What do the photographs show? The photographs show what snow crystals look like when they are stuck together.*

BRIDGING Have partners discuss these questions and share answers with the group: *Do the photographs and captions clearly show how snowflakes are made? If not, what other information would help? (Answers will vary.)*

Writing

Language Objectives

- Present writing to group

Content Objectives

- Use notes, chart, and discussion ideas to write a paragraph comparing the uses of patterns in nature
- Revise writing through collaboration
- For formative assessment, write answer to the question about patterns in nature

- As part of the formative assessment, answer questions about writing

Materials >> Go Digital

- Wonders Your Turn Practice Book

ELD ELD.PI.5.1.Em, ELD.PI.5.1.Ex, ELD.PI.5.1.Br, ELD.PI.5.2.Em, ELD.PI.5.2.Ex, ELD.PI.5.2.Br, ELD.PI.5.3.Em, ELD.PI.5.3.Ex, ELD.PI.5.3.Br, ELD.PI.5.6a.Em, ELD.PI.5.6a.Ex, ELD.PI.5.6a.Br, ELD.PI.5.9.Em, ELD.PI.5.9.Ex, ELD.PI.5.10.Em, ELD.PI.5.10.Ex, ELD.PI.5.10.Br

Set Purpose

Today we will write to compare ways we learn from patterns in rocks in "Patterns of Change" and patterns in animal fur in "A Pattern for Hiding." We will use the information in our notes and charts. After we write, we will revise our writing and then present to the group.

Write to Two Sources



INTERPRETIVE

Analyze the Model Display the model for Writing to Two Sources in **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.



PRODUCTIVE

EMERGING Have partners collaborate. Display domain and academic vocabulary words. Remind students to use helping verbs correctly as they write. Provide the following sentence frames for extra support: **Patterns in rocks and patterns in animal fur are both observed in nature. Patterns in rocks show how rocks have changed. Patterns in animal fur show how they are able to survive.**

EXPANDING Have partners collaborate to write the paragraph. Remind them to use vocabulary words, domain words, comparison words, and some helping verbs in their writing.

BRIDGING Have students work collaboratively to organize their paragraphs and then write independently. Remind students to use vocabulary words, domain words, comparison words, and helping verbs.

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; if anything can be added.

Present Tell students that they will present their paragraphs to the group. On the board, list features of good oral presentations, such as: *making eye contact, speaking loudly enough, and speaking clearly*.



COLLABORATIVE

ALL LEVELS Have students plan and practice a brief oral presentation of their paragraph and 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 talks before they present them to the group. Videotape the presentations. When you watch together, discuss what went well and what still needs more practice.

Progress Monitoring

Formative Assessment

ELD ELD.PI.5.2.Em, ELD.PI.5.2.Ex, ELD.PI.5.2.Br, ELD.PI.5.9.Em, ELD.PI.5.9.Ex, ELD.PI.5.9.Br, ELD.PI.5.10a.Em, ELD.PI.5.10a.Ex, ELD.PI.5.10a.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 one thing you learned this week about patterns in nature. Tell three ways you could find answers to questions about patterns.** 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 sentences, 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 fact 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</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</p> <p>THEN... review using descriptive 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 some mistakes with cohesion</p> <p>THEN... review sequence words and have them combine or condense ideas with those words to improve the flow of writing.</p>	<p>IF... students realize that they used an incorrect term when answering a question</p> <p>THEN... remind them to self-correct their speech.</p>

LEVEL UP

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

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

BRIDGING If 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.