

California

Grade 1 Unit 4

An ELA/ELD Program





Master the California Common Core State Standards!

WEEKLY OVERVIEW

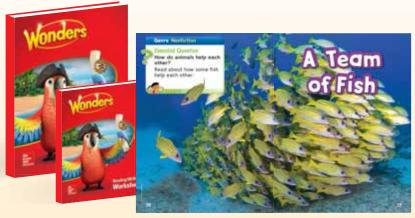
Build Knowledge Animals Together



Essential Question: How do animals help each other?

Teach and Model

Close Reading and Writing



Book

Big Book and Little A Team of Fish, 38-47 Genre Nonfiction Lexile 340

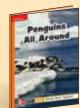
Reading Writing Workshop



Interactive **Read Aloud**

"Animals Working Together" **Genre** Nonfiction

Differentiated Texts



APPROACHING Lexile 340



ON LEVEL Lexile 450



Lexile 610

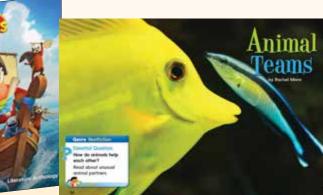
Leveled Readers



EL Lexile 340

Practice and Apply

Close Reading and Writing



Literature Anthology

Animal Teams, 36-54 Genre Nonfiction Lexile 480



"Busy As a Bee," 56-59 Genre Nonfiction Lexile 500

Extended Complex Texts



What Do You Do With A Tail Like This? Genre Nonfiction Lexile 620



Starfish **Genre** Nonfiction Lexile 170

Classroom Library

STARFISH. Used by permission of HarperCollins Publishers.

Student Outcomes

Meaning Making

- Cite relevant evidence from text
- · Determine main idea and key details
- Retell the text

RI.1.2

Effective Expression

Write to Sources

- Draw evidence from nonfiction text
- Write opinion text
- Conduct short research on animals

Speaking and Listening

- Engage in collaborative conversation about animals together
- Retell and discuss A Team of Fish
- Present information on how animals help each other
- SL.1.1c, SL.1.2, SL.1.3, W.1.1, W.1.7

Content Knowledge

• Explore how animals have behaviors that help them to survive.



Language Development

Conventions

Use has and have

Vocabulary Acquisition

Develop oral vocabulary
 behavior beneficial dominant
 instinct endangered

WEEK 2

- Acquire and use academic vocabulary
 partner danger
- Use sentence clues to understand unknown words.

L.1.1e, L.1.4a, L.1.6

Foundational Skills

Phonics/Word Study/Spelling

- Long e: e, ee, ea, ie
- Prefixes re-, un-, pre
- me, feed, seat, we, keep, beak, she, speed

High-Frequency Words

because blue into or other small

Fluency

Appropriate phrasing

Decodable Text

Apply foundational skills in connected text

RF.1.3c, L.1.4b, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c



Professional Development

- See lessons in action in real classrooms.
- Get expert advice on instructional practices.
- Collaborate with other teachers.
- Access PLC Resources



Go Digital! www.connected.mcgraw-hill.com.

INSTRUCTIONAL PATH



5

Talk About Animals Working Together

Guide children in collaborative conversations.

Discuss the essential question: *How do animals help each other?*

Develop academic language and domain specific vocabulary on animals.

Listen to "Animals Working Together" and ask questions about how some animals cooperate.

2

Read "A Team of Fish"

Apply foundational skills in connected text. Model close reading.

Read

"A Team of Fish" to learn why fish swim in a school, citing text evidence to answer text-dependent questions.

Reread

"A Team of Fish" to analyze text, craft, and structure, citing text evidence.







Model writing to a source.

Analyze a short response student model. Use text evidence from close reading to write to a source.

WEEK 2



K

Read and Write About Animal Teams

Practice and apply close reading of the anchor text.

Read

Animal Teams to learn about the relationship between different types of animals.

Reread

Animal Teams and use text evidence to understand how the author conveys information about how certain types of animals work as a team.

Integrate

Information about how animals work as a team.

Write to a Source, citing text evidence to compare and contrast different animal teams.

Independent Partner Work

Gradual release of support to independent work



- Text-Dependent Questions
- Scaffolded Partner Work
 Talk with a Partner
 Cite Text Evidence
 Complete a sentence frame.
- Guided Text Annotation



Integrate Knowledge and Ideas

Connect Texts

Text to Text Discuss how each of the texts answers the question: *How do animals help each other?*

Text to Photography Compare information about animal teams in the texts read with a photograph of starlings.

Conduct a Short Research Project

Create a report on an animal team.

DEVELOPING READERS AND WRITERS Write to Sources: Opinion Writing



Day 1 and Day 2 Shared Writing

• Write about "A Team of Fish," p. T96

Interactive Writing

- Analyze a student model, p. T106
- Write about A Team of Fish, p. T107
- Find Text Evidence
- Apply Writing Trait: Organization: Introduce the Topic, p. T107
- Apply Grammar Skill: Has and Have, p. T107



Day 3, Day 4 and Day 5

Independent Writing

- Write about Animal Teams, p. T114
- Provide scaffolded instruction to meet student needs, p. T114
- Find Text Evidence, p. T114
- Apply Writing Trait: Organization: Introduce the Topic, p. T114
- Prewrite and Draft, p. T120
- Revise and Edit, p. T121
- Final Draft, p. T121
- Present, Evaluate, and Publish, p. T126



Grammar

Has and Have

- Use the words *has* and *have* to tell about what is happening, pp. T97, T107, T115, T121, T127
- Apply grammar to writing, pp. T97, T114, T121, T127

Mechanics: Capitalization and End Punctuation

• Use capitalization and end punctuation, pp. T115, T121, T127



Grammar Practice, pp. 81-85



Online Grammar Games

Spelling

Words with long e: e, ee, ea, ie

• Spell words with long e: e, ee, ea, ie



For additional support for Standard English Learners, see the online SEL Handbook

SUGGESTED LESSON PLAN

	READING		DAY 1	DAY 2
Whole Group	Teach, Model and Apply	Core	Build Background Animals Together, T86-T87 Oral Vocabulary behavior, beneficial, T86 Word Work T90-T93 •Fluency: Phrasing •Phonemic Awareness: Phoneme Identity •Phonics/Spelling: Introduce Long e: e, ee, ea, ie •High-Frequency Words: because, blue, into, or, other, small •Vocabulary: danger, partner Shared Read A Team of Fish, T94-T95	Oral Language Animals Together, T98 Oral Vocabulary behavior, beneficial, dominant, instinct, endangered, T98 Word Work T100-T103 • Phonemic Awareness: Phoneme Segmentation • Structural Analysis: Prefixes <i>re-, un-, pre-</i> • Vocabulary: <i>danger, partner</i> Shared Read A Team of Fish, T104-T105 • Genre: Nonfiction, T104 • Skill: Main Idea and Key Details, T105
Group		Options	Listening Comprehension "Animals Working Together," T88-T89	Listening Comprehension "Animals Working Together," T99 Word Work T100–T103 • Phonics/Spelling: Review Long <i>e: e, ee, ea, ie</i> • High-Frequency Words: <i>because, blue, into, or, other, small</i>
Whole	LANGUAGE ARTS			
>	Writing Grammar	Core	Shared Writing T96 Grammar Has and Have, T97	Interactive Writing T106 Grammar Has and Have, T107
		Options		

DIFFERENTIATED INSTRUCTION

Use your data dashboard to determine each student's needs. Then select instructional supports options throughout the week.

APPROACHING LEVEL

Leveled Reader Penguins All Around, T130-T131

30-T131

"Animals Work Together," T131

Literature Circles, T131 Phonemic Awareness Phoneme Identity, T132

Phoneme Blending, T132 2 Identify and Generate Rhyme, T133 Phoneme Segmentation, T133

Phonics	
Connect Words	with

Long e: *ee, ea, ie,* T134 Blend Words with

Long e: ee, ea, ie, T134 2 Build Words with

Long e: ee, ea, ie, T135 Build Fluency with Phonics, T135

Structural Analysis Review Prefixes re-, un-, pre-, T136 Words to Know Review High-Frequency Words, T137

Review Vocabulary Words, T137 Cumulative Review, T137

Comprehension Read for Fluency, T138

Identify Key Details, T138 2 Review Main Idea/Key Details, T139 Self-Selected Reading, T139

ON LEVEL

Leveled Reader *Penguins All Around,* T140-T141 "Animals Work Together," T141 Literature Circles, T141

Phonics Build Words with Long e: ee, ea, ie, T142

DESIGNATED ELD See pages 408-429 of the ELD Teacher's Edition.



Oral Language/Vocabulary

• Explore the Essential Question: How do animals help each other?

Small Group

Develop Vocabulary and Support Language



CUSTOMIZE YOUR OWN **LESSON PLANS**

www.connected.mcgraw-hill.com

WEEK 2

DAY 3	DAY 4	DAY 5
 Fluency Phrasing, T109 Word Work T110-T113 Phonemic Awareness: Rhyme Phonics/Spelling: Blend Words with Long <i>e: e, ee, ea, ie</i> Vocabulary: <i>danger, partner</i> Vocabulary Strategy: Context Clues/Sentence Clues Close Reading Animal Teams, T113A-T113L 	Extend the Concept T116-T117 • Text Feature: Captions, T117 • Close Reading: "Busy as a Bee," T117A-T117B Word Work T118-T119 • Phonemic Awareness: Phoneme Identity • Structural Analysis: Prefixes <i>re-, un-, pre-</i> Integrate Ideas • Research and Inquiry, T122-T123	 Word Work T124-T125 Phonemic Awareness: Phoneme Blending/ Segmentation Phonics/Spelling: Blend and Build Words with Long e: <i>e, ee, ea, ie</i> Structural Analysis: Prefixes <i>re-, un-, pre-</i> High-Frequency Words: <i>because, blue, into, or,</i> <i>orther, small</i> Vocabulary: <i>danger, partner</i> Integrate Ideas Text Connections, T128-T129
Oral Language Animals Together, T108 Comprehension • Skill: Connections Within Text: Compare and Contrast, T109 Word Work T110–T113 • Structural Analysis: Prefixes <i>re-</i> , <i>un-</i> , <i>pre-</i> • High-Frequency Words: <i>because</i> , <i>blue</i> , <i>into</i> , <i>or</i> , <i>other</i>	Word Work T118-T119 • Fluency: Sound-Spellings • Phonics/Spelling: Long e: <i>e, ee, ea, ie</i> • High-Frequency Words: <i>because, blue, into, or, other, small</i> • Vocabulary: <i>danger, partner</i> Close Reading Animal Teams, T113A-T113L	Word Work T124–T125 • Fluency: Sound-Spellings Integrate Ideas • Research and Inquiry, T128 • Speaking and Listening, T129
Independent Writing T114 Grammar Mechanics: Capitalization and End Punctuation, T115	Independent Writing T120 Grammar Mechanics: Capitalization and End Punctuation, T121	Independent Writing T126 Grammar Mechanics: Capitalization and End Punctuation, T127
Grammar Has and Have, T115	Grammar Has and Have, T121	Grammar Has and Have, T127

Words to Know Review Words, T142

Comprehension Review Main Idea and Key Details, T143 Self-Selected Reading, T143

BEYOND LEVEL

Leveled Reader Penguins All Around, T144-T145 "Animals Work

Together," T145 Literature Circles, T145

Vocabulary Base Words, T146

Comprehension Review Main Idea and Key Details, T147

Gifted and Talented Self-Selected Reading, T147

ENGLISH LEARNERS

Penguins All Around, T150-T151

"Animals Work Together," T151

Preteach Oral Vocabulary, T152

Preteach EL Vocabulary, T152

Shared Read A Team of Fish, T148-T149

Leveled Reader

Literature Circles, T151

Vocabulary

Words to Know Review Words, T153 Reteach High-Frequency Words, T153

Writing/Spelling Writing Trait: Organization, T154 Words with Long e : e, ee, ea, ie, T154

Grammar Has and Have, T155

Close Reading

- Read Aloud: "Animals Working Together"
- Shared Read: A Team of Fish
- Differentiated Text: Wolf Pack!

Writing/Grammar

- Interactive Writing
- Independent Writing
- Grammar: Present Tense Verbs

Progress Monitoring

- Written Production
- Oral Production
- Diagnose and Prescribe

DIFFERENTIATE TO ACCELERATE



WEEK 2

Universal Access

Monitor and Differentiate

Quick Check

To differentiate instruction, use the Quick Checks to assess students' needs and select the appropriate small group instruction focus.

Comprehension Strategy Ask and Answer Questions, T89

Comprehension Skill Main Idea and Key Details, T105

Phonics Words with Long *e: e, ee, ea, ie,* T93, T103, T113, T119, T125

High-Frequency Words and Vocabulary T93, T103, T113, T119, T125

If No \rightarrow	Approaching Level	Reteach T130-T139
	EL	Develop T148-T155
If Yes $ ightarrow$	On Level	Review T140-T143
	Beyond Level	Extend T144-T147

0000

Using Weekly Data

Check your data Dashboard to verify assessment results and guide grouping decisions.

ENGLISH LEARNERS

Integrated ELD

Language Development

Develop academic vocabulary related to animals working together and participate in collaborative conversations about animals working together.

Meaning Making

Read "A Team of Fish" and *Animal Teams* using scaffolded prompts to support accessing meaning of the complex texts.

Effective Expression

Write about "A Team of Fish" and *Animal Teams* to show understanding of animals working together.

Level Up with Leveled Readers



children can read their leveled text fluently and answer comprehension questions



work with the next level up to accelerate children's reading with more complex text.



Designated ELD

Extended Language Interactions

Participate in conversations about animals together, using academic vocabulary, supported by sentence frames and sentence starters.

Focus on Meaning

Use the activities in My Language Book and the differentiated texts to build understanding of the weekly concept.

Focus on Forms

Write and draw about texts using scaffolded prompts.



Wonders for ELs Teacher Edition and My Language Book

WHOLE GROUP DA

Materials



VOLUME 4



Reading/Writing

UNIT 4

Workshop Big Book

Visual Vocabulary Cards behavior beneficial dominant

instinct

endangered

because High-Free Word Ca because

Cards

Introduce the Concept

Word C			
because or blue other into small			
a	a b c		
Word-E	Build	dina	Think Aloud

er	
II	
	I lunder
	No.
	. 6
	2.44
	Think Alou
	Clouds
	Ciouus



dange

danger

partner

Go Digital



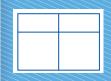
Animals Together



Video



Visual Glossary



Graphic Organizer

Nonders Workshor

Reading/Writing Workshop Big Book

OBJECTIVES

GESS Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1a

- Build background knowledge
- Discuss the Essential Question

ACADEMIC LANGUAGE cooperate, theme,

chart

MINILESSON **Build Background**

ESSENTIAL QUESTION

How do animals help each other?

Tell children that this week they will be talking and reading about how different kinds of animals work together.

Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss animals helping each other. Use the Define/Example/Ask routine to introduce the oral vocabulary words behavior and beneficial.

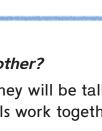


Oral Vocabulary Routine

Define: A behavior is a way of acting.

- Example: Sleeping in the winter is a behavior that helps some animals survive the cold.
- Ask: What might your behavior be like when you are hungry?
- **Define:** When something is **beneficial**, it is helpful or useful.
- Example: Exercise is beneficial to your health.
- Ask: What can you do today that would be beneficial to a friend?

Discuss the theme of "Animals Together" and explain that some animals cooperate and help one another. Have children name ways that animals might help each other. How could animals help each other when looking for food or eating?



Visual Vocabulary Cards



DAY 1 · WEEK 2



READING/WRITING WORKSHOP BIG BOOK, pp. 32-33

Talk About It: Animals Together

Guide children to discuss how the hippo and bird help each other.

- How might the hippo help the bird?
- How might the bird help the hippo?

Use Teaching Poster 42 and prompt children to complete it.

Children can look at page 33 of their Reading/Writing Workshop and do the Talk About It activity with a partner.



Teaching Poster

Collaborative Conversations

Be Open to All Ideas As children engage in partner, smallgroup, and whole-group discussions, remind them:

- that everyone's ideas are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.

ENGLISH LEARNERS SCAFFOLD

Emerging

Use Visuals Point to the picture and say: *This big animal is a hippo*. *Birds sit on hippos. Birds eat insects off hippos.* Ask: *Is the bird helping the hippo? Is the hippo helping the bird?* Restate children's responses in complete sentences.

Expanding

Describe Ask children to describe the photo. What is the bird is doing on top of the hippo? Does it look like they are friends, or like they don't get along? How can you tell? Repeat answers slowly and clearly to the group.

Bridging

Discuss Have children elaborate on the picture. *How could these animals be working together?* Have them use the picture to get started and then give other examples of how animals might help each other.

ELD ELD.PI.I.I.Em • ELD.PI.I.5.Ex • ELD.PI.I.9.Em • ELD.PI.I.12a.Br

Jistening Comprehension

Read the Interactive Read Aloud

Connect to Concept: Animals Together

Tell children that they will now read about how animals help each other. Ask: *How do you think different types of animals work together?*

Focus on Oral Vocabulary



"Animals Working Together"

Review the oral vocabulary words

behavior and *beneficial*. Use the Define/Example/Ask routine to introduce the oral vocabulary words *dominant, endangered,* and *instinct*. Prompt children to use the words as they discuss how animals help each other.

Oral Vocabulary Routine

- Define: When an animal is dominant, it has power over the other animals it lives with.
- Example: The dominant wolf decided it was time for the wolf pack to go hunting.
- Ask: Does a dominant animal give commands or follow commands?
- **Define:** An **endangered** group of animals is at risk of disappearing forever.



Visual Vocabulary Cards endangered

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

Ask: Does an endangered group of animals have a lot of animals or a few?

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

Example: Birds have an instinct to build nests.

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





'Animals Working Together"



Ask and Answer Questions



Visual Glossary



Retell

OBJECTIVES

ress

WHOLE GROUP

DAY

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **SL.1.1**

- Develop concept
 understanding
- Develop reading strategy Ask and Answer Questions

ACADEMIC LANGUAGE

ask, answer, question



DAY 1 · WEEK 2

Set a Purpose for Reading

- Display the Interactive Read-Aloud Cards.
- Read aloud the title.
- Tell children that you will be reading an informational nonfiction selection about how some animals work together. Tell children to read to find out how working together as a group can help animals survive.

Strategy: Ask and Answer Questions

1 Explain Remind children that as they read or listen to a selection, they can ask themselves questions about the text. This can help them understand the information.

Think Aloud One way to better understand a text is to ask questions about what is happening in the text and then look for the answers as you read. Today, as we read "Animals Working Together," I will ask myself questions about how the animals help each other. Then I will look for answers in the text and pictures.

2 Model Read the selection. As you read, use the Think Aloud Cloud to model applying the strategy.

Think Aloud Remember that you can ask questions as you read and then look for the answers in the text and illustrations. The text says that gorillas live together in troops. I ask myself how they help each other. When I continue reading, I learn that they work together to find food and they help keep each other clean. As I read the selection, I will look for the answers to more of my questions.

3 Guided Practice As you continue to read, pause to elicit questions and answers from children. What questions do you have about the penguins? Pause to help children find the answers. Guide children in using the evidence in the text and illustrations to ask and answer questions.

Respond to Reading

After reading, prompt children to retell "Animals Working Together." Discuss what questions they asked and where they found the answers. Then ask them which animal group they think works together best and why.

Writing Fluency Have children write as much as they can for five minutes. Have children write about a time they have seen animals working together.

ENGLISH LEARNERS SCAFFOLD

Emerging

Engage Display Card 1 of "Animals Working Together." You can look at the pictures to answer some questions. Do these animals help each other?

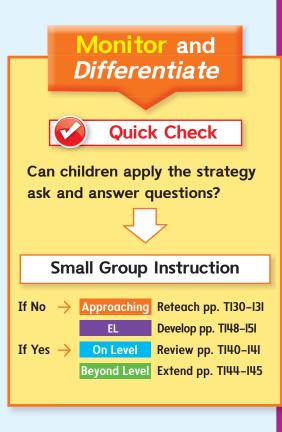
Expanding

Describe Display Card 1 of "Animals Working Together." *I wonder how these gorillas communicate with each other. Let's look for the answer in the text.* Help children find the answer.

Bridging

Describe Display Card 1 of "Animals Working Together." *The text says gorillas use their voices to communicate. What question could we ask about this information? Let's read on to find an answer.*

ELD ELD.PI.I.I.Em • ELD.PI.I.I.Ex • ELD.PI.I.II.Ex



Word Work

Quick Review

Build Fluency: Sound-Spellings Display the Word-Building Cards: e, ee, ea, ie, ai, ay, e_e, u_e, o_e, dge, i_e, a_e, ch, tch, wh, ph, th, sh, ng, mp, sk, st, nt, nk, nd. Have children say each sound.

Go

Digital

Phonemic

Awareness

Tree

Phonics

Handwriting

OBJECTIVES

ress

FESS

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2c

Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3c

Phonemic Awareness

Phoneme Identity

- **Model** Model for children how to identify the same sound in a group of words. Listen carefully as I say three words: keep, please, field. What sound is the same in keep, please, and field? They all have the /ē/ sound in the middle.
- **2** Guided Practice/Practice Have children practice identifying the same sound in a group of words. Do the first one with them. I will say three words. Listen carefully and tell me the sound that you hear that is the same in all three words.

sheet, freeze, peach claim, take, strain

catch, hitch, watch green, meat, seal

hope, stove, toad

speed, road, made





Introduce Long e: e, ee, ea, ie Sound-Spelling Card

- 1 Model Display the Tree Sound-Spelling Card. Teach /ē/ spelled e, ee, ea, and ie using she, tree, meat, and field. This is the Tree Sound-Spelling Card. The sound is $\overline{/e}$. This is the sound at the end of the word tree. Listen: /trēēē/, tree. The /ē/ sound can be spelled with the letters e as in she, ee as in tree, ea as in meat, and ie as in field. Say it with me: \overline{e} . I'll say \overline{e} as I write the letters e, ee, ea, and ie several times.
- Guided Practice/Practice Have children practice connecting the letters e, ee, ea, and ie to the sound /ē/ by writing them. Now do it with me. Say $/\bar{e}/$ as I write the letters e, ee, ea, or ie. Now it is your turn. Say the \overline{e} sound as you write the letters that stand for the long e sound.

SKILLS TRACE

LONG e

Introduce Unit 4 Week 2				
Day 1				
Review Unit 4 Week 2				
Days 2, 3, 4, 5				
Assess Unit 4 Week 2				

T90 UNIT 4 WEEK 2

DAY WEEK 2

Blend with Long e: e, ee, ea, ie

1 Model Display Word-Building Cards f, r, e, e, z, e. Model blending the sounds. This is f. It stands for /f/. This is r. It stands for /r/. These are the letters ee. Together they stand for $\overline{/e}$. This is z. It stands for /z/. The final e is silent. Listen as I blend these sounds together: /frēēēzzz/. Say it with me.

Continue by modeling the words she, feel, read, and shield.

2 Guided Practice/Practice Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example: /mmmēēē/. The word is me. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

	me	be	eat	each	neat	see
	keep	deep	speak	chief	field	sneeze
	bet	beat	fed	feed	hat	heat
	train	play	took	bridge	shape	stone
	Dean	reads e	each da	y of the	e week.	
We will eat a big feast on Sunday.						
Please leave the clean sheets on the bed.						
						Also online

Day 1 Phonics Practice Activity

Corrective Feedback

Sound Error Model the sound that children missed, then have them repeat the sound. Say: My turn. Tap under the letter and say: Sound? /ē/. What's the sound? Return to the beginning of the word. Say: *Let's start over.* Blend the word with children again.



Throughout the week teach uppercase and lowercase letters Gg using the Handwriting models.

ENGLISH LEARNERS

Phonemic Awareness: Minimal **Contrasts** Focus on articulation. Say /e/ and note your mouth position. Have children repeat. Use the Sound-Spelling Cards. Repeat for /e/. Have children say both sounds and notice the differences. Continue with beet/bet, seal/sell, mean/men.

Phonics: Variations in Language In Cantonese there is only an approximate transfer for /e/. Emphasize /e/, and show correct mouth position. Practice with Approaching Level phonics lessons.

ELD ELD.PIII.I

ON-LEVEL PRACTICE BOOK p. 163

The long e sound can be spelled with the letters e as in be, ee as in keep, ea as in eat, and le as in thief. Write the words from the box that have the same vowel sound and spelling. she sleep each deep shield seat me chief 14. hr APPROACHING BEYOND EL 3. 163

Word Work

Quick Review

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *about, animal, carry, eight, give, our.*



OBJECTIVES

grade-appropriate grade-appropriate irregularly spelled words. **RF.1.3g**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2d

Words with Long e: e, ee, ea

Dictation Use the Dictation routine for each word to help children transfer their knowledge of sound-spellings to writing.

Pretest After dictation, pronounce each spelling word. Say a sentence for each word and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words.

me	we	keep	play	because
feed	beak	seat	rain	other

For Approaching Level and Beyond Level children, refer to the Differentiated Spelling Lists for modified word lists.

High-Frequency Words

because, blue, into, or, other, small

1 Model Display the **High-Frequency Word Cards** *because, blue, into, or, other, small*. Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *because. This is the word* because. Say it with me: because. We go to school because we want to learn.
- **Spell** The word because is spelled b-e-c-a-u-s-e. Spell it with me.
- Write Let's write the word in the air as we say each letter: b-e-c-a-u-s-e.
- Follow the same steps to introduce blue, into, or, other, and small.
- As children spell each word with you, point out the irregularities in sound-spellings, such as /u/ spelled o in other.



Have partners create sentences using each word.

Go Digital



Spelling Word Routine



High-Frequency Word Routine



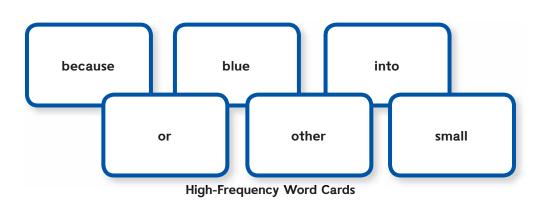
Visual Glossary



Pantomime Review the meanings of these words by using pictures, pantomime, or gestures when possible. Have children repeat or act out the word.

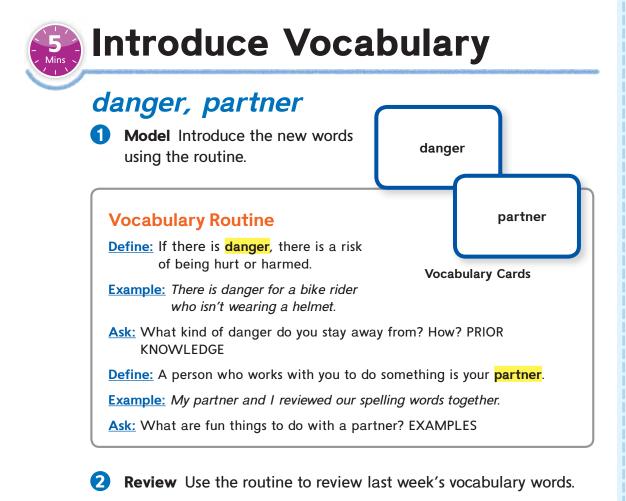
ELD ELD.PI.I.I.Em

DAY 1 • WEEK 2



2 Guided Practice Have children read the following sentences. Prompt them to identify the high-frequency words and to blend the decodable words.

- 1. I like the dress because it is blue.
- 2. We jumped into the other lake.
- 3. I will take a large piece or a small piece.



<section-header>

 Monitor and Differentiate

 Description

 Description
 < WHOLE GROUP

Read



Wonders

Wonders Wonders

> Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

BESS Decode regularly spelled one-syllable words. RF.1.3b

Recognize and read grade-appropriate irregularly spelled words. **RF.1.3g**

Understand nonfiction genre

ACADEMIC LANGUAGE

- nonfiction, information
- Cognates: no ficción, información

EL

See pages T148-T149 for Interactive Question-Response routine for the Shared Read.

Read A Team of Fish

Focus on Foundational Skills

Review with children the words and letter-sounds they will see in A Team of Fish.

- Have children use pages 34–35 to review high-frequency words *blue, or, into, other, small, because,* and vocabulary words *partner* and *danger*.
- Have children use pages 36-37 to review that the letters *e, ea, ee,* and *ie* can stand for the long *e* sound. Guide them to blend the sounds to read the words.
- Display the words *alone, reason,* and *food.* Spell each word and model reading it. Tell children they will be reading the words in the selection.

Read Guide children in reading *A Team of Fish*. Point out the highfrequency words, vocabulary words, and words in which *e, ee, ea,* and *ie* stand for the long *e* sound.

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about how fish help each other.
- Take notes and retell.
- Use AGT prompts as needed.

Reread DOK 2-3

- · Analyze the text, craft, and structure.
- Use the Reread minilessons.

Integrate DOK 4

- · Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate Lesson.

Genre: Informational Text/Nonfiction Tell children that *A Team of Fish* is a nonfiction selection. A nonfiction selection tells about real people, places, or things; gives facts and information; and often uses pictures, photographs, and text to share information.





A Team of Fish

A Team of Fish

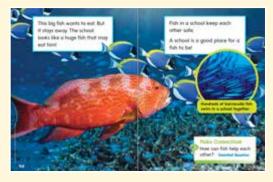
DAY 1 · WEEK 2











READING/WRITING WORKSHOP, pp. 38–47

Lexile 340



Connect to Concept: Animals Together

ESSENTIAL QUESTION Explain to children that as they read *A Team of Fish*, they will look for key ideas and details that will help them answer the Essential Question: *How do animals help each other?*

- Pages 40-41: What is a bunch of fish swimming together called?
- Pages 42-43: What is one way fish in a school help each other?
- Pages 44-45: How does swimming in a school help fish stay safe?
- Pages 46-47: Why doesn't the big fish in the photo eat the smaller fish?

Focus on Fluency



With partners, have children read A Team of Fish to develop fluency. Remind them that they can ask themselves questions to make sure they understand what they are reading.

Retell Have partners use key ideas and details to retell *A Team of Fish.* Invite them to take draw their favorite part of the selection.

Make Connections



Read together Make Connections on page 47. Have partners talk about how fish help each other. Use this sentence starter to guide discussion:

Fish help each other by . . .

Guide children to connect what they have read to the Essential Question.

WHOLE GROUP

Language Arts

Wonders



Write About the Reading/Writing Workshop

Analyze the Prompt Tell children you will work together to write a response to a prompt. Read aloud the prompt: *Why do fish swim in schools?* Say: *To respond to this prompt, we need to look at the text and photographs in* A Team of Fish.

Find Text Evidence Explain that you will reread the text and take notes to help respond to the prompt. Read aloud pages 44–45. Say: *The text tells me it is dangerous for fish to swim alone. They can be eaten by larger fish. In the photo, I can see how all the small fish swimming together in a school look like a much bigger fish. The text tells me that this helps keep them safe from danger. Let's write this information in our notes. These details will help us respond to the prompt.*

Write to a Prompt Reread the prompt to children: Why do fish swim in schools? Say: Let's use our notes to help us answer the question. What is one reason we wrote in our notes to explain why fish swim in schools? (It is dangerous for fish to swim alone.) Let's use that note to write our first two sentences together: Fish swim in schools to stay safe. It can be dangerous for fish to swim alone. Write the sentences. As I read our notes, think about which notes help explain why fish swim in schools. Track the print as you reread the notes.

Guide children to dictate complete sentences based on their notes for you to record. Read the final response as you track the print.

		A	10	
		Y		
			1	
[۲ <u>ــــــــــــــــــــــــــــــــــــ</u>	
	ſ			

66



-		 	
	-	 	
-			-
		 	+



Writing

Grammar

Reading Writing Workshop

Reading/Writing Workshop

OBJECTIVES

- Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2
- **CCSS** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.1**

Demonstrate correct use of *has* and *have*

ACADEMIC LANGUAGE

- text, notes, photographs, verb
- Cognates: texto, notas, fotografía, verbo

Day 1 · Week 2



Grammar

Has and Have

Model Tell children that have is a verb that means "to own something." Explain that we use the word have when we talk about ourselves or a group of people, or when we use the word you.

Write and read these sentences. Discuss why have is used in each.

- I have pet fish.
- They have pet fish.
- You have pet fish.

Explain that we use the word *has* instead of *have* when we talk about one thing or one person other than ourselves.

Write and read these sentences. Discuss why has is used in each.

- Tim has pet fish.
- She has pet fish.

2 Guided Practice/Practice Display the sentences below and read them aloud. Have children work with a partner to identify the correct verb to complete each sentence.

Gail three cats. (has)	We one dog. (have)
Dean and Kay a cat. (have)	The dog a leash. (has)



Talk About It Have partners orally generate sentences with *has* and *have*. Partners can take turns explaining why *has* or *have* was used.

Link to Writing Say: Let's review what we wrote and see if we used the verbs has or have. Did we use them correctly? As you review the Shared Writing, remind children that we use has for one person or thing and have for a group or for ourselves.

ENGLISH LEARNERS SCAFFOLD

Emerging

Demonstrate Comprehension Read the first Practice sentence. Ask: *How many people have the cats?* Explain: *If we are talking about one person, we use the word* has. Have children read the completed sentence with you. Repeat for other sentences.

Expanding

Explain Have children complete the first Practice sentence. Ask: *How do we know to use* has? (One person owns something.) Repeat with the other sentences.

Bridging

Expand Name a subject and an object. Have children state a sentence with *have* or *has*. For example, *Mr. Taylor, book*. (Mr. Taylor has a book.) Restate their sentences.

ELD ELD.PI.I.I.Em • ELD.PI.I.5.Ex • ELD.PI.I.I2a.Ex

Daily Wrap Up

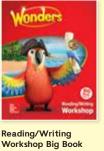
- Encourage children to discuss the Essential Question using the new oral vocabulary words. Ask: How do animals work together?
- Prompt children to review and discuss the skills they learned.

WHOLE GROUP

Materials



Reading/Writing Workshop VOLUME 4



UNIT 4

Visual Vocabulary Cards



Cards behavior endangered beneficial instinct dominant

danger

Vocabulary Cards danger partner

because				
High-Frequ	ency	Word	Card	ds
because	or			
blue	othe	er		
into	sma	ll		
me		a	b	с
Spelling W Cards	ord	Word		ding

	Detail	Detail	Detail				
Teaching poster							
e	eaching	poster					

Sound-Spelling Cards

Build the Concept



Oral Language

OBJECTIVES

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.2

- Discuss the Essential Question
- Build concept understanding

ACADEMIC LANGUAGE

ask, answer, question, information

Cognate: información



ESSENTIAL QUESTION

Remind children that this week you've been talking and reading about how animals help each other. Remind them of how the fish find food together and how the other animals work together. Guide children to discuss the Essential Question using information from what they read and discussed on Day 1.

Oral Vocabulary Words

Review the oral vocabulary words. Use the Define/Example/Ask routine to review the oral vocabulary words *behavior*, *beneficial*, *dominant*, *endangered*, and *instinct*.

- What behavior might a rabbit show when it is afraid?
- What might be beneficial to a dog? to a deer?
- How does a dominant lion behave toward other lions?
- How might we help save endangered animals?
- What does a bird's instinct tell it to do when a cat comes near?





```
Visual Glossary
```



"Animals Working Together"

Listening Comprehension



Reread the Interactive Read Aloud

Strategy: Ask and Answer Questions

Remind children that as they listen, they can ask themselves questions about the text. This can help them understand the information.

Tell children that you will reread "Animals Working Together." Display the Interactive Read-Aloud Cards.



"Animals Working Together"

Think Aloud When I read this

selection the first time, I asked questions as I read and then looked for the answers in the text and photographs. When the text said that African wild dogs work together to take care of the young dogs in the pack, I asked myself how they do this. When I read on, I learned the adult dogs let the young ones eat first. I also learned that they protect the young dogs from predators. As I reread the pages, I will think about other questions I asked and whether I found the answers in the story. I will also think of new questions and look for the answers.

Make Connections

Discuss partners' responses to "Animals Working Together."

- What might happen if the adult African wild dogs did not babysit the young dogs?
- Which animal would you like to learn more about? Why?
- Do people sometimes behave like the animals in "Animals Working Together"? In what way?

Write About It Have children write in their Writer's Notebooks about the animals they liked best in "Animals Working Together." Guide children by asking questions such as: *What details were most interesting to you? What surprised you most?* Have children write continuously for six minutes.

WHOLE GROUP

DAY 2 (Figure Work) Word Work

Quick Review

Build Fluency: Sound-Spellings Display the Word-Building Cards: e, ee, ea, ie, ai, ay, e_e, u_e, o_e, dge, i_e, a_e, ch, tch, wh, ph, th, sh, ng, mp, sk, st, nt, nk, nd. Have children say each sound. Repeat, and vary the pace.



Phonemic Awareness

OBJECTIVES

ress

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2d

eess Decode regularly spelled one-syllable words. RF.1.3b

FESS Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3c

- **Phoneme Segmentation**
- **1** Model Show children how to segment a word. I am going to say the sounds in the word keep. Listen: $/k//\bar{e}//p/$. I'll place a marker in a box on the **Response Board/Sound-Spelling Workboard** for each sound I hear. The first sound is /k/. The second sound is /ē/. The last sound is /p/. This word has three sounds: $/k//\bar{e}//p/$.
- **2** Guided Practice/Practice Have children practice segmenting words. Let's do some together. I'll say a word. Place a marker in a box to stand for each sound. Let's do the first one together.

she	teeth	wheel	heat	chief
steal	brief	eat	leave	freeze



Review Long e: e, ee, ea, ie

- **1** Model Display the *Tree* Sound-Spelling Card. Review the sound /ē/ spelled e, ee, ea, and ie using the words we, deep, speak, and chief.
- 2 Guided Practice/Practice Have children practice connecting the letters and sound. Point to the Sound-Spelling Card. What letters are these? What sound do they stand for?



Phonemic **Awareness**







Structural Analysis



Handwriting

DAY 2 • WEEK 2

Blend with Long e: e, ee, ea, ie

Model Display Word-Building Cards n, e, e, d to form the word need. Model how to generate and blend the sounds to say the word. This is the letter n. It stands for /n/. These are the letters ee. Together they stand for /ē/. This is the letter d. It stands for /d/. Listen as I blend these sounds together: /nnnēēēd/. Say it with me: need.

Continue by modeling the words eat, sleep, he, and niece.

2 Guided Practice/Practice Repeat the routine with children for *flee, she, sweep, clean, speak, thief, leave, free, beach, green, read,* and *please.*

Build with Long e: e, ee, ea, ie

Model Display the Word-Building Cards b, e, a, n. Blend: /b//ē//n/, /bēēēnn/, bean.

- Replace *n* with *t* and repeat with *beat*.
- Change *b* to *s* and repeat with *seat*.

Quided Practice/Practice Continue with cheap, heap, real, deal, seal, sea, see, seep, sheep, deep, chief, thief, grief.



Structural Analysis

Prefixes re-, un-, pre-

Model Tell children a prefix is a word part that is added to the beginning of a word. A prefix changes the meaning of the word. Write and read aloud *heat* and *reheat*. Underline the prefix *re*. Tell children that *re*- means "again." Adding re- to the word heat changes the meaning of heat to "heat again." It also adds a syllable to the word.

Say heat and reheat. Use each word in a sentence to show the change in meaning: Mom will heat my soup. I will reheat the soup tonight when I get hungry. Repeat with the prefixes un-, meaning "not" or "the opposite of," using the words clean and unclean; and pre-, meaning "before," using the words read and preread.

2 Guided Practice/Practice Write the following words on the board: read, play. Have children add re- to each word and then use each word in a sentence. Repeat by adding *un*- to *paid* and *real*, and *pre*to *teach* and *cook*.

ENGLISH LEARNERS

Build Vocabulary Review the meanings of example words that can be explained or demonstrated in a concrete way. For example, ask children to point to or name something they can *eat*. Model the action for *sweep* and *sleep* saying, *"I sweep the floor"* and *"I lay in bed to sleep."* Provide sentence starters such as *Will you please* ____? or *I need* ____. for children to complete. Correct grammar and pronunciation as needed.

ELD ELD.PI.I.I.Em • ELD.PI.I.5.Em • ELD.PI.I.5.Ex • ELD.PIII.I

DAY 2 (Figure Work) (Figure Work)

Quick Review

High-Frequency Words: Read/Spell and Write to review this week's highfrequency words: because, blue, into, or, other, small.



OBJECTIVES

Recognize and read ress grade-appropriate irregularly spelled words. RF.1.3g

CESS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2d

Word Sort with e, ea, ee

1 Model Display the Spelling Word Cards from the Teacher's Resource Book, one at a time. Have children read each word,

listening for the long *e* sound.

Use cards for we, leaf, need to create a three-column chart. Say each word and pronounce the sounds. Ask children to chorally spell each word.

2 Guided Practice/Practice Have children place each Spelling Word Card in the column with the words containing the same long e spelling (e, ea, ee).

When completed, have children chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

ANALYZE ERRORS/ARTICULATION SUPPORT

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, the /ē/ and /i/ sounds are formed in similar ways. Some children will substitute the letter *i* for the long *e* spelling.

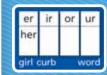
Have children say /ē/ paying attention to how it feels in the mouth. Repeat for /i/. Go back and forth between the sounds.

NINILESS **High-Frequency Words**

because, blue, into, or, other, small

Guided Practice Say each word and have children Read/Spell/Write it. Ask children to picture the word in their minds and write it the way they see it. Display the words for children to self-correct.





Spelling Word Sort



High-Frequency Word Routine



Visual Glossary

DAY 2 • WEEK 2

• Point out the long *e* in the first syllable *be* in *because*. Prompt children to say and spell multisyllabic words one syllable at a time.

2 Practice Add the high-frequency words *because, blue, into, or, other,* and *small* to the cumulative word bank.



 Have children work with a partner to create sentences using the words.

- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that they write about how animals help each other.

Cumulative Review Review last week's words using the Read/Spell/ Write routine.

• Repeat the above routine, mixing the words and having children chorally say each one.



Reinforce Vocabulary

danger, partner

- **1** Guided Practice Use the Vocabulary Cards to review this week's and last week's vocabulary words. Work with children to generate a new context sentence for each word.
- **2 Practice** Have children work with a partner to orally complete each sentence stem on the Day 2 Vocabulary Practice Activity using this week's and last week's vocabulary words.

special splendid danger partner

- 1. I like the song I sang with my _____.
- 2. To stay safe, stay away from all _____.
- **3.** This cup is _____ because my mom gave it to me.
- **4.** The cook made a _____ cake for the queen.

Also online

Day 2 Vocabulary Practice Activity

ENGLISH LEARNERS

Provide Clues Practice spelling by helping children generate more words with long *e* spelled *e*, *ea*, *ee*, *ie*. Provide clues: *Think of a word that begins with* sh *and rhymes with* keep. Write the word and have children practice reading it. Correct their pronunciation, if needed.



If Yes→ On Level Review pp. T142–143

Beyond Level Extend pp. T146–147

WORD WORK T103



Wonders

DAY

Reading/Writing Workshop Big Book and Reading/Writing Workshop

OBJECTIVES

Know and use various text features (e.g., captions) to locate key facts or information in a text efficiently. **RI.2.5**

topic and retell key details of a text. **RI.1.2**

Understand nonfiction genre

ACADEMIC LANGUAGE

- nonfiction, captions, facts
- Cognate: no ficción

SKILLS TRACE

MAIN IDEA AND DETAILS

Introduce Unit 4 Week 2

Review Unit 4 Weeks 3, 5; Unit 5 Week 5

Assess Unit 4 Weeks 2, 3

Reread A Team of Fish

Genre: Informational Text/Nonfiction

Model Tell children they will now reread the nonfiction selection *A Team of Fish.* Explain that as they read, they will look for information in the text to help them understand the selection.

Review the characteristics of nonfiction. It:

- tells about real people, things, places, or events.
- gives facts and information.
- often uses photographs to give facts and details.

Explain that photographs in nonfiction selections often have captions. Many nonfiction selections have captions, or short sentences, that go with each photograph. Captions often give interesting facts and details about the photographs that help you understand the main topic.

Display pages 40-41: I see a photograph with lots of fish. I know this is evidence that this is a nonfiction selection. I think that this selection will give facts about fish.

2 Guided Practice/Practice Display pages 42 and 43 of A Team of Fish. Point out the caption and read it aloud. Say: This caption gives important information about the photograph. It explains that the fish are catfish. They eat together to stay safe. This is an important detail.





A Team of Fish



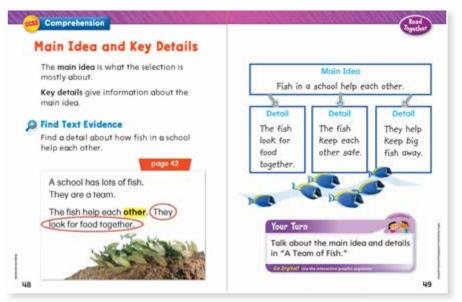
Genre



Main Idea and Key Details

DAY 2 • WEEK 2

Skill: Main Idea and Key Details



Reading/Writing Workshop, pp. 48-49

Model Tell children that when they read a nonfiction selection, they can use the text to find the main idea and important details. Have children look at pages 48–49 in their Reading/Writing Workshop. Read together the definition of Main Idea and Key Details. The main idea is what the selection is mostly about. Key details give information about the main idea.

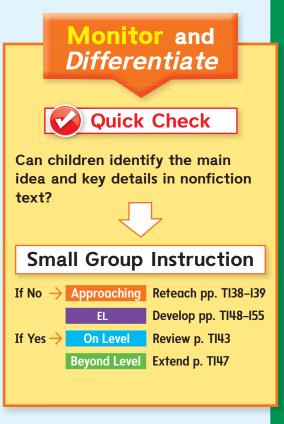
2 Guided Practice/Practice Read together the Text Evidence section and model finding a key detail in *A Team of Fish*. Point out the detail added to the graphic organizer. On page 42 we can find a detail in the text about how fish help each other. The text says that the fish look for things to eat together. This is a key detail. It

has been added to the Main Idea and Details chart. When we have identified all of the key details, we can use them to figure out the main idea of the selection. What other key details can we add to the chart?

Main Idea				
Detail	Detail	Detail		

Teaching Poster

. Reread	Ants Can He	lp" a	nd answer	the c	uestions.
. What can	ants do in th	e roir	1?		
They can	help each a	other			
2. What do t	the ants do w	ith th	eir legs?		
They we	ove them tog	jethe	f.		
3. What do t	the ants make	8?			
They ma	ke a raft.				
4. How do th	ne ants stay s	afe?			
They floo	it.				
Pay attentio	h a partner. on to approp Fill out the	riate	phrosing. t.		Words Correct
orne ministre.	THURSDA FOR DO	-	Errars	-	Score
First Read		*		-	
		-			



WHOLE GROUP day 2

Language Arts

Wonders



Reading/Writing Workshop

OBJECTIVES

GGSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.1

GGSS Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1

> Demonstrate correct use of has and have

ACADEMIC LANGUAGE

- opinion, text, evidence
- · Cognates: opinión, texto, evidencia

MINILESSON **Interactive Writing**

Write About the Reading/Writing Workshop

Analyze the Model Prompt Have children turn to page 50 in the **Reading/Writing Workshop**. Andrew responded to the prompt: *In your* opinion, what are some good and bad things about being a big fish? Say: The prompt is asking for an opinion about what would be good and bad about being a big fish. To respond to the prompt, Andrew stated his opinion and then used facts from A Team of Fish to explain his opinion.

Find Text Evidence Explain that Andrew used the evidence in the photos and text to make notes. Then, he used his notes to make inferences about what was not stated in the text. He stated his opinion and used facts from the text to support it.



Reading/Writing Workshop

Analyze the Student Model Read the model. Discuss the callouts.

- Topic Andrew told what he was writing about and his opinion about it in his first sentence. Trait: Organization
- Facts He used facts from the text to explain his opinion. Trait: Ideas
- Has and Have Andrew correctly used the verb has to tell about one fish and the verb have to tell about many fish. Grammar

Point out that Andrew gave reasons to explain what would be good and bad about being a big fish.



Your Turn: Write an Opinion Say: *Now we will write to a new prompt.* Have children turn to page 51 of the **Reading/Writing Workshop**. Read the Your Turn prompt together: *In your opinion, what are some good and bad things about being a little fish? Use text evidence in your answer.*

Find Text Evidence Say: To answer this prompt, we need to find evidence and take notes. We can use the evidence we find in the text and photographs to form an opinion about what would be good about being a little fish and what would be bad about being a little fish. We'll support our opinion with facts from the text. Remind children to also make inferences about what it would be like to be a little fish.

Write to a Prompt: Let's start by telling what we are writing about in our first sentence. This is called a topic sentence: *I think there are some bad things and some good things about being a little fish.* Write the sentence. Now we need to tell what would be bad and good and give reasons to support our opinion. Let's look at our notes about being a little fish and write what would be bad about being a little fish first. Tell children you will reread the notes to help them respond to the prompt. Track the print as you reread the notes. Then guide children in forming complete sentences as you share the pen in writing them. Say: Let's reread and check that we stated our opinion and used facts from the text to support our opinion. Read the final response as you track the print.

For additional practice with the writing trait, have children turn to page 174 of the **Your Turn Practice Book**.



Grammar

Has and Have

- Review Remind children that we use the word have to tell about more than one person, place, or thing that has or owns something. We also use have when we say I or you. We use has to tell about one person, place, or thing that owns something. Write the following sentences:
 - Dogs do not have hands.
 - The boy has a green pail.

Guide children to circle has or have in each sentence.

2 Practice Have children write a sentence to tell what pets they or their friends have. Remind them to use *has* or *have* correctly.



Talk About It Have one partner orally generate sentences about things they and their friends have. Then have the other partner explain why *has* or *have* was used in each sentence.

Day 2 · Week 2

ENGLISH LEARNERS

Explain Ask children to circle the word *have* in the first Review sentence. Ask: *How do you know* have *is correct instead of* has? (The sentence talks about more than one dog.) *How do you know when to use* has? (When we tell about one person, place, or thing that owns something.) Clarify children's responses as necessary.

Pantomime Actions Model a simple action, such as picking up a pencil. Say: *I have a pencil*. Hand it to a child. Say: *You have a pencil*. Have children say: *I have a pencil*. Then say: *Jon has the pencil*. Have the child pass the pencil to another child and repeat the routine.

ELD ELD.PI.I.I.Em • ELD.PI.I.5.Em

Daily Wrap Up

- Discuss the Essential Question and encourage children to use the oral vocabulary words. Can you think of other animals that help each other? How do they do this?
- Prompt children to review and discuss the skills they used today by asking: How will the skills you learned today help you become a better reader and writer?

WHOLE GROUP

Materials



VOLUME 4



VOLUME 4

Visual Vocabulary Cards because instinct behavior into beneficial or blue other danger partner dominant small endangered

_				
	Main Topic			me
	Detail	Detail	Detail	
				Spelling Word
Te	eaching	Poster		
ſ	-			
	a b	С		
	/ord-Bui ards	lding		

Build the Concept



Oral Language

OBJECTIVES

Read grade-level text orally with accuracy, appropriate rate, and expression. **RF.1.4b**

Compare and contrast information

ACADEMIC LANGUAGE

- compare, contrast, comma
- Cognates: comparar, contrastar, coma

ESSENTIAL QUESTION

Remind children that this week you are talking and reading about how animals help each other. Remind them of how fish find food together and how the other animals they read about work together. Guide children to discuss the question using information from what they have read and talked about throughout the week.

Review Oral Vocabulary

Review the oral vocabulary words *behavior, beneficial, dominant, endangered,* and *instinct* using the Define/Example/Ask routine. Prompt children to use the words as they discuss how animals help each other.



Visual Vocabulary Cards





A Team of Fish



Visual Glossary

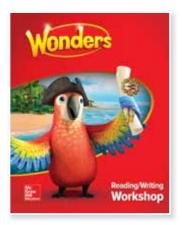
DAY 3 • WEEK 2

Comprehension/ Fluency



Connections Within Text: Compare and Contrast

Explain Tell children they have been using main ideas and key details to help them understand selections. Remind them they have also learned how to compare and contrast details. As we read, we can compare and contrast things in the text. Understanding how things are alike and different can help us to better understand the selection.



2 Model Display pages 44 and 45 of

A Team of Fish. I read it can be dangerous

Reading/Writing Workshop

for a fish to swim alone. I also read when fish swim together, big fish will not bother them. This tells me how swimming alone is different from swimming together.

3 Guided Practice/Practice Reread A Team of Fish with children. Use text evidence to compare and contrast ideas.



Appropriate Phrasing

- **Explain** Tell children as you read the passage, you will pause slightly when you get to a comma and a little longer after each period. Explain that a comma separates ideas in a sentence, so we pause to show the separation. A sentence is a whole idea, so we pause between sentences to separate each idea.
- 2 Model Model reading the sentence with a comma on page 41 of the Shared Read. *This sentence has a comma. I pause slightly when I get to the comma.* Point out how the pause tells listeners that there is a comma in the sentence. Also point out how you pause for other punctuation.
- **3** Guided Practice/Practice Have children reread the passage chorally. Remind them to pause after periods and commas.

Fluency Practice Children can practice using Practice Book passages.

ENGLISH LEARNERS

Retell Guide children to retell by using a question prompt on each page. What do you see? What are the fish doing? Provide sentence starters for children to complete orally. I see ____. The fish are ____.

ELD ELD.PI.I.5.Em • ELD.PI.I.5.Ex • ELD.PI.9.Em

WHOLE GROUP DAY 3

⊖ Word Work

Quick Review

Build Fluency: Sound-Spellings Display the Word-Building Cards: e, ee, ea, ie, ai, ay, e_e, u_e, o_e, dge, i_e, a_e, ch, tch, wh, ph, th, sh, ng, mp, sk, st, nt, nk, nd. Have children say each sound.



Phonological Awareness

OBJECTIVES

FESS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2c

RESS Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3c

> Read words with prefixes re-, un-, pre-

Identify and Generate Rhyme

- **1** Model Show children how to identify and then generate rhyming words. I am going to say two words. Listen: meal, peel. Meal and peel rhyme because they both end in the same sounds: /ēl/. Listen: /m/ /ēl/, meal; /p/ /ēl/, peel. What other words rhyme with meal and peel? Feel, /f/ /ēl/. The word feel ends in /ēl/, so it rhymes with meal and peel.
- **2** Guided Practice/Practice Have children practice identifying and then generating rhyming words. Do the first example with children. I will say a group of words. Tell me which two words in the group rhyme. Then name other words that rhyme with those words.

meet, rate, seat say, see, bee

bead, weed, beg shirt, shield, dirt

play, team, hay book, beak, crook



Blend with Long e: e, ee, ea, ie

1 Model Display the Word-Building Cards d, e, e, p. Model how to blend the sounds. This is the letter d. It stands for /d/. These are the letters ee. Together they stand for $\overline{/e}$. This is the letter p. It stands for /p/. Let's blend all three sounds: /dēēēp/. The word is deep.

Continue by modeling the words me, bee, leaf, weave, and niece.

- **2** Guided Practice/Practice Review the words and sentences on the Day 3 Phonics Practice Activity with children. Read each word in the first row, blending the sounds; for example: $\frac{t}{\bar{e}}$ /tēēēmmm/. The word is team.
 - Have children blend each word with you. Prompt children to read • the connected text, sounding out the decodable words.

Go Digital



Phonological Awareness



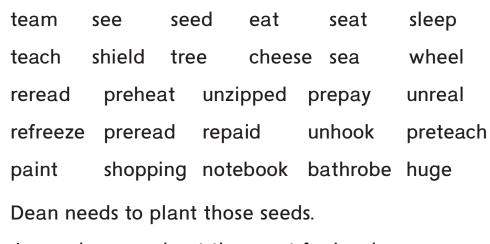




Structural Analysis



Handwriting



Jean, please preheat the meat for lunch.

Also online

Day 3 Phonics Practice Activity

Decodable Reader

Have children read "The Green Eel" (pages 17-20) to practice decoding

words in connected text.



Structural Analysis

Prefixes re-, un-, pre-

- **Model** Say *sweep* and *resweep*. Have children listen for what is different. Point out the *re* prefix and syllable in *resweep*.
 - Write the words *sweep* and *resweep*. Underline the letters *re*. Tell children that the letters *re*- at the beginning of *resweep* mean "again." Resweep *means "to sweep again."*
 - Repeat with read/preread and clean/unclean.

2 Guided Practice/Practice Help children blend the words *weave*, *unweave*, *freeze*, *refreeze*, *read*, and *preread*. Point out that an extra syllable is added when the word has a prefix. Ask children to define the prefixed words and use them in a sentence.

Corrective Feedback

Corrective Feedback Say: *My turn.* Model blending. Then lead children in blending the sounds. Say: *Do it with me.* Then say: *Your turn. Blend.* Have children chorally blend. Return to the beginning of the word and start over.

DAY 3 South Work

Quick Review

High-Frequency Words: Read/Spell and Write to review this week's highfrequency words: because, blue, into, or, other, small.



Spelling

OBJECTIVES

eess Recognize and read grade-appropriate irregularly spelled words. RF.1.3g

GCSS Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2d

Word Sort with e, ea, ee

1 Model Make index cards for *e, ee, ea,* and form three columns in a pocket chart. Blend the sounds with children.

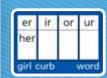
Hold up the *me* Spelling Word Card. Say and spell it. Pronounce each sound clearly: /m/ /ē/. Blend the sounds, stretching the vowel sound. Repeat with we. Place both words below the e card.

2 Guided Practice/Practice Have children spell each word. Repeat the process with the ee and ea words.

Display the words *play, rain, other,* and *because* in a separate column. Read and spell the words together with children. Point out that *play*, rain, and other do not contain the /ē/ sound.

Conclude by asking children to orally generate additional words that rhyme with each word. Write the additional words on the board.





Spelling Word Sort



Visual Glossary



High-Frequency Words

PHONICS AND SPELLING PRACTICE BOOK p. 83

beak	other	because
ng words	s that have	2 letters.
******	2.	me
may va	ry.	
ng words	s that have	4 letters.
		verse and the second
******	4	seat
100000	4	feed
may va		the state of the
ng word	that has 5	letters.
10.14.57.Q	0703533555 	
r		
ng word	that has 7	letters.
use		
	ng words may var ng words may var ng word r ng word	eak other

because, blue, into, or, other, small

1 Guided Practice Say each word and have children Read/Spell/Write it.

Display Visual Vocabulary Cards to review this week's highfrequency words.



Visual Vocabulary Cards

Practice Repeat the activity with last week's words.

Build Fluency: Word Automaticity

Have children read the following sentences aloud together at the same pace. Repeat several times.

I see a small blue egg in the nest.

Dean likes the other dog because it is small.

Will she come into our class or go home?

Word Bank

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists.



Vocabulary

partner, danger

Review Use the Visual Vocabulary Cards to review this week's words using the Define/Example/Ask routine. Have partners generate context sentences for each vocabulary word.



Visual Vocabulary Cards

Strategy: Context Clues/Sentence Clues

Model Remind children when they are not sure what a word means, they can look at how the word is used in the sentence. They can also look for other words they already know in the sentence to give them clues to the word's meaning.

Think Aloud In A Team of Fish, the word oceans is used in the sentence: Fish swim in deep blue seas or oceans. We know fish swim in water, so oceans must mean some kind of water.

2 Guided Practice Explain sometimes the meaning of a word is in the same sentence. In A Team of Fish, the word school is used: A group of the same kind of fish is called a school. Guide children to use sentence clues to figure out the definition of school.

Practice Have children explain how to use context clues to tell what danger and partner mean here: There is danger when a poisonous snake comes close to you. My partner and I made this picture together.

Monitor and Differentiate

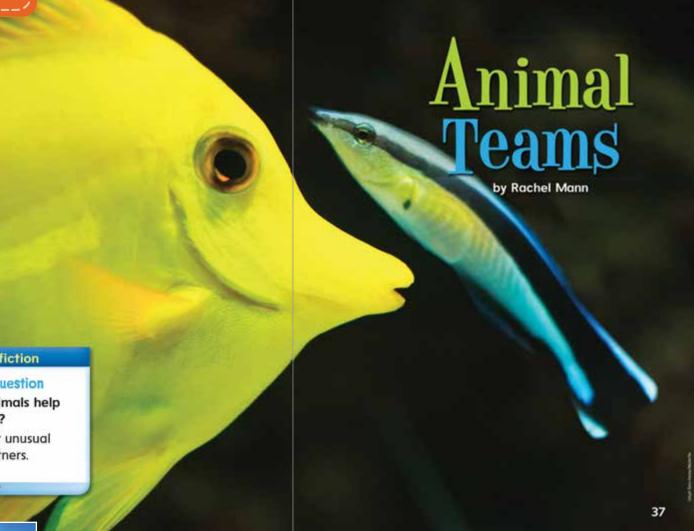


Can children read and decode words with long *e*: *e*, *ee*, *ea*, *ie*? Can children recognize and read high-frequency and vocabulary words?



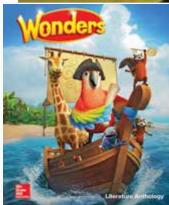
WHOLE GROUP

CLOSE READING



Genre Nonfiction

Essential Question How do animals help each other? Read about unusual animal partners.



Literature Anthology

LITERATURE ANTHOLOGY, pp. 36-37

Animal Teams

Close Reading Routine

Read DOK 1-2

- Identify key ideas and details about how animals help each other.
- Take notes and retell.
- Use ACT prompts as needed.

Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use Close Reading Companion, 107-109.



- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate Lesson.

Lexile 480

Read

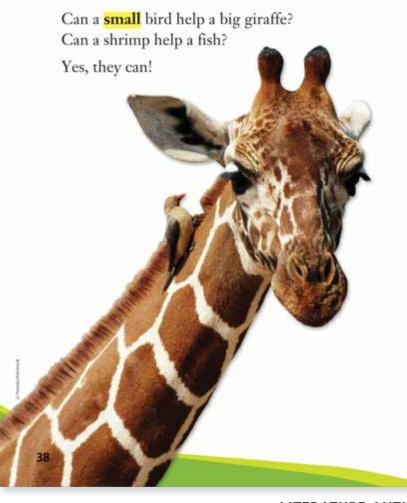
ESSENTIAL QUESTION

Read aloud the Essential Question: *How do animals help each other?* Read aloud the title on page 37. Ask: *What do you predict we might learn as we read?* Tell children that as they read, they should think about how animals help each other.

Story Words Read and spell the words *anemone, caterpillar, clown, giraffe, wildebeest,* and *zebra.* Review word meaning as needed. Explain that they will read these words in the selection.

Note Taking: Graphic Organizer As children read the selection, guide them to fill in the graphic organizer on **Your Turn Practice Book** page 166.

DAY 3 • WEEK 2





These may seem like odd friends. But many animals work together in teams. These animals help each **other** in lots of ways. Let's find out how.

39

LITERATURE ANTHOLOGY, pp. 38-39

SILLSI.A

1 Strategy: Ask and Answer Questions

Teacher Think Aloud On page 38, I see that the author asks two questions: "Can a small bird help a big giraffe? Can a shrimp help a fish?" On the next page, I read that animals work in teams to help each other, so I think the answer to the author's questions is "yes." Now I have some questions. How can a shrimp help a fish? How can a small bird help a big giraffe? I will look for the answers to these questions as I read.

Build Vocabulary page 39 **odd:** strange or different

ACCESS Complex Text

What Makes This Text Complex?

Purpose of the Text The purpose of the selection is to provide information about how animals work together. Identifying key details is important to understanding.

Connection of Ideas The connection of ideas between pages is not clearly stated. Children may need help making the connections.

WHOLE GROUP

Some birds live off the backs of big animals. Why do the animals let the birds stay? The birds help. They eat bugs off the animals' skin.

The big animals help the birds, too. They keep the birds safe. And it is a good deal for them **because** they have lots of sweet bugs to eat!

41

LITERATURE ANTHOLOGY, pp. 40-41

Read

40

2 Strategy: Ask and Answer Questions

Remember, when you ask yourself a question about something you read in the text, you can often find the answer if you keep reading. As we read pages 40-41, we can look for the answer to one of the questions we asked earlier: *How can a small bird help a big giraffe?* On page 40, I read that some birds help big animals by eating bugs off the big animals' skin.

Build Vocabulary page 41 deal: plan, agreement

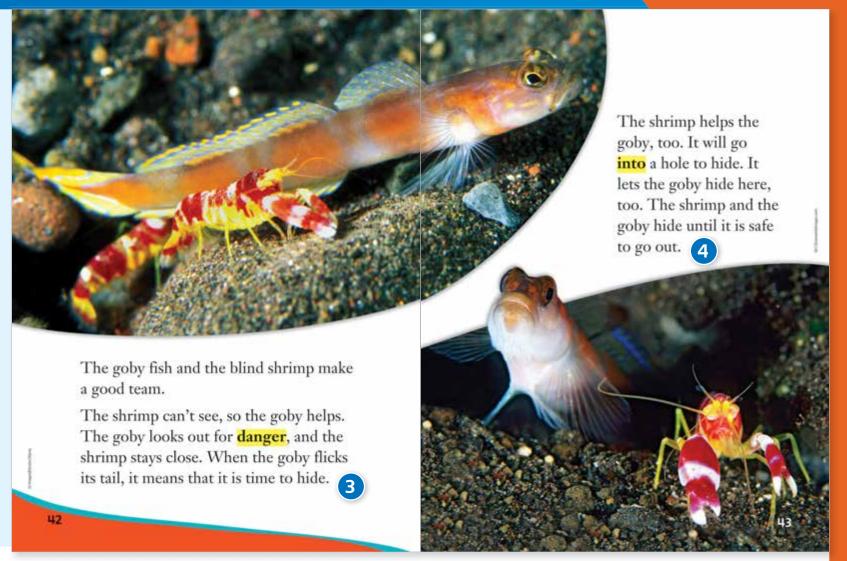
A C T Access Complex Text

Purpose of the Text

The purpose of the selection is to provide information about how animal teams work together. Children may need help identifying key details on each page that are related to this purpose.

Guide children to identify those details that relate to the Essential Question and that tell about how animals work together.

DAY 3 • WEEK 2



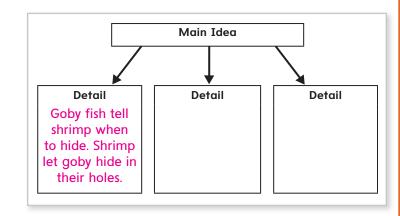
LITERATURE ANTHOLOGY, pp. 42-43

3 Maintain Skill: Compare and Contrast

Remember, making connections within the text can help you understand important ideas. On page 42, the author writes about the goby fish and the blind shrimp. What does the author tell us is different about the two animals? (The shrimp cannot see.) This information can help us understand why the two animals make such a good team.

4 Skill: Main Idea and Key Details

Let's look again at the text on pages 42-43. What key details do we learn about goby fish and blind shrimp? Let's add these facts to the first Detail box on our chart.



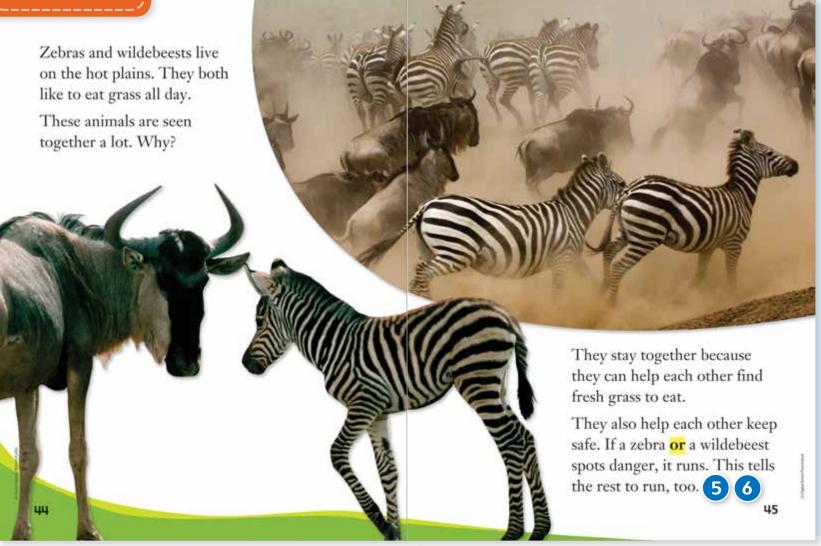
Reread

Close Reading Companion, 107

Author's Craft: Photographs

Reread pages 42-43. How do the photographs help you understand how the animals work together? (They show the goby fish looking for danger and hiding with the blind shrimp.)

WHOLE GROUP DAY 3



LITERATURE ANTHOLOGY, pp. 44-45

Read

5 Strategy: Ask and Answer Questions

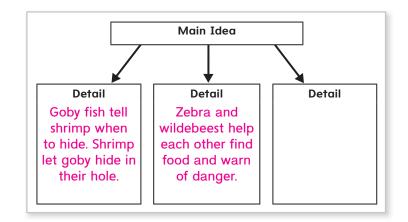
Teacher Think Aloud We read how small birds and big animals and blind shrimp and goby fish help each other. What question can you ask about the animal team on pages 44 and 45?

Student Think Aloud On page 44, I read that the zebra and the wildebeest are often seen together. Why? On page 45, it says they help each other find grass and they keep each other safe from danger. When one animal gets scared and runs, the other one knows to run too.

Build Vocabulary page 45 spots: sees

6 Skill: Main Idea and Key Details

Turn to a partner and discuss what you have read about the zebra and the wildebeest. Let's add this information to the second Detail box on our Main Idea and Details chart.



DAY 3 • WEEK 2

47

The clown fish helps its
 partner, too. It swims in and out, in and out. It chases away big fish that could hurt its pal.

Many fish want to eat the little clown fish. It needs a safe home. So it lives in a sea anemone.

The clown fish is safe because most fish stay away. Why? The sea anemone stings! But the clown fish can not feel its sting.

46

LITERATURE ANTHOLOGY, pp. 46-47

Context Clues

If we didn't know the meaning of the word *partner*, we could look for context clues in the sentence and in the sentences around it to figure out the meaning. Look at the sentences on page 47. What do they tell us about the meaning of *partner*?

Reread

Close Reading Companion, 108

Author's Craft: Text Structure

Reread pages 44–46. Why does the author ask questions on these pages? (The author asks why the animals act the way they do and then answers the questions. This is an interesting way to help me learn how these teams work together and why.)

Build Vocabulary page 47 pal: friend

ACCESS Complex Text

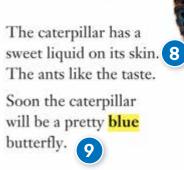
Connections of Ideas

Prompt children to make connections between the ideas on these pages and the ideas on the pages they have already read.

- Point out that pages 42-43 discuss how the goby fish and the blind shrimp help each other.
 Pages 46-47 give information about how the clown fish and sea anemone help each other.
- Guide children to understand that both sets of pages give details about how the animals that make up an animal team help each other.

WHOLE GROUP DAY 3

A caterpillar needs to be safe so that it can grow. Who will help? Ants will! Ants see the caterpillar and take it to a safe place. Why do ants do this?



LITERATURE ANTHOLOGY, pp. 48-49

Read

48

8 Structural Analysis: Syllabication

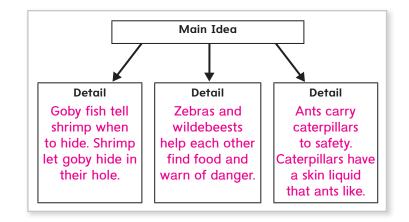
Teacher Think Aloud I see a long word, and I want to figure out how to read it. I can see that there are three vowels. The *u* goes with the *q*, but the two *i's* are short. I know that this is a closed syllable word. That helps me read it. The word is *liquid*.

Build Vocabulary page 49 **liquid:** something that is wet like water

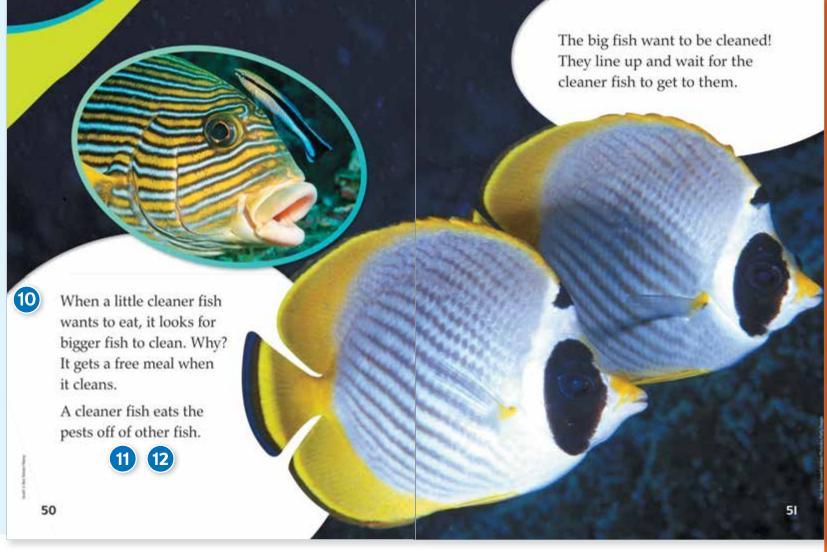
9 Skill: Main Idea and Key Details

Turn to a partner and discuss what you have read on pages 48-49. Let's add the key details to the third Detail box on our Main Idea and Details chart.

49



DAY 3 · WEEK 2



LITERATURE ANTHOLOGY, pp. 50-51

Genre: Nonfiction

On these pages, we see photographs of real fish. The text tells us facts about these fish. What fact do we learn on page 50? (The cleaner fish eats pests off other fish.) We know this is a nonfiction selection because the text and pictures give us information about real animals and how they survive.

Maintain Skill: Compare and Contrast

Turn to a partner and discuss how the cleaner fish are similar to one of the other animals you've read about in *Animal Teams*.

Build Vocabulary page 50

pests: animals or insects that cause problems

12 Strategy: Ask and Answer Questions

Teacher Think Aloud When I read page 50, I wonder if the cleaner fish annoy the bigger fish. When I read page 51, I learn that the bigger fish want to be cleaned and line up to wait for their turn!

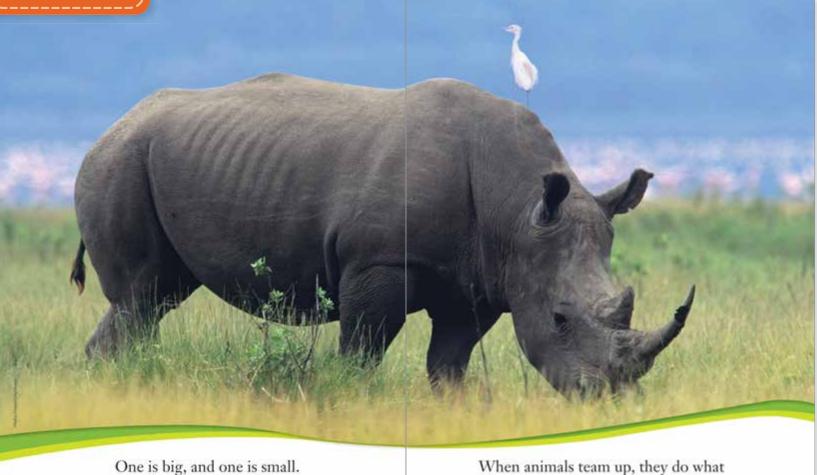
Reread

Close Reading Companion, 109

Author's Craft: Text Structure

Reread pages 48-51. How does the author organize the information in this selection? (The author gives information about a different animal team and how they work together, on each page.)





One is big, and one is small But the two are a team. When animals team up, they do what is best for both of them.

53

LITERATURE ANTHOLOGY, pp. 52–53

Read

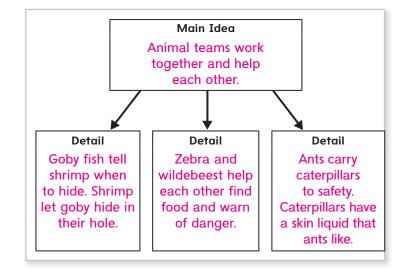
52

Skill: Main Idea and Details

Review the Main Idea and Details chart. What were the key details mostly about? They are mostly about how different animal teams work together and help each other. That tells us what the main idea of the selection is. Let's complete our chart.

Return to Purposes

Review children's predictions. Guide them to use the evidence in the text to confirm whether their predictions were accurate. Discuss what children learned about animal teams by reading the selection.



DAY 3 • WEEK 2

Meet the Author

Read

Rachel Mann loves learning about animals, especially animals who act in unexpected ways. She really enjoyed researching and writing *Animal Teams*, because she learned that animals help and need each other just as people do.

Author's Purpose

Rachel Mann wanted to write about animals who do interesting things. Write about an animal that does something you find interesting.

LITERATURE ANTHOLOGY, p. 54

Meet the Author

Rachel Mann

Read aloud page 54 with children. Ask them why they think Rachel Mann wrote about animal teams. What made her enjoy working on the selection? What did she have to do before she was able to write the selection?

Author's Purpose

Have children write a fact about an interesting animal in their Response Journals. *An interesting animal I know is a _____. It can ____.*

AUTHOR'S CRAFT

Focus on Sentence Structure

Point out that authors sometimes ask and answer questions to make the presentation of facts clear and interesting. Often the questions make the reader curious to learn the answers. Sometimes the answers are surprising. The author asks, "Can a small bird help a big giraffe?" and "Can a shrimp help a fish?" Then she gives the surprising answer, "Yes, they can!"

• Have children find and share other questions and answers from the selection. *How does this technique make the selection fun to read?*



Respond to the Text Retell Use your own words to retell the important details in Animal Teams. Write Which animal team do you think is the most interesting? Why? Use these sentence starters: The most interesting animal team is... They are interesting because ... The animals help each other when ... Make Connections What animals have you seen together? How did they help each other? **ESSENTIAL QUESTION**

LITERATURE ANTHOLOGY, p. 55

Respond to the Text

Read

Retell

Guide children in retelling the selection. Remind them that as they read *Animal Teams*, they paid attention to the important details and asked and answered questions about the text. Have children use the information they wrote on the Main Idea and Details chart to help them retell the selection.

Reread



Analyze the Text

After children read and retell the selection, have them reread *Animal Teams* to develop a deeper understanding of the text by answering the questions on

pages 107-109 of the *Close Reading Companion*. For students who need help finding text evidence to support their responses, use the scaffolded instruction from the Reread prompts on pages T113D-T113F.

Write About the Text

Review the writing prompt with students. Remind them to use their responses from the *Close Reading Companion* and cite text evidence to support their answers.

For a full lesson on writing a response supported by text evidence, see pages T114-T115.

<u>Answer:</u> Children should use text evidence to support their opinion. Possible Response: I think the most interesting animal team is the zebra and the wildebeest because they find food together and run in groups to keep each other safe. <u>Evidence:</u> On page 45, I read that zebras and wildebeests eat grass. On page 46, the author tells us that they help each other find grass to eat. They also stick together to run from danger. I can infer from the photograph that a large group could scare away another animal.

Integrate

Make Connections



Essential Question Answers will vary, but remind children to use text evidence from *Animal Teams* to help them think about animals they've seen helping each other.

<u>Answer:</u> I've seen birds sitting on the backs of cows. <u>Evidence:</u> On pages 40–41, I read that birds and big animals help each other. The birds eat bugs that bother the big animals. The big animals keep the birds safe.

DAY 3 • WEEK 2



ENGLISH LEARNERS

Retell Help children by looking at each page of the selection and asking a prompt, such as: *What animals are on this page? How do they help each other?* Point to and identify the animals. *How does the blind shrimp help the goby fish?* Provide sentence starters to help children retell the selection, such as: The ____ help the ____.

ELD ELD.PI.I.5.Em • ELD.PI.I.5.Ex • ELD.PI.I.9.Em



others' basic needs.

LITERATURE ANTHOLOGY **T113L**

STEM

DAY 3

Language Arts

Vonders Vonders Vonders Vonders

Literature Anthology

OBJECTIVES

CCSS Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.1

CCSS Use end punctuation for sentences. L.1.2b

ACADEMIC LANGUAGE

- topic, facts, opinion, punctuation
- Cognates: opinión, punctuación

Independent Writing

Write About the Literature Anthology

Analyze the Prompt Have children turn to page 55 in the Literature **Anthology**. Read the prompt: Which animal team do you think is most interesting? Why? Say: The first part of this prompt is asking for your opinion about which animal team from the selection Animal Teams is most interesting. The second part of the prompt asks you to explain why you have that opinion. You will use facts from the text to explain your opinion. Explain that the next step in answering the prompt is to find text evidence and make inferences.

Find Text Evidence To respond to the prompt, we need to find evidence in the text and photographs about the different animal teams described in the selection. We can use that text evidence to decide which animal team we think is most interesting. Say: Look at pages 40 and 41. How do birds help big animals? (They eat bugs off the big animals' backs.) How do big animals help birds? (The birds have a lot of bugs to eat and a safe place to stay.) Have children take notes as they look for evidence about other animal teams described in the selection.

Write to the Prompt Guide children as they begin their writing.

- **Prewrite** Have children review their notes and plan their writing. Guide them to compare and contrast the animal teams to form their opinion on which is most interesting and to find facts to support their opinion.
- **Draft** Remind children to start their writing by stating their opinion and telling what selection they are writing about. As children write their drafts, have them focus on the week's skills.
 - **Topic** Tell what they are writing about and their opinion in the first sentence. **Trait: Organization**
 - Facts Include facts from the text and photos to explain their opinion. Trait: Ideas
 - *Has* and *Have* Use the verbs *has* and *have* with singular or plural nouns correctly. Grammar

Tell children they will continue to work on their responses on Day 4.



Present the Lesson

					~~~	
Ξ.						_
- A						
81						
8.						
81						
81						
8						
5						
8.	_					_
	Contraction of the local division of the loc			-		100 million (100 million)
			-			
	ira	nh	10			
5	710	ph	IC.			
-			100			
1	3000	an		-		
ч.	JEC					

_		_	_	_	_	_
•C.				-	-	
- i -	_			_		_
1-	_					

Writing



Grammar



# Grammar

# Has and Have

 Review Have children look at page 51 in the Reading/Writing Workshop. Remind them that *has* tells about one person or thing. *Have* tells about more than one person or thing.

Read the model sentences aloud. Why did Andrew use *has* in the first sentence? (It tells about one fish.) Why did Andrew use *have* in the second sentence? (It tells about many fish.)

**2** Guided Practice/Practice Have children add to Andrew's report sentences that contain the verb *has* or *have*.

**Talk About It** Have children work with partners to say one new sentence with *has* and one new sentence with *have*.

# Mechanics: Capitalization and End Punctuation

**1 Model** Remind children that each sentence begins with a capital letter and ends with a period, question mark, or exclamation mark. *We also capitalize proper nouns.* 

**2** Guided Practice Prompt children to correct each sentence.

is this fish for pete. (Is this fish for Pete?)

A dog named lance lives in texas? (A dog named Lance lives in Texas.)

## ENGLISH LEARNERS SCAFFOLD

## Emerging

**Engage** Help children create a topic sentence about the team they chose. Provide a sentence frame for children to complete: _____ *is the most interesting because* ____.

### Expanding

**Describe** Help children think of a topic sentence and details about their animal team. What animals are you going to write about? Why are they most interesting? Provide sentence frames and vocabulary as needed.

### Bridging

**Explain** Prompt children to offer more facts in their sentences. Ask them questions about their topics. *Let's include that detail in your report.* Help children transfer these details to their writing.

ELD ELD.PI.I.5.Ex • ELD.PI.I.I2a.Em

# **Daily Wrap Up**

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: How do animals help each other stay out of danger?
- Prompt children to review and discuss the skills they used today.
   Guide them to give examples of how they used each skill.

WHOLE GROUP Materials DAY b а С Word-Building Visual Vocabulary Cards Cards because instinct behavior into **Teaching Poster** beneficial or other blue danger partner dominant small endangered Literature Anthology FOLDABLES **VOLUME 4** Spelling Word Cards Dinah Zike's Foldables®

Extend the Concept



# Busy As a Bee

#### OBJECTIVES

**GGS**S

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **RI.2.5** 

**Review vocabulary** 

#### ACADEMIC LANGUAGE

- caption, informational, illustration
- Cognate: ilustración

### **ESSENTIAL QUESTION**

Remind children that this week they have been learning about how animals help each other. Guide children to discuss the question using information from what they have read and discussed. Use the Visual Vocabulary Cards and the Define/Example/Ask routine to review the oral vocabulary words *behavior*, *beneficial*, *dominant*, *endangered*, and *instinct*.

Guide children to use each word as they talk about what they have read and learned about how animals help each other. Prompt children by asking questions.

- What behavior might a small animal show if it were being chased by a large animal?
- Which is beneficial to animals: clean air or dirty air? Why?
- If you were an animal, would you want to be dominant over the other animals? Why?
- What endangered animals have we read about this week?
- What animal behaviors have we read about that might come from instinct?

Review last week's oral vocabulary words *feature, appearance, determined, predicament, relief.* 













"Busy As a Bee"

### DAY 4 • WEEK 2

## **Text Feature: Captions**

- **Explain** Tell children they can use informational text to find facts and details. Explain that informational text often has photographs. Tell children that these photographs can have captions—short descriptions giving information about the photograph.
- **2 Model** Display Teaching Poster 18. Point to the photograph of the road workers and read the caption. *The caption gives information about the photograph. It tells us what the workers are doing.*
- **3** Guided Practice/Practice Read together the first caption: *Tall buildings are called skyscrapers*. Guide children to discuss the information in the caption. *What does the caption tell us? What information does the caption tell us that we cannot learn from the photograph?* Tell children to look for captions as they read informational text selections.



## ENGLISH LEARNERS SCAFFOLD

### Emerging

**Use Sentence Starters** Use sentence starters to help children discuss the photographs and captions. For example: *The people are* _____. *The park is* _____.

#### Expanding

**Describe** Prompt children to describe how the information in the captions ties in with the photographs.

#### Bridging

**Discuss** Read aloud another caption without pointing to it. Have children say which photograph it goes with and explain how they know.

ELD ELD.PI.I.5.Em • ELD.PI.I.9.Em • ELD.PI.I.9.Ex WHOLE GROUP

DAY

## **CLOSE READING**





Literature Anthology

Busy As a Bee 🌋

## **Compare Texts**

As you read and reread "Busy as a Bee," encourage children to think about how the bees are like the animals in *Animal Teams*. Point

out the words worker, honey, and queen.



## **1** Text Features: Captions

**Teacher Think Aloud** In the photo on page 56, I see a lot of bees. I am not sure where they are. The text under the photograph is called a caption. It tells that this is a bee hive in a tree.

LITERATURE ANTHOLOGY, pp. 56-57

Lexile 500

## **2** Skill: Key Details

What details on page 58 tell about queen bees? (Every hive has a queen bee. Her job is to lay all the eggs. Drone bees help her make eggs.)

## E Text Features: Captions

What important details does the caption on page 59 tell us that the text does not? (The queen bee lays her eggs in wax cups.)

## Retell

Guide children to use key details from the text and captions to retell the selection.

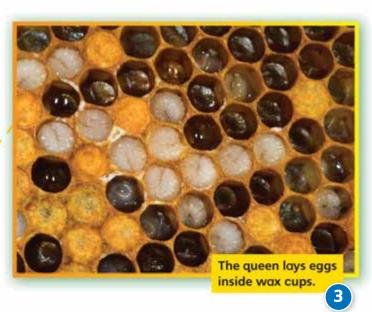
## DAY 4 • WEEK 2

Every hive has a **queen** bee. She lays all the eggs.

A hive has drone bees, too. A drone's job is to help the queen make eggs. 2

A queen bee is with her drones in the hive.





New bees hatch from these eggs. Worker bees feed them.

A big hive is a busy place!

Make Connections How are the bees like the animals in Animal Teams? Essential Question

59



58

#### LITERATURE ANTHOLOGY, pp. 58-59



After children retell, have them reread to develop a deeper understanding of the text by annotating and answering questions on pages 110–112 of the *Close Reading Companion*. For children

who need support citing the text evidence, use these Reread questions:

- Is this selection fiction or nonfiction? How do you know?
- How is the information in this selection organized?
- How does the title "Busy As a Bee" help you understand the main idea?

#### Integrate



**Essential Question** Encourage children to use text evidence to tell how bees work together like the animals in *Animal Teams*.

# MEETING BASIC NEEDS

Remind children that all animals have basic needs that they need to meet in order to survive: air, water, food, and shelter. Ask them to think about how the bees work together to meet their basic needs.

STEM

day 4

# **Word Work**

# **Quick Review**

### Build Fluency: Sound-Spellings Display the Word-Building Cards: *e*, *ee*, *ea*, *ie*, *ai*, *ay*, *e_e*, *u_e*, *o_e*, *dge*, *i_e*, *a_e*, *ch*, *tch*, *wh*, *ph*, *th*, *sh*, *ng*, *mp*, *sk*, *st*, *nt*, *nk*, *nd*. Have children say each sound. Repeat, and vary the pace.

_____

Phonemic Awareness

# OBJECTIVES

# Phoneme Identity

- 1 Model Show children how to identify the same phoneme in a group of words. Listen carefully as I say three words: queen, peel, seat. What is the same? I hear the /ē/ sound in the middle of queen, peel, and seat. All three words have the same vowel sound, /ē/.
- **2** Guided Practice/Practice Have children practice identifying the same phoneme in a group of words. Do the first two with children.

bee, he, she creek, shake, fork raid, plain, case s geese, girl, get l

shape, sheet, show leave, deep, breeze





Phonemic

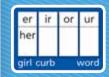
Awareness



Phonics



Structural Analysis



Spelling Word Sort



**Visual Glossary** 

#### Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in

spoken single-syllable

Know final -*e* and common vowel team convention for representing long vowel sounds. **RF.1.3c** 

words. RF.1.2c

eess

grade-appropriate grade.appropriate irregularly spelled words. **RF.1.3g** 



# **Phonics/Structural Analysis**

# Build with Long e: e, ee, ea, ie

**Review** The long e sound  $\overline{/e}$  can be represented by the letters e, ee, ea, and ie. We'll use **Word-Building Cards** to build words with long e.

Place the letters *be*. Let's blend the sounds together and read the word: /bēēē/. Now change the *b* to *m*. Blend the sounds and read the word: /mēēē/, *me*. Continue with *me*, *see*, *sea*, *neat*, *heat*, *heal*, *heel*, *feel*, *field*, *shield*.

**Decodable Reader** 

Have children read "Clean Up the Team" (pages 21–24) to practice

decoding words in connected text.

## Prefixes re-, un-, pre-

**Review** Write the words *freeze* and *unfreeze* on the board and read them with children. Explain that *un*- can mean "not" or "the opposite of." Point out that *unfreeze* means to "not freeze, or thaw." Repeat with *pay/repay* and *school/preschool*.

Write the following words: *seed, heat, shield, peel.* Have children work in pairs to construct words that have the prefixes *re-, un-,* and *pre-*; then have them write a sentence with each word.



# Word Sort with e, ee, ea

**Review** Provide partners with copies of the **Spelling Word Cards**. While one partner reads the words one at a time, the other orally segments the word and then writes it.

Have children self-correct their papers. Then have them sort the words by vowel spelling pattern: *e, ee, ea,* or no long *e* sound.

# **High-Frequency Words**

# because, blue, into, or, other, small

**Review** Display Visual Vocabulary Cards for *because, blue, into, or, other,* and *small.* Have children Read/Spell/Write each word.

- Point to a word and call on a child to use it in a sentence.
- Review last week's words using the same procedure.

# **Expand Vocabulary**

# danger, partner

Use the Visual Vocabulary Cards to review danger and partner.

**Explain** Explain to children that words can have different forms. The word danger is a noun. We can add an ending to it to make the word dangerous, which is a describing word. Wild animals can be dangerous.

Write *dangerous* on the board and underline *danger*. Then write *partnership* and underline *partner*. We can also add an ending to the word partner. If two people are partners, they are in a *partnership*.

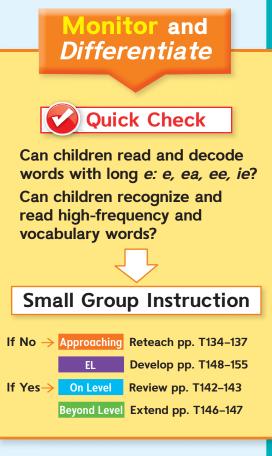
**2 Model** Write the following sentence frames:

It is dangerous to _____

I have a good partnership with _____

Work with children to complete the sentences orally in several different ways.

**3** Guided Practice Have children work together to write original sentences for *dangerous* and *partnership*.



# DAY 4

# Language Arts

#### Wonders Contractions Contractio

Literature Anthology

#### **OBJECTIVES**

**With guidance and** support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5** 

GGSS Use end punctuation for sentences. L.1.2b

**GCSS** Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **SL.1.1.b** 

#### ACADEMIC LANGUAGE

- topic, facts, proofread, revise, punctuation
- Cognates: revisar, punctuación

# Independent Writing

# Write About the Literature Anthology

## Revise

Reread the prompt about *Animal Teams*: *Which animal team do you think is the most interesting? Why?* Have children read their drafts to see if they responded to the prompt. Then have them check for:

- Topic Did they include a topic sentence to state their opinion? Trait: Organization
- Facts Did they use facts from the text and photographs to support their opinion? Trait: Ideas
- *Has* and *Have* Did they use the correct forms of the verbs *have* and *has*? Grammar

**Peer Review** Have children work in pairs to do a peer review and read their partner's draft. Ask partners to check that the response includes a topic sentence that states their opinion, facts from the text and photographs that support their opinion, and the correct use of the verbs *have* and *has*. They should take notes about what they liked most about the writing, questions they have for the author, and additional ideas they think the author could include. Have partners discuss these topics being sure to listen and respond to each other's comments. Provide time for them to make revisions.

## **Proofread/Edit**

Have children check for the following:

- · Verbs have and has are used correctly.
- Correct punctuation is used at the end of each sentence.
- Each sentence begins with a capital letter.

**Peer Edit** Next, have partners exchange their drafts and take turns reviewing them against the checklist. Encourage partners to discuss and fix errors together.



#### writing

-	Make a capital letter.
٨	Add.
y	Take out.

#### Proofreader's Marks



Grammar

## **Final Draft**

After children have edited their writing and finished their peer edits, have them write their final draft. Tell children to write neatly so others can read their writing. Or, work with children to explore a variety of digital tools to produce and publish their writing, including collaborating with peers. Have them include details that help make their writing clear and interesting and add a drawing if needed to make their ideas clear.

**Teacher Conference** As children work, conference with them to provide guidance. Check to make sure they have a topic sentence that states their opinion and that they used facts from the text and photographs to support their opinion.



# Grammar

# Has and Have

- **Review** Review with children when to use *has* and *have*. Have a child hold a book. Have children use a sentence to tell what he or she has. (*Sarah has a book*). Repeat with a group of children.
- **2 Practice** Provide subjects. Have children write a sentence for each, telling something they have. Use nouns children are familiar with, such as the name of the school principal or the class pet.



**Talk About It** Have partners talk about things they have in their desks or bookbags. Then have them tell each other things the partner has.

# Mechanics: Capitalization and End Punctuation

- **1 Review** Remind children that each sentence begins with a capital letter and ends with a period, question mark, or exclamation mark. *We also capitalize proper nouns.*
- **2 Practice** Display sentences with capitalization and end punctuation errors. Have partners fix each sentence.

I got a dog in may? (I got a dog in May!)

did you find the lost dog on green top road. (Did you find the lost dog on Green Top Road?)

# **Daily Wrap Up**

- Review the Essential Question and encourage children to discuss using the oral vocabulary words. Ask: What are some ways animals work together?
- Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

## WHOLE GROUP DAY 4

# Integrate Ideas

**Animals Together** 

#### **OBJECTIVES**

Participate in a shared research and writing project (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7

- Build background knowledge
- Research information using technology

#### ACADEMIC LANGUAGE

- report, purpose, information, image
- · Cognates: propósito, información, imagen





## Write a Report



## Tell children that today they will do a research project with a partner to learn more about how animals help each other. Review the steps in the research process.

## **STEP1** Choose a Topic

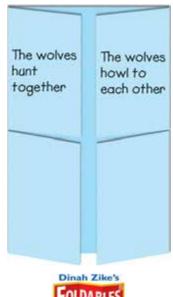
Guide partners to choose an animal team to research.

## **STEP 2** Find Resources

Discuss how to use reference materials to find information on how their chosen animal team works together. Remind children that they can find more details in the week's selections and online. Have them use the Research Process Checklist online.

## **STEP 3** Keep Track of Ideas

Have children make a Four-Door Foldable® to record ideas and facts from sources. Model recording the names of the sources.







**Resources: Research and** Inquiry

## **Collaborative Conversations**

**Be Open to All Ideas** Review with children that as they engage in partner, small-group, and whole-group discussions, they should remember:

- that everyone's ideas are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.

## **STEP 4** Create the Project: Report

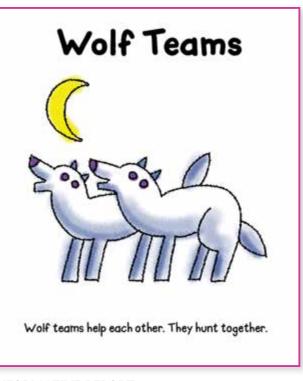
Explain the characteristics of a report.

- Purpose A report has a purpose. The purpose is the reason for writing the report. The purpose of this report is to tell about an animal team and how the animals work together.
- Information A report gives information on the topic.
- Image A report can have images that illustrate the information.

Have partners create a report on how their animal team members help each other.

- Guide them to write sentences telling how the animals behave and work together.
- Prompt children to illustrate their reports with drawings or photographs.

STEM



#### **INFORMATIVE REPORT**

### ENGLISH LEARNERS

#### SCAFFOLD

Emerging	Expanding	Bridging
<b>Use Sentence Frames</b> Use sentence frames to help children discuss how their animal team works together. For example: <i>The animal team works together to</i>	<b>Discuss</b> Guide children to focus on the most important details about how their animal team works together. Ask: <i>How does the animal</i> <i>team survive? Describe what the</i> <i>team members do to help each other.</i>	<b>Describe</b> Prompt children to elaborate on their animal team. Ask them to tell what might happen if the animals did not work as a team.

ELD ELD.PI.I.5.Em • ELD.PI.I.5.Ex • ELD.PI.I.I2a.Em • ELD.PI.I.I2a.Ex • ELD.PI.I.I2a.Br

## WHOLE GROUP DAY

## **Materials**



VOLUME 4



partner Literature Anthology VOLUME 4

because

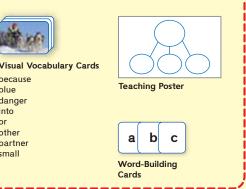
blue danger

into

other

small

or



# Word Work/Fluency



# **Phonemic Awareness**

#### **OBJECTIVES**

eess

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2d

Know final -e and *eess* common vowel team conventions for representing long vowel sounds. RF.1.3c

Recognize and read eess grade-appropriate irregularly spelled words. RF.1.3g

# **Phoneme Blending**

Review Guide children to blend phonemes to form words. Listen as I say a group of sounds. Then blend those sounds to form a word. /s/ /ē/ /m/ /ē/ /t/ /t/ /r/ /ē/ /s//p//ē//ch/

# **Phoneme Segmentation**

Review Guide children to segment phonemes in words. Now I am going to say a word. I want you to say each sound in the word.

she feed feast green steam

# MINILESSON **Phonics/Structural Analysis**

# Blend and Build with Long e: e, ee, ea, ie

**Review** Have children read and say the words she, week, tree, seat, least, field, and chief. Then have children follow the word-building routine with Word-Building Cards to build eat, meat, seat, see, tree, free, freed, feed, feel, field, and shield.

Word Automaticity Help children practice word automaticity. Display decodable words and point to each word as children chorally read it. Test how many words children can read in one minute. Model blending words children miss.

# Prefixes re-, un-, pre-

**Review** Have children tell the meanings of the prefixes re-, un-, and pre- and how adding them to a word changes the word's meaning.



	_	_	_	_	
		_		_	-
-	and the second second	~~~~		. ~~	~~~
	hon	ĿШ	HC-		

Awareness

m	a	
n	t p	

**Phonics** 



Structural Analysis



Visual Glossary



Fluency: Word Automaticity



# Word Sort with /ē/: e, ee, ea

**Review** Have children use the **Spelling Word Cards** to sort the weekly words by vowel sounds. Remind children that three of the words do not have the long *e* sound.

**Assess** Assess children on their abilities to spell words with  $\overline{/e}$  spelled *e, ee, ea.* Say each word and provide a sentence. Then allow them time to write down the words. In order to challenge children, provide an additional word with each sound-spelling.



# because, blue, into, or, other, small

**Review** Display Visual Vocabulary Cards *because, blue, into, or, other,* and *small.* Have children Read/Spell/Write each word. Have children write a sentence with each word.



# danger, partner

**Review** Write *danger* and *partner* on the board. Point to each word and ask children to use the word in a sentence. Write the sentences and reinforce word meanings as necessary.

Repeat the activity with last week's words or other previously taught words that children need to review.



# Fluency

# **Appropriate Phrasing**

**Review** Remind children when they get to a comma they should slightly pause. *A comma separates list items or ideas in a sentence.* 

Read aloud a few pages of the Shared Read. Have children echo each sentence. Point out how you read sentences with commas. Then have partners reread the selection, working on how they read sentences with commas.

## **Quick Review**

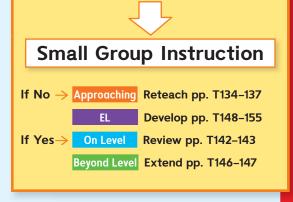
**Build Fluency: Sound-Spellings** Display the **Word-Building Cards:** *e*, *ee*, *ea*, *ie*, *ai*, *ay*, *e_e*, *u_e*, *o_e*, *dge*, *i_e*, *a_e*, *ch*, *tch*, *wh*, *ph*, *th*, *sh*, *ng*, *mp*, *sk*, *st*, *nt*, *nk*, *nd*. Have children say the sounds. Repeat, and vary the pace.

______

## Monitor and Differentiate



Can children read and decode words with long *e: e, ea, ee, ie*? Can children recognize and read high-frequency and vocabulary words?



# WHOLE GROUP

# Language Arts

#### Wonders Contractions Contractio

Literature Anthology

#### **OBJECTIVES**

- **CCSS** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**
- ccss Ask and answer questions about key details in a text read aloud or in information presented orally or through other media. SL.1.2
- ccss Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5

#### ACADEMIC LANGUAGE

- presentation, evaluate, publish
- Cognates: presentación, evaluar

# Independent Writing

# Write About the Literature Anthology

## Prepare

Tell children they will plan what they will say to the class about their finished writing and drawing. Remind children to:

- Think about why they chose their animal team as the most interesting.
- Think about the facts they used to support their opinion about that animal team.

## Present

Have children take turns giving presentations of their responses to the prompt about *Animal Teams: Which animal team do you think is the most interesting? Why?* If possible, record their presentations so children can self-evaluate. Tell children to:

- Explain what their drawings show and use them to clarify ideas.
- Answer questions about key details in their own presentations.
- · Listen carefully and quietly to the presenter.

## **Evaluate**

Have children discuss their own presentations and evaluate their performance using the presentation rubric.

Use the teacher's rubric to evaluate children's writing. Have children add their writing to their Writer's Portfolio. Encourage children to look back at previous writing. Guide children in a discussion about what they learned about writing an opinion. Have children share their observations with a partner.

## Publish

After children finish presenting their writing, tell children you will make a class book that focuses on their opinions. Title the class book *I Think...*. Explain that each child will have a page with his or her name on it and, if possible, a small picture or drawing of the child. Each child will attach a page of opinion writing to his or her page in the class book. Guide children to use digital tools to publish writing.

Die	gi	a ∿	

#### Writing

to the second second		
	100	1
to have descented on the	2	12
the local statement with	0	
Deliver and second when	3	-2
and the local design of the local of the local design of the local	-	

#### Checklists



#### Grammar

#### Day 5 • Week 2



# Grammar

## Has and Have

Review Ask children to tell when to use the verbs has and have. Write sentences on the board and have children tell which verb correctly completes each sentence:

Dee and Steve _____ a hen. (have)

The jay _____ an egg in its nest. (has)

2 Practice Ask: I want to tell about something two people are holding. Do I use have or has? Have partners write a sentence with have or has. Check to make sure the sentence is correct. Then have them write the sentence inserting a blank line in place of the verb. Have partners trade sentences with another pair. Tell each pair to read the sentence and use have or has to complete it.

# Mechanics: Capitalization and End Punctuation

- **Review** Remind children that each sentence begins with a capital letter and ends with a period, question mark, or exclamation mark.
- **2 Practice** Write the following sentences. Read each aloud. Have children fix the sentences.

where is rick's dog! (Where is Rick's dog?)

my dog and cat are pals? (My dog and cat are pals.)

# **Daily Wrap Up**

- Review the Essential Question and encourage children to discuss using the oral vocabulary words.
- Review that asking questions as they read, and identifying the main idea and key details in a selection, can help children understand what they read.
- Review blending words with long *e* spelled *e*, *ee*, *ea*, *ie*.
- Use the Visual Vocabulary Cards to review the Words to Know.
- Remind children that nonfiction text begins with a topic sentence. Then it gives facts that tell about the topic.

# ⇒Integrate Ideas

## **Close Reading Routine**



DOK 1-2

- Identify key ideas and details about how animals help one another.
- Take notes and retell.
- Use (AGT) prompts as needed.



DOK 2-3

Analyze text, craft and structure.



- Integrate knowledge and ideas and make text-to-text connections.
- Use the Integrate Lesson.
- Use Close Reading Companion, p. 113.





## Connect to the Essential Question

Write the essential question on the board: *How do animals help each other?* Read the essential question aloud. Tell children that they will think about all of the information that they have learned about how animals help one another. Say: *We have read many selections on this topic. We will compare the information from this week's* **Leveled Readers** *and* A Team of Fish, **Reading/Writing Workshop** *pages 38-47.* 

**Evaluate Text Evidence** Guide children to review the selections and their completed graphic organizers. Have children work with partners

to compare information from all the week's reads. Children can record notes using a Foldable[®]. Guide them to record information from the selections that helps them to answer the Essential Question.



**Animals Together** 

### OBJECTIVES

Participate in shared research and writing projects. W.1.7





# **RESEARCH AND INQUIRY**

Have children create a checklist and review their reports:

- Does their report tell how an animal team works together?
- Do they wish to make any last minute changes to the text or the images?
- Have they correctly written sentences about their animal teams?
- Have they taken notes about what they would like to talk about when presenting their reports to the class?

Guide partners to practice sharing their reports with each other. Children should practice speaking and presenting their information clearly.

Prompt children to ask questions to clarify when something is unclear: What animal team did you learn about? What information do you want in this report? How do your animals work together to survive? Have children use the Presentation Checklist online.

## DAY 5 • WEEK 2



## Text to Photography

Read aloud with children the Integrate activity on page 113 of the *Close Reading Companion*. Have partners share reactions to the photograph. Then guide them to discuss how it is similar to the selections they read earlier in the week. Have partners collaborate to complete the Integrate page by following the prompts.

## **Present Ideas and Synthesize Information**

When children finish their discussions, ask for a volunteer from each pair to share the information from their Foldable[®] and their Integrate pages. After each pair has presented their ideas, ask: *How does learning about these animal teams help you answer the Essential Question, How do animals help each other?* Lead a class discussion asking students to use the information from their charts to answer the Essential Question.

#### **OBJECTIVES**

ldentify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.1.9** 

# **SPEAKING AND LISTENING**



As children work with partners in their *Close Reading Companion* or on their reports, make sure that students actively participate in the conversation and, when necessary, remind them to use these speaking and listening strategies:

#### **Speaking Strategies**

- Have conversations about their work with other students and with adults.
- Talk about their work with different partners in small and large groups.
- Add drawings to their presentations to clarify their ideas.

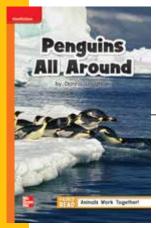
#### Listening Strategies

- Pay attention to the other person when having a conversation and look at the person who is speaking.
- Listen carefully for details and information during a conversation, text read aloud, or when someone presents information orally.
- Ask questions to get more information or to clarify something that they
  might not have understood the first time.

### OBJECTIVES

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.3
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5

# Approaching Level



Lexile 340

#### **OBJECTIVES**

Identify the main topic and retell key details of a text. **RI.1.2** 



# Leveled Reader: Penguins All Around

## **Before Reading**

### **Preview and Predict**

Have children turn to the title page. Read the title and the author's name and have children repeat. Preview the selection's photographs. Prompt children to predict what the selection might be about.

### **Review Genre: Informational Text/Nonfiction**

Have children recall that informational text tells about real people, places, things, or events by giving facts about them.

#### **ESSENTIAL QUESTION**

Remind children of the Essential Question: *How do animals help each other?* Then set a purpose for reading: *Let's read to find out how animals work together.* 

Remind children that as they read the selection, they can ask questions about what they do not understand or want to know more about.

## **During Reading**

### **Guided Comprehension**

As children whisper read *Penguins All Around*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

## Strategy: Ask and Answer Questions

Remind children that as they read, they can ask themselves questions and then continue reading to find the answers. Say: *Asking questions can help us understand what we are reading*. Model using the strategy on page 4. Say: *What kind of food do penguins eat? I'll read on and look for the answer*. Read page 5 and identify the answer. (small fish and krill)

## Skill: Main Idea and Key Details

Remind children that the main idea is what all the facts and details have in common. As you read, ask: *What important details are on this page?* Display a Main Idea and Details chart for children to copy.







Graphic Organizer



Retell

Model recording children's answers in the details boxes. Have children record the answers in their own charts.

**Think Aloud** The words tell us that penguins live in groups. That is a key detail. I wonder what else penguins do? On page 8, I read that they make nests with a partner. Let's add these details to our chart.

Guide children to use the details to determine the main idea.

## After Reading

## **Respond to Reading**

Have children complete the Respond to Reading on page 12.

## Retell

Have children take turns retelling the selection, using the **Retelling Cards** as a guide. Help children make a personal connection by asking: *Have you seen animals helping each other? How did they help each other?* 

## **Model Fluency**

Read the sentences, one at a time. Have children chorally repeat. Point out to children how you pause at commas and periods.

Apply Have partners practice reading. Provide feedback as needed.

## PAIRED READ ...

# "Animals Work Together!"



Make Connections: Write About It Analytical

Leveled Reader

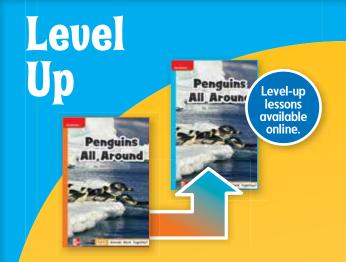
Before reading, ask children to note that the genre of this text is also informational text. Then read the Compare Texts direction together. After reading the selection, ask children to make connections between the information they learned from "Animals Work Together!" and *Penguins All Around* Provide a sentence frame, such as: *Penguins and elephants both* _____.

## FOCUS ON SCIENCE

Children can extend their knowledge of animals they read about by completing the science activity on page 16.



Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how animals live in the wild from both selections in the Leveled Reader.



**IF** children can read *Penguins All Around* Approaching Level with fluency and correctly answer the Respond to Reading questions,

**THEN** tell children that they will read a more detailed version of the selection.

- •Use pages 2-3 of *Penguins All Around* On Level to model using Teaching Poster 33 to list details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

## **DIFFERENTIATED INSTRUCTION • SMALL GROUP**

# Approaching Level

# **Phonemic Awareness**

ELD ELD.PIII.1

## PHONEME IDENTITY

#### **OBJECTIVES**

RESS Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2c



I Do

Explain to children that now they will identify the same sound in a group of words. Listen carefully as I say three words: feet, meal, shield. I hear the /ē/sound in the middle of feet, meal, and shield.



Let's do some together. I will say three words. Listen carefully and tell me the sound you hear that is the same in all three words: bet, hen, deck. What sound is the same in all three words? Yes, the middle sound /e/ is the same.

Repeat this routine with the following words:

made, cane, rail tree, free, she



It's your turn. I am going to say two more groups of words. Tell me the sound that you hear that is the same in all three words.

crease, dream, field may, mail, mane

**Repeat** the routine with additional words, including /ē/e, ee, ea, ie words.

#### ELD ELD.PIII.1

## PHONEME BLENDING

#### **OBJECTIVES**

CCSS Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. **RF.1.2b** 

Explain to children that they will be blending sounds to form words. Listen as I say three sounds: /k/ /ē/ /p/. Say the sounds with me: /k/ /ē/ /p/. I'm going to blend the sounds together: /k/ /ēēē/ /p/, /kēēēp/, keep. I blended the word keep.



I Do

Listen as I say three sounds:  $/g//l//\bar{e}/$ . Repeat the sounds:  $/g//l//\bar{e}/$ . Let's blend the sounds: /g/ /III/ /ēēē/, /gIIIēēē/, glee. We made the word glee.

Repeat this routine with the following words:



/h/ /ē/ /f/ /l/ /ē/ /b/ /ē/ /ch/ /m/ /ē/ /l/ /s/ /w/ /ē/ /t/

It's your turn. Blend the sounds I say together to form a word.

/t/ /ē/ /z/ /l/ /ē/ /v/ /hw/ /ē/ /l/ /m/ /ē/ /t/ /b/ /ē/ /k/

**Repeat** the identity routine with more words, including /ē/e, ee, ea, ie words.

### ELD ELD.PIII.1

## **IDENTIFY AND GENERATE RHYME**

#### **OBJECTIVES**

CCSS

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **RF.1.2c** 

Recognize and generate rhyming words



Tell children they will listen for words that rhyme. *Listen as I say two words:* sheet, feet. *The words* sheet *and* feet *rhyme because they both end in* /ēt/. *Listen: /sh/ /ēt/, sheet; /f/ /ēt/,* feet. *Rhyming words end in the same sounds.* 

Meet also ends in  $/\bar{e}t/$ , so meet rhymes with sheet and feet.



Now listen to these two words: /s/ /ēl/, /h/ /ēl/. Do they rhyme? Yes, they do. They both end with /ēl/. What other words rhyme with seal and heel?

Repeat with the following, guiding children as needed.

Du Do

treat, eat bead, need mean, clean



It's your turn. I'm going to say the words. If they rhyme, say the words and tell why they rhyme. Then tell me another word that rhymes with them.

read, feed

real, feel

dream, leap

#### ELD ELD.PIII.1

## PHONEME SEGMENTATION

### **OBJECTIVES**

**FESS** 

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF.1.2d** 



Explain to children that they will be listening for the sounds in words. Listen as I say a word: feel. I hear three sounds in the word feel:  $/f//\bar{e}//l/$ .

Let's do some together. Listen as I say the word sheep. Tell me which sounds you hear in the word. Yes,  $/sh//\bar{e}//p/$ . There are three sounds. Say the sounds again and then say the word:  $/sh//\bar{e}//p/$ , sheep.

Repeat this routine with the following words:

beam chief she real freeze clean



It's your turn. I'll say a word. Tell me how many sounds you hear in the word and then say the sounds.

deal dream free read red field niece steal

### ENGLISH LEARNERS

For the **children** who need **phonemic awareness**, **phonics**, and **fluency** practice, use scaffolding methods as necessary to ensure children understand the meaning of the words. Refer to the Language Transfer Handbook for phonics elements that may not transfer in children's native languages.

# Approaching Level

## **Phonics**

ELD ELD.PIII.1

## CONNECT e, ee, ea, ie TO /ē/

### OBJECTIVES

Know final -e and common vowel team conventions for representing long vowel sounds. **RF.1.3c** 



I Do

Display the Word-Building Card *ea*. These are the letters *e* and *a*. I am going to trace the letters *ea* while I say  $/\bar{e}/$ . Trace the letters *ea* while saying  $/\bar{e}/$  five times. Repeat with Word-Building Cards *e*, *ee*, and *ie*.



Now do it with me. Have children trace the lowercase ea on the Word-Building Cards with their finger while saying  $/\bar{e}/$ . Trace the letters ea five times and say  $/\bar{e}/$  with children. Repeat with Word-Building Cards e, ee, and ie.



Have children connect the letters *ea* to the sound  $/\bar{e}/$  by tracing lowercase *ea* with their finger, while saying  $/\bar{e}/$ . Once children have traced on paper five to ten times, they should then write the letters *ea* while saying  $/\bar{e}/$  five to ten times.

**Repeat,** connecting the letters *e, ea, ee, ei* to the sound  $/\bar{e}/$  through tracing and writing the letters *e, ea, ee, ei* throughout the week.

### ELD ELD.PIII.1

### BLEND WORDS WITH Long e: e, ee, ea, ie



OBJECTIVES

ccss Decode regularly spelled one-syllable words. **RF.1.3b**  I Do

Display Word-Building Cards s and ea. This is the letter s. It stands for /s/. Say it with me: /s/. These are the letters ea. They stand for /ē/. Let's say it together: /ē/. Let's blend the sounds together: /sssēēē/, sea.



We Do

Guide children to blend the sounds and read: *she, leave, meet, eat, field, sweet, wheel.* 



Have children use Word-Building Cards to blend and read: weeds, me, flee, peas, read, sneeze, beach, shield, niece, cheap.

Repeat, blending additional words with long e spelled e, ee, ea, and ie.

You may wish to review Phonics with EL using this section.

### ELD ELD.PIII.1

## BUILD WORDS WITH Long e: e, ee, ea, ie

**OBJECTIVES** 

becode regularly spelled one-syllable words. **RF.1.3b** 

# I Do

Display Word-Building Cards *s, ee, d. These are the letters s, ee, d. They stand for /s/, /ē/, and /d/. I will blend the sounds: /sssēēēd/,* seed. *The word is* seed.

Make the word *seed* using Word-Building Cards. *Let's change the letter* s *in* seed to the letter f. Let's blend and read the new word: /fffēēēd/, feed.



Ne Do

Have children continue building and blending the words: free, tree, treat, cheat, wheat, wheel, feel, feet, meet, sheet, shield, field.

Repeat, building additional words with long e spelled e, ee, ea, ie.

#### ELD ELD.PIII.1

## BUILD WORDS WITH Long e:e, ee, ea, ie

#### **OBJECTIVES**

spelled one-syllable words. **RF.1.3b** 



Display Word-Building Cards *d*, *ea*, *l*. This is the letter *d*. It stands for /d/. These are the letters ea. They stand for /ē/. This is the letter *l*. It stands for /l/. Listen: /dēēēlll/, deal.



Let's blend some words together. Blend and read the words seat, free, eel, be, and yield with children.



Display the words to the right. Have children blend and read the words.

seal	me	east	teen	weep	chief
need	be	cheek	sneak	steam	grease
niece	creek	leaf	weave	please	queen
Dean	brief	greet	rain	those	stay
I need to eat because I feel weak.					
The green grass grows in the field.					
Dee will treat her niece to some sweets.					

**Decodable Reader** Have children read "The Green Eel" (pages 17–20) and "Clean Up the Team" (21–24).

### ELD ELD.PIII.1

### **BUILD FLUENCY WITH PHONICS**

### Sound-Spellings Fluency

Display the following Word-Building Cards: *e, ee, ea, ie, ai, ay, e_e, u_e, o_e, dge, i_e, a_e, ch, tch, wh, ph, th, sh, ng, mp, sk, st, nt, nk, nt, nd.* Have children chorally say the sounds. Repeat and vary the pace.

### **Fluency in Connected Text**

Have children review the **Decodable Reader** selections. Identify  $/\bar{e}/$  words spelled e, ee, ea, ie, and blend words as needed.

Have partners reread the selections for fluency.

# Approaching Level

## **Structural Analysis**

### **REVIEW PREFIXES** re-, un-, pre-

### OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.1.3** 

Read words with prefixes re-, un-, pre-



I Do

word I know, read. I know the prefix re- means "again." The re- at the beginning of the word reread tells me the word means "read again." I will read this book today. If I like it, I will reread it tomorrow.

Write and read the word reread. I look at the word reread and I see a



Write *unseen* and read it together with children. *If we look at* unseen, *is there a word we know? Yes,* seen. *We know that the prefix* un-*means "not" or "the opposite," so* unseen *means "not seen." Let's use* seen *and* unseen *in sentences.* Repeat for *pre-* and *preread.* 



List the following words with *re-, un-,* and *pre-: preheat, preteach, reteach, replay, unzip, unreal.* Have children work together to determine the root word and make sentences that use each form of the word correctly.

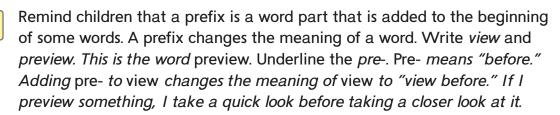
Repeat Have children create more sentences using words with re-, un-, pre-.

### **RETEACH PREFIXES** re-, un-, pre-

#### **OBJECTIVES**

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. **RF.1.3** 

Read words with prefixes *re-, un-, pre-*





I Do

Explain that the prefix *un*- means "not" or "the opposite" and the prefix *re*- means "again." Write *freeze*. *Let's add* un-. *Say* unfreeze. Repeat for *refreeze*. *Let's use each word in a sentence*.

Continue by adding the prefix in parentheses to the words.

do (un-) clean (pre-) play (re-)



Now it's your turn. Add the prefix shown to each word, then say each word and use it in a sentence.

send (re-) sweet (un-) made (pre-) teach (pre-)

## Words to Know

## **REVIEW HIGH-FREQUENCY WORDS**

### **OBJECTIVES**

**GGSS** 

Recognize and read grade-appropriate irregularly spelled words. RF.1.3g

Review because, blue, into, or, other, small



I Do

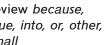
frequency word. Use each word orally in a sentence.

Use the High-Frequency Word Cards to Read/Spell/Write each high-



ou Do

Guide children to Read/Spell/Write each word on their Response Boards. Work together to generate oral sentences using the words.



Have children work with a partner to do the Read/Spell/Write routine on their own using the words because, blue, into, or, other, and small.

## CUMULATIVE REVIEW

### **OBJECTIVES**

**Recognize** and read grade-appropriate irregularly spelled words. RF.1.3g

> **Review previously** taught highfrequency words



I Do

Display the High-Frequency Word Cards from the previous weeks. Review each word using the Read/Spell/Write routine.

Have children write the words on their Response Boards. Complete sentences for each word, such as *Long ago people* _____ or *How old is* ____?

Show each card and have children chorally read. Mix and repeat.

Fluency Display the High-Frequency Cards. Point to the words in random order. Have children chorally read. Repeat at a faster pace.

## **REVIEW VOCABULARY WORDS**

### **OBJECTIVES**

**FCSS** Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5c



Display the Visual Vocabulary Cards for *partner* and *danger*. Review each word using the Define/Example/Ask routine.



Invite children to act out each word. Then work with them to complete these sentence starters: (1) The cat was in danger when _____. (2) The boy worked with a partner to _



Have partners write two sentences on their own, using each of the words. Provide assistance as needed.

# Approaching Level

# Comprehension

## **READ FOR FLUENCY**

### OBJECTIVES

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **RF.1.4b** 

	ł	Do
_		
_		

Read the first page of the Practice Book selection. Model using appropriate phrasing, stressing when to pause.



Read the rest of the Practice Book selection and have children echo read each sentence. Point out how you pause at the end of sentences. Demonstrate the difference by reading the sentences on the first page without pausing and then reread, pausing for punctuation.



Have children work with a partner and take turns rereading the passage aloud. Remind them to use proper phrasing and to pause for punctuation.

## **IDENTIFY KEY DETAILS**

#### **OBJECTIVES**

(EESS)

Ask and answer questions about key details in a text. **RI.1.1** 

Identify key details in informational text



I Do

Remind children that they have been reading informational text. Talk about the importance of key details. When we read informational text we can look for important details in the words and illustrations to help us understand the selection.



Read the first two pages of the Practice Book selection aloud. Point out the key details. Identify the details and explain why they are important. What can ants do when it rains and they get stuck in rising waters? Yes, we read that they can get into a pile and lock their legs together.



Guide children to read the rest of the Practice Book selection. Prompt them to identify important details. Help children explain why each detail is important.

## **REVIEW MAIN IDEA AND KEY DETAILS**

OBJECTIVES

**FESS** 

Identify the main topic and retell key details of a text. **RI.1.2** 

Remind children that informational selections have a main idea, or what the selection is mostly about. The main idea is what all of the important details tell about. *Knowing the main idea helps readers understand what they are reading and remember important information.* 



I Do

Read the title and first page of the Practice Book selection together. Pause to point out the key details you read so far. What did we read that ants can do? Yes, they can help each other.

You Do

Have partners read the rest of the selection together. Guide them to record each detail on a Main Idea and Details chart. Then guide children to use the details to determine the main idea.

## SELF-SELECTED READING

### **OBJECTIVES**

With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10** 

> Apply the strategy and skill to read a text

### **Read Independently**

Have children pick an informational text for sustained silent reading. Remind them that:

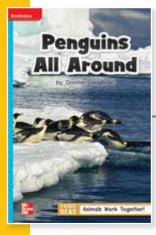
- they should look for important details in the text and illustrations.
- the main idea is what all of the details in the selection have in common.
- as they read, they can ask themselves questions and then look for the answers in the words and illustrations.

### **Read Purposefully**

Have children record the important details and main idea on a Main Idea and Details chart. After reading, guide children to participate in a group discussion about the selection they read. Guide children to:

- share their charts.
- tell how they could tell that the selection was informational.
- share what questions they asked themselves and how they found the answers.

# On Level



Lexile 450

### **OBJECTIVES**

Identify the main topic and retell key details of a text. **RI.1.2** 



# Leveled Reader: Penguins All Around

## **Before Reading**

### **Preview and Predict**

Have children turn to the title page. Read the title and the author's name and have children repeat. Preview the selection's photographs. Prompt children to predict what the selection might be about.

### **Review Genre: Informational Text/Nonfiction**

Have children recall that informational text tells about real people, living things, places, or events. Remind children that informational text often uses photographs to give information.

### **ESSENTIAL QUESTION**

Remind children of the Essential Question: *How do animals help each other?* Set a purpose for reading: *Let's read to find out how animals work together.* 

Remind children that as they read the selection, they can ask questions about what they do not understand or what they want to know more about.

### **During Reading**

### **Guided Comprehension**

As children whisper read *Penguins All Around*, monitor and provide guidance, correcting blending and modeling the key strategies and skills.

### Strategy: Ask and Answer Questions

Remind children that as they read, they can ask themselves questions and then look for the answers in the text. Model using the strategy on page 3. *Here we read that penguins are good swimmers. I wonder why they need to swim well. Let's read on to find out.* Read page 4 and have children note that they swim well so they can get food.

### Skill: Main Idea and Key Details

Remind children that the main idea is what the facts and details all have in common. As you read, ask: *What are the key details on this page?* Display a Main Idea and Key Details chart for children to copy.







Graphic Organizer



Retell

### WEEK 2

Model recording answers for children. Have children copy the answers into their own charts.

**Think Aloud** As I read, I will look for the key details. I see on page 5 that penguins eat fish and krill. I will write that detail in the chart. The details will help me understand the main idea.

As children read, prompt them to determine the main idea and complete the chart.

## After Reading

### **Respond to Reading**

Have children complete the Respond to Reading on page 12.

### Retell

Have children take turns retelling the selection, using the **Retelling Cards** as a guide. Help children make a connection by asking: *Have you seen other animals helping each other? How are they like the penguins?* 

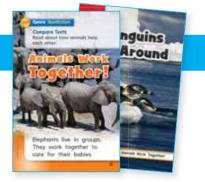
### **Model Fluency**

Read the sentences one at a time. Have children chorally repeat. Point out to children how you pause for commas and periods.

Apply Have partners practice reading. Provide feedback as needed.

### PAIRED READ ...

## "Animals Work Together!"



## Make Connections: Write About It Analytical Writing

Leveled Reader

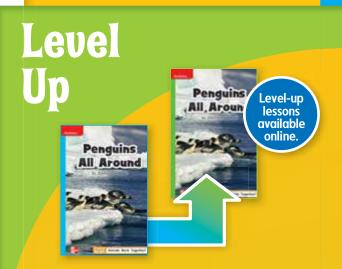
Before reading, ask children to note the genre of this text is also informational text. Then discuss the Compare Texts direction. After reading, ask children to make connections from what they learned about how animals help each other from the selections.

## FOCUS ON SCIENCE

Children can extend their knowledge of animals they read about by completing the science activity on page 16.



Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about animals helping each other in both selections in the Leveled reader.



**IF** children can read *Penguins All Around*, On Level with fluency and correctly answer the Respond to Reading questions,

**THEN** tell children that they will read a more detailed version of the selection.

- •Use pages 2–3 of *Penguins All Around* Beyond Level to model using Teaching Poster 33 to list key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

On Level **Phonics** 

## BUILD WORDS WITH LONG e: e, ee, ea, ie

### **OBJECTIVES**

**RESS** Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3c

> Build and decode words with long e: e, ee, ea, ie



Display Word-Building Cards m, ee, t. These are letters m, ee, and t. They stand for /m/, /ē/, and /t/. I will blend /m/, /ē/, and /t/ together: /mmmēēēt/, meet. The word is meet.



*Now let's do one together.* Make the word *meet* using Word-Building Cards. Place the letter s at the end of meet. Let's blend:  $/m//\bar{e}//t//s/$ , /mmmēēētsss/, meets. Now there is a new word, meets.

Change the letter *m* to *gr. I am going to change the letter m to gr. Let's* blend and read the new word: /g/ /r/ /ē/ /t/ /s/, /grrrēēētsss/; greets. The new word is greets.



Have children build and blend the words: green, greed, week, weak, weave, leave, leaf, leak, peak, peace, piece, niece.

Repeat with additional words with long e spelled e, ee, ea, ie.

Decodable Reader Have children read "The Green Eel" and "Clean Up the Team" (pages 17-24).

## Words to Know

## **REVIEW WORDS**

### **OBJECTIVES**

**GESS** Recognize and read grade-appropriate irregularly spelled words. RF.1.3g

> Review highfrequency words because, blue, into, or, other, small; **Review vocabulary** words danger and partner



vocabulary word. Use each word orally in a sentence. Guide children to Read/Spell/Write each word using their Response

Use the Read/Spell/Write routine to review each high-frequency word and



I Do

**Boards**. Work together with the group to create oral sentences using the words.



Have partners work together using the Read/Spell/Write routine with the words because, blue, into, or, other, small and the vocabulary words danger and partner. Have partners then write sentences about this week's stories. Each sentence must contain at least one high-frequency or vocabulary word.

## Comprehension

## **REVIEW MAIN IDEA AND KEY DETAILS**

### **OBJECTIVES**

CCSS

Identify the main topic and retell key details of a text. **RI.1.2** 

Remind children that when they read informational text they can look for the important details and then use the details to determine the main idea. When we read informational text, we look for important details in the words and pictures. The main idea is what the selection is mostly about.



I Do

Read the first two pages of the Practice Book selection aloud. Pause to point out the key details and prompt children to say why they are important. We read that when water rises ants can stay safe. What do they do? Why is this an important detail? What does it tell us about these ants?



Guide children to read the rest of the Practice Book selection. Remind them to identify the important details as they read. Then have children use the details to determine the main idea.

## SELF-SELECTED READING

### **OBJECTIVES**

(CCSS)

With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10** 

### **Read Independently**

Have children pick an informational text selection for sustained silent reading. Remind them to:

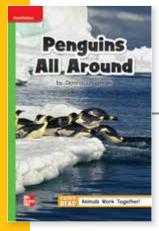
- ask themselves questions and then look for the answers in the words and illustrations.
- use the important details to help them understand the main idea.

### **Read Purposefully**

Have children record the important details and the main idea on a Main Idea and Details chart. After reading, guide partners to:

- share and compare their charts.
- tell what questions they asked themselves while reading and if they found the answers.
- share an interesting detail they learned by reading the selection.

# Beyond Level



Lexile 610

### **OBJECTIVES**

Identify the main topic and retell key details of a text. **RI.1.2** 



## Leveled Reader: Penguins All Around

## **Before Reading**

### **Preview and Predict**

Read the title and author name. Have children preview the title page and the illustrations. Ask: *What do you think this book will be about?* 

### **Review Genre: Informational Text/Nonfiction**

Have children recall that informational texts are selections that tell about real people, living things, places, or events by giving facts about them. Prompt children to name key characteristics of informational text. Tell them to look for these as they read the Leveled Reader.

### **ESSENTIAL QUESTION**

Remind children of the Essential Question: *How do animals help each other?* Set a purpose for reading: *What do you want to find out about penguins and how they help each other?* 

## **During Reading**

### **Guided Comprehension**

Have children whisper read *Penguins All Around*. Have them place selfstick notes next to difficult words. Remind children that when they come to an unfamiliar word, they can look for familiar spellings. They will need to break longer words into smaller chunks and sound out each part.

Monitor children's reading. Stop periodically and ask open-ended questions to facilitate rich discussion, such as *What does the author want us to know about penguins?* Build on children's responses to develop deeper understanding of the text.

### Strategy: Ask and Answer Questions

Remind children that asking and answering questions about a selection can help them understand and clarify the information they read. Say: Look for the answers to your questions in the text, photographs, and captions.





	Main Ide	a
Detail	Detail	Detail

Graphic Organizer

### Skill: Main Idea and Details

Remind children that a main idea is what the selection is mostly about. Key details give information about the main idea. As you read, ask: *What are the key details on this page?* Display a Main Idea and Details chart for children to copy.

Model how to record the information. Have children fill in their chart. Then ask: *How do the key details help you determine the main idea?* 

**Think Aloud** On page 2, I read that penguins are birds that don't fly. They waddle when they walk. These are important details. I will think about what the key details have in common to figure out the main idea.

### After Reading

### **Respond to Reading**

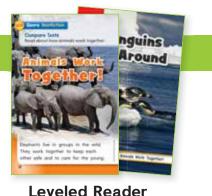
Have children complete the Respond to Reading on page 12.

### Retell

Have children take turns retelling the selection. Help them make a personal connection: *Write about other animals you have seen help each other. How did they work together?* 

## PAIRED READ ...

## "Animals Work Together!"



## Make Connections: Write About It Analytical

Leveled Reader

Before reading, "Animals Work Together!" have children preview the title page and prompt them to identify the genre. Have children read the Compare Texts direction. After reading the selection, have children work with a partner to compare and contrast the animals they read about in *Penguins All Around* and "Animals Work Together!" Prompt children to discuss what they learned about how animals help each other.

## FOCUS ON SCIENCE

Children can extend their knowledge of animals by completing the science activity on page 16.



Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how animals help each other from both selections in the Leveled Reader.



## **Gifted and Talented**

**SYNTHESIZE** Challenge children to think of what might happen if the penguins did not work in groups to eat, live in cold places, and care for their young. Children should make a prediction and write about how this might affect the penguins.

**EXTEND** Have children use facts they learned from the week or do additional research.

# Beyond Level Vocabulary

## **ORAL VOCABULARY: BASE WORDS**

OBJECTIVES

Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, looking). L.1.4c I Do

Explain to children that base words are words that you can add word parts, like prefixes, to in order to form new words. Say the word *behavior*. Have children recall its meaning. Then say: *The word* behave *is the base word in* behavior. Behave *means "to act." In the word* behavior, behave *is a base word*.



Model using the words behave and behavior in a sentence: Mom told Dan to behave in school. Now his behavior is wonderful.

Then say the word *misbehave*. Explain that *mis*- is a prefix that means "bad." Guide children in figuring out the meaning of *misbehave*.



Have partners work together to create and share oral sentences for *behave, behavior,* and *misbehave.* 



**Extend** Have children write about a selection they read this week. Challenge them to use the words *behave, behavior,* and *misbehave.* 

## **VOCABULARY WORDS: BASE WORDS**

### **OBJECTIVES**

**FESS** 

Identify frequently occurring root words and their inflectional forms. **L.1.4c** 

Received a sentences when appropriate to task and situation. **SL.1.6** 



Review the meaning of the vocabulary word *danger*. Then write the words *dangerous* and *endangered* on the board and say them aloud. Point out the base word *danger* in each word. I see the base word danger in both words. I know then that both words have something to do with harm or a risk.



Use *dangerous* and *endangered* in sentences. Ask children what they think the words mean. Confirm or correct their meanings.



**Extend** Have children work with a partner to come up with two sentences; one using *dangerous*, and another using *endangered*.

# Comprehension

## **REVIEW MAIN IDEA AND KEY DETAILS**

### **OBJECTIVES**

**FESS** 

Identify the main topic and key details of a text. **RI.1.2** 

```
I Do
```

Review how to identify the main idea in an informational selection. When I read an informational selection I look for important details. Then I think about what the details tell about. That helps me understand the main idea. Knowing the main idea helps me remember the important information in the selection.



Guide children in reading the first two pages of the Practice Book selection aloud. Prompt them to identify details and tell why they are important. What important detail did we read? Why is it important?



Have children read the rest of the Practice Book selection independently. Remind them to identify important details, then use them to determine the main idea.

## SELF-SELECTED READING

### **OBJECTIVES**

**eFSS** 

With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10** 

Apply the strategy and skill to read a text

### **Read Independently**

Have children pick an informational text selection for sustained silent reading. Tell them that they should ask themselves questions and look for answers in the words and pictures. Have children use a Main Idea and Details chart to record important details and the main idea.

### **Read Purposefully**

Have children record events in the Main Idea and Details chart. After reading, guide children to:

- share their charts with a partner and discuss what questions they asked themselves while reading.
- record information about the informational text in a reading response journal.



**Independent Study** Have children work with partners to write their own informational selection about an animal team.

# English Learners



Reading/Writing Workshop

### **OBJECTIVES**

Ask and answer questions about key details in a text. **RI.1.1** 

# Shared Read A Team of Fish

## **Before Reading**

### **Build Background**

Read the Essential Question: How do animals help each other?

- Explain the meaning of the Essential Question: Many animals live and travel as a group. Working as a group, animals can help each other stay safe.
- Model an answer: The fish work together as a team. They look for food. They swim together to stay safe. They help each other.
- Ask children a question that ties the Essential Question to their own background knowledge. *Turn to a partner and think of an animal that helps another animal. How do the animals work together?* Ask partners to share their answers.

## **During Reading**

### Interactive Question-Response

- Ask questions that help children understand the meaning of the text after each paragraph.
- Reinforce the meanings of key vocabulary by providing meanings embedded in the questions.
- Ask children questions that require them to use key vocabulary.
- Reinforce comprehension strategies and skills of the week by modeling.





Graphic Organizer

### A Team of Fish

### Pages 38-39

Point to the title. Listen as I read the title of the selection. Point to each word as you read it, and then point to the word team. The word team means a group that works together. Members of a team help each other.

Point to the photograph of the fish. *These animals are fish. Say* fish with me: fish. *The fish are swimming together. Let's read and find out how the fish work together as a team.* 

### Pages 40-41

Point to the fish on page 40. *I see a lot of fish.* Where are the fish? (in the water) Fish can swim in ponds, lakes, rivers, creeks, or the ocean.

Point to the text on page 41. *Listen as I read these words*: "Fish can swim alone. Fish can swim with a partner. Fish can swim in a bunch, too. A bunch of fish is called a school." *Point to the school of fish.* What do these fish do? (The fish swim together.)

### **Explain and Model High-Frequency Words**

Point to the word *blue* and have children say it with you. *What is blue in the photograph?* (the water) *What things in our classroom are blue?* 

### Pages 42-43

Let's look at the small photo on page 43. These fish are close together. What do you think the fish are doing? (eating) Fish can help each other find food.

(The fish help each other and look for food.)

**Explain and Model the Strategy** Reread page 43. We can stop and ask ourselves questions as we read. We know some fish swim together to find food. Why else might fish swim together? We can read the rest of the selection to answer the question.

### Pages 44-45

Let's look at the photograph on pages 44 and 45. Why are the fish in the background swimming so close together? Let's read to find out. (They swim close together; little fish look like one big fish)

Point to the third sentence. Let's read this sentence together: "A fish can get snapped up!" The words snapped up mean "eaten up." Use your hands to model "snapped up." Now you show me how a fish might be snapped up.

**Explain and Model the Skill** One key detail we read is that fish help each other look for food. Another is that they swim close together to look like a huge fish. We can think about what these key details have in common to figure out the main idea.

What do the key details have in common? What is the main idea of this selection? (Fish work as a team to help each other.)

### Pages 46-47

Let's look at the photo on page 46. Point to the big fish. Now point to the school of fish. The school looks like a bigger fish! Let's read these pages together. Then we can think about what we learned about fish in this selection.

**Explain and Model Phonics** Reread the first sentence on page 47. *Listen carefully. Raise your hand when you hear a word with the long* e *sound.* (keep, each) *Now let's say the words together.* keep, each.

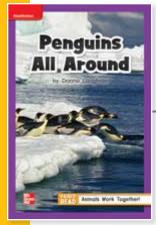
*How do fish help each other?* (Some small fish swim together to find food and keep each other safe from bigger fish.)

### After Reading

### **Make Connections**

• Review the Essential Question.

# English Learners



Lexile 340

### **OBJECTIVES**

eess

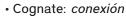
**FESS** 

Identify the main topic and retell key details of a text. **RI.1.2** 

With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10** 

### ACADEMIC LANGUAGE

retell, connection





# Leveled Reader: Penguins All Around

## **Before Reading**

### Preview

Read the title. Ask: *What is the title? Say it again.* Repeat with the author's name. Preview the photographs. Have children describe the images. Use simple language to tell about each page. Follow with questions, such as: *Is this a nest? What is it made of?* 

### **ESSENTIAL QUESTION**

Remind children of the Essential Question: *How do animals help each other?* Say: *Let's read to find out how animals help each other.* Encourage children to ask for help when they do not understand a word or phrase.

### **During Reading**

### **Interactive Question-Response**

**Pages 2–3** Look at the photos on pages 2–3. What are these penguins doing? Let's read the selection together. Tell your partner what you have learned about penguins so far. (They waddle; they can't fly; wings and webbed feet help them swim.)

**Pages 4–5** Look at the photo. Why might the penguins be diving into the ocean? Let's read the words to find out. ("They look for food.") Point to the inset. These are krill. Penguins eat them. What else do they eat? (small fish)

**Pages 6–7** Penguins have white and black feathers. Both help the penguins stay safe. How are a penguin's feathers helpful? (White feathers help them hide in the snow; black feathers help them hide in the sea.) Look at the photo on page 7. How does staying close together help the penguins? (They keep each other warm in the cold.)

**Pages 8–9** Look at the photos on pages 8 and 9. Let's read the labels together: nest, egg. What do the penguins use to make nests? Use the photo and the words to find the answer. (grass and stones)

Pages 10–11 Look at the photos on page 10. How do penguins care for their baby chicks? (keep them warm in the nest; feed them) Let's read pages 10 and 11 together. Talk with a partner about what happens when the baby chicks get bigger. (They can swim, hunt, and make nests.)







Graphic Organizer



Retell

### WEEK 2

## After Reading

### **Respond to Reading**

Revisit the Essential Question. Ask children to work with partners to fill in the graphic organizer and answer the questions on page 12. Pair children with peers of varying language abilities.

### Retell

Model retelling using the **Retelling Card** prompts. Say: *Look at the photos. Use details to help you retell the selection.* Help children make personal connections by asking, *What other animals do you know about that help each other? How do they help?* 

### **Phrasing Fluency: Commas and Periods**

Read the pages in the book, one at a time. Help children echo-read the pages expressively and with appropriate phrasing. Remind them to pause when they see a comma or a period in a sentence.

**Apply** Have children practice reading with partners. Pair children with peers of varying language abilities. Provide feedback as needed.

### PAIRED READ ...

## "Animals Work Together!"

### Make Connections: Write About It Analysical



Leveled Reader

Before reading, tell children to note that this text is also informational text. Then discuss the Compare Texts direction.

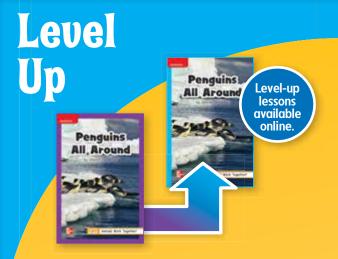
After reading, ask children to make connections between the information they learned from "Animals Work Together!" and *Penguins All Around*. Prompt children by providing sentence frames: *Penguins help each other by* _____.

## FOCUS ON SCIENCE

Children can extend their knowledge of animals by completing the science activity on page 16.



Lead children in conducting a literature circle using the Thinkmark questions to guide the discussion. You may wish to discuss what children have learned about how different groups of animals help each other from both selections in the Leveled Reader.



**IF** children can read *Penguins All Around* **EL Level** with fluency and correctly answer the Respond to Reading questions,

**THEN** tell children that they will read a more detailed version of the selection.

- •Use pages 2–3 of *Penguins All Around* On Level to model using Teaching Poster 33 to list key details.
- Have children read the selection, checking their comprehension by using the graphic organizer.

# **English Learners** Vocabulary

ELD ELD.PI.1.1.Em • ELD.PI.1.1.Ex • ELD.PI.1.1.Br

## PRETEACH ORAL VOCABULARY

### **OBJECTIVES**

(CSS) Produce complete sentences when appropriate to task and situation. SL.1.6



You Do

the word behavior.

Display images from the Visual Vocabulary Cards one at a time to preteach the oral vocabulary words behavior and beneficial.



Display each image again and ask children how it illustrates or demonstrates the word. Model using sentences to describe the image.

Display the word again. Have partners talk about how the picture shows

#### LANGUAGE **OBJECTIVE**

Preteach oral vocabulary words

Emerging	Expanding	Bridging
Provide children with	Have children use behavior	Have partners give
sentence frames: My	and instinct in complete	examples of animal
behavior is It is	sentences to tell about	behaviors and animal
beneficial to	a picture in the week's	instincts. Tell them to write
	selections. Provide sentence	their responses in complete
	starters as needed.	sentences.

### ELD ELD.PI.1.1.Em • ELD.PI.1.1.Ex • ELD.PI.1.1.Br

## PRETEACH VOCABULARY

### **OBJECTIVES**

LANGUAGE

**OBJECTIVE** 

words

(CSS) Identify real-life connections between words and their use (e.g., note places at home that are cozy). SL.1.6

Preteach vocabulary



Display images from the ELL Visual Vocabulary Cards one at a time to preteach the vocabulary words waddle and huddle and follow the routine. Say the word and have children repeat it. Define the word in English.



Display the image again and ask children how it illustrates or demonstrates the word. Model using sentences to describe the image.



Display the word again and have children say the word, then spell it. Provide opportunities for children to use the words in speaking and writing. Provide sentence starters.

### Emerging

Help children find examples of or act out each word.

### Expanding

Spell the word and have children identify the word you spelled, then spell it for you.

### Bridging

Have children use their own words to tell what each word means.



I Do

## Words to Know

ELD ELD.PI.1.1.Ex

## **REVIEW WORDS**

#### **OBJECTIVES**

**GGSS** 

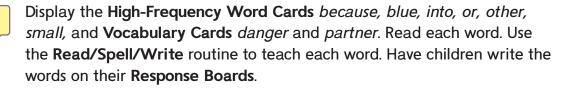
**FESS** 

Recognize and read grade-appropriate irregularly spelled words. RF.1.3g

Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4a

#### LANGUAGE **OBJECTIVE**

Use high-frequency words and vocabulary words in sentences





You Do

I Do

Write sentence frames on separate lines. Track the print as you guide children to read and complete the sentences: (1) I like to read because (2) The blue water _____. (3) The boys jumped into the _____. (4) We can play or we can . (5) The other girls will . (6) I see small . (7) That fish is in danger of _____. (8) Dee asks her partner to _____.

Display the High-Frequency Word Cards from the last weeks. Display one card at a time as children chorally read the word. Mix and repeat. Note words children need to review. Repeat with Vocabulary words.

Emerging	Expanding	Bridging
Have children echo read each word.	Ask children a question about each word. Have them answer in a complete sentence, then repeat the word. For example, <i>What is</i> <i>something blue?</i>	Challenge children to say oral sentences with two or more high-frequency or vocabulary words in one sentence.

### ELD ELD.PIII.1

## **RETEACH HIGH-FREQUENCY WORDS**

### **OBJECTIVES**

**RESS** 

Recognize and read grade-appropriate irregularly spelled words. RF.1.3g

#### LANGUAGE **OBJECTIVE**

Use high-frequency words



I Do

Display each Visual Vocabulary Card and say the word aloud. Define the word in English, then in Spanish if appropriate, identifying any cognates.



Point to the image and explain how it illustrates the word. Have children repeat the word. Engage children in structured partner-talk about the image as prompted on the back of the card. Ask children to chorally say the word three times.



Display each visual card in random order, hiding the word. Have children identify and define the word in their own words.

### Emerging

Have children echo read each word while looking at its Visual Vocabulary Card.

### Expanding

Have partners take turns using each word in a question or answer.

### Bridging

Challenge children to write sentences using two highfrequency words.

# **English Learners** Writing/Spelling

ELD ELD.PI.1.10.Em ELD.PI.1.10.Br

## WRITING TRAIT: ORGANIZATION

### **OBJECTIVES**

(CCSS)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.5



You Do

I Do

Explain that writers organize their information by writing what the topic is at the beginning. Writers want readers to know the topic. They make the topic clear by introducing it at the beginning of a selection.



Read the first paragraph of A Team of Fish on page 40. Ask: What is the topic of this selection? How can you tell? (Fish work together as a team.)

Have children choose an animal to write about. Have them write a sentence to introduce the topic. Remind them to state their topic clearly.

Expanding

#### Emerging

### Have children use the last sentence on page 40 of A Team of Fish as a model for their sentence.

Ask questions to help children identify their topic. Help them orally state the topic before writing it.

Challenge children to write two different introductory sentences, using a question in at least one.

Bridging

### ELD ELD.PIII.1

LANGUAGE

**OBJECTIVE** 

Introduce the topic

## WORDS WITH LONG e: e, ee, ea, ie

### **OBJECTIVES**

**RESS** 

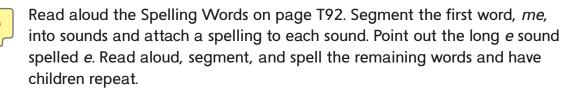
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2d

LANGUAGE

**OBJECTIVE** 

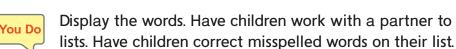
## I Do

Spell words with long e spelled e, ee, ea, ie





Say a sentence for me. Then, say me slowly and ask children to repeat. Have them write the word. Repeat the process for the remaining words.



Display the words. Have children work with a partner to check their spelling

Emerging	Expanding	Bridging
Help children copy and say each word. Have them spell	After children have corrected their words, have	Challenge children to think of other words that have
nd say each word three mes.	pairs quiz each other.	the long <i>e</i> sound spelled <i>e, ee, ea, ie.</i>

## Grammar

ELD ELD.PI.1.12b.Em • ELD.PI.1.12b.Ex • ELD.PI.1.12b.Br

## WEEK 2

## HAS AND HAVE

### **OBJECTIVES**

**FESS** 

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1



Language Transfers Handbook

### TRANSFER SKILLS

In Cantonese, Hmong, Khmer, and Korean, verb forms do not change to show the number of the subject. Children who speak these languages may have difficulty with irregular subject-verb agreement. Provide support by repetition and explanation, such as: Dad is one person. We use the word has. Let's say the sentence together: Dad has a hat.

Write this sentence on the board: *Mom has a cat.* Read it together and underline the word *has. Mom is one person. I use the word* has *in this sentence.* Remind children that we use the word *has* when we talk about one thing or one person other than ourselves owning something.

Then write: *We have a cat.* Read it together and underline the word *have.* We *means more than one person. I use the word* have *in this sentence.* Remind children that we use the word *have* when we talk about ourselves or a group of people, or when we use the word *you.* 



You Do

I Do

Write these sentences on the board and read them together. Have children use *has* or *have* in each sentence. Talk about why these words are used in the sentences.

Dad _____ a hat. (has)

They _____ a flag. (have)

Jo _____ a pail. (has)

Write the following sentences on the board. Have partners decide whether to use *have* or *had* in each sentence.

We _____ a cake. (have)

Abe _____ a bike. (has)

The girls _____ beads. (have)

Emerging	Expanding	Bridging
Display photographs from the week's selections and say sentences about the animals for children to repeat: <i>The birds have</i> open beaks. The zebra has stripes.	Provide sentence starters for children to complete about the photos in the week's selections. <i>The</i> giraffe has/have	Have children choose a picture from the week's selections and use <i>has/ have</i> to tell about the animals. <i>The birds have open beaks</i> .

# PROGRESS MONITORING



Unit 4 Week 2 Formal Assessment	Standards Covered	Component for Assessment
<b>Comprehension</b> Main Idea and Key Details	RI.1.2	<ul><li>Selection Test</li><li>Weekly Assessment</li></ul>
Vocabulary Strategy Context Clues: Sentence Clues	L.1.4a	<ul><li>Selection Test</li><li>Weekly Assessment</li></ul>
<b>Phonics</b> Long <i>e: e, ee, ea, i</i> e	RF.1.3c	Weekly Assessment
Structural Analysis Prefixes <i>re-, un- pre-</i>	RF.1.3	Weekly Assessment
High-Frequency Words because, blue, into, or, other, small	RF.1.3g	Weekly Assessment
<b>Writing</b> Writing About Text	RI.1.2	Weekly Assessment
Unit 4 Week 2 Informal Assessment		
Research/Listening/Collaborating	SL.1.1c, SL.1.2, SL.1.3	<ul><li> RWW</li><li> Teacher's Edition</li></ul>
Oral Reading Fluency (ORF) Fluency Goal: 13-33 words correct per minute (WCPM) Accuracy Rate Goal: 95% or higher	RF.1.4a. RF.1.4b, RF.1.4c	Fluency Assessment

# **Using Assessment Results**

Weekly Assessment Skills	lf	Then
COMPREHENSION	Children answer 0–3 multiple-choice items correctly	assign Lessons 84–86 on Main Idea and Details from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
VOCABULARY	Children answer 0-2 multiple-choice items correctly	assign Lesson 86 on Using Sentence Clues from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
PHONICS/ STRUCTURAL ANALYSIS/HFW	Children answer 0–6 multiple-choice items correctly	assign Lesson 76 on Long <i>e</i> ( <i>e, ee, ea</i> ) and Lesson 100 on Prefixes from the <i>Tier 2 Phonics/ Word Study Intervention online PDFs</i> .
WRITING	Children score less than "2" on the constructed response	reteach necessary skills using Section 13 on Write About Reading from the <i>Tier 2</i> <i>Comprehension Intervention online PDFs</i> .
GUIDDON	Children have a WCPM score of 13	assign a lesson from Section 1, 9, or 10 of the <i>Tier 2 Fluency Intervention online PDFs</i> .
	Children have a WCPM score of 0–12	assign a lesson from Sections 2-8 of the <i>Tier 2</i> <i>Fluency Intervention online PDFs.</i>

## **Using Weekly Data**

Check your data Dashboard to verify assessment results and guide grouping decisions.



## **Response to Intervention**

Use the children's assessment results to assist

you in identifying children who will benefit from focused intervention.

Use the appropriate sections of the *Placement and Diagnostic Assessment* to designate children requiring:

