

# Wonders

California

Grade 4  
Unit 2

An ELA/ELD  
Program



TEACHER'S EDITION

Mc  
Graw  
Hill  
Education



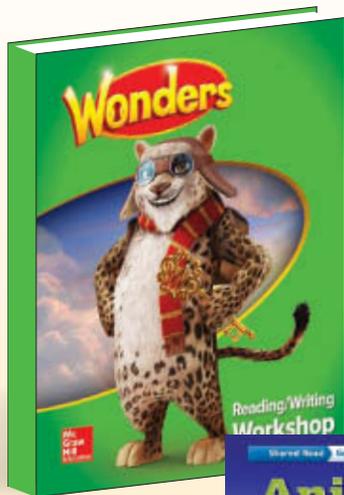
Master the California  
Common Core  
State Standards!

# WEEKLY OVERVIEW

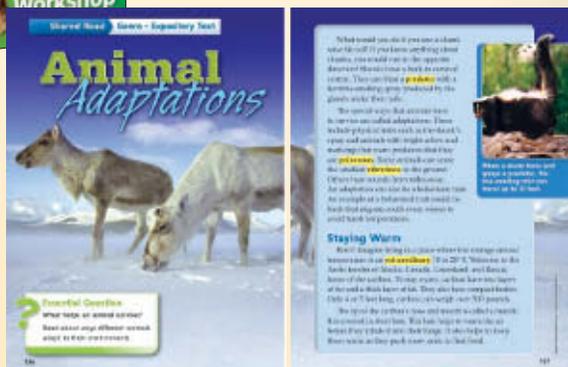
## Build Knowledge Adaptations

**?** Essential Question:  
What helps an animal survive?

### Teach and Model Close Reading and Writing



Reading Writing Workshop

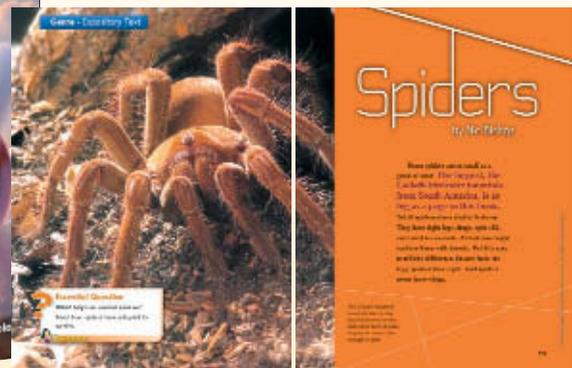


"Animal Adaptations," 136-139  
Genre Expository Text Lexile 850 **ETS** TextEvaluator 29

### Practice and Apply Close Reading and Writing



Literature Anthology

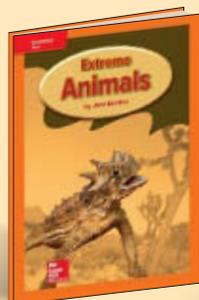


Spiders, 152-169  
Genre Expository Text Lexile 820 **ETS** TextEvaluator 27

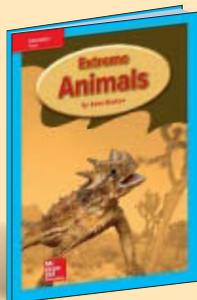


"Anansi and the Birds," 170-171  
Genre Trickster Tale Lexile 740 **ETS** TextEvaluator 33

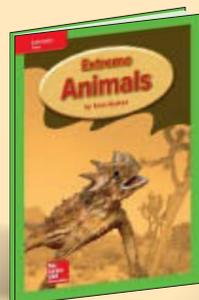
### Differentiated Texts



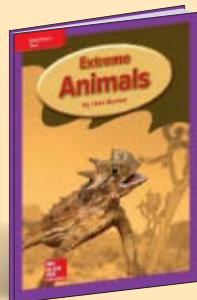
**APPROACHING**  
Lexile 590  
ETS TextEvaluator 23



**ON LEVEL**  
Lexile 830  
ETS TextEvaluator 30



**BEYOND**  
Lexile 890  
ETS TextEvaluator 32



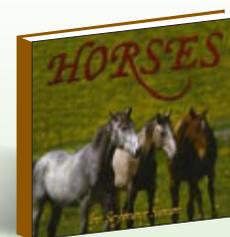
**EL**  
Lexile 680  
ETS TextEvaluator 25

#### Leveled Readers

### Extended Complex Texts



A River Ran Wild  
Genre Nonfiction  
Lexile 670  
ETS TextEvaluator 31



Horses  
Genre Nonfiction  
Lexile 830  
ETS TextEvaluator 26

#### Classroom Library

Horses: From HORSES by Simon Seymour. Scholastic Inc./Scholastic Nonfiction. Copyright © 2007 by Simon Seymour. Reprinted by permission.



## Student Outcomes

### Meaning Making

- Cite relevant evidence from text
- Determine main idea and key details
- Summarize

RI.4.1, RI.4.2, RI.4.3

### Effective Expression

#### Write to Sources

- Draw evidence from informational text
- Write informative text
- Conduct extended research on sharks

#### Writing Process

- Prewrite a How-To Text

#### Speaking and Listening

- Engage in collaborative discussions about adaptations
- Paraphrase portions of “Adaptations at Work”
- Present information on adaptations

SL.4.1b, SL.4.1d, SL.4.2, SL.4.3, W4.2.b, W.4.9b, W.4.10

### Content Knowledge

- Plants and animals have structures for growth and survival



 **NGSS** 4-LS1.A

### Language Development

#### Conventions

- Form and use possessive nouns

#### Vocabulary Acquisition

- Acquire and use academic vocabulary  
 camouflaged    dribbles    extraordinary    poisonous  
 pounce    predator    prey    vibrations
- Use prefixes as clues to the meaning of a word

L.3.2d, L.4.4b, L.4.6

### Foundational Skills

#### Phonics/Word Study

- *r*- Controlled Vowels /är/ and /ôr/
- Suffixes *-ful* and *-less*

#### Spelling Words

dart	guard	award	backyard	argue
spark	target	smart	charge	carpet
warp	door	fort	morning	stork
cord	worn	stormy	core	bore

#### Fluency

- Rate

RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c



### 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](http://www.connected.mcgraw-hill.com).

# INSTRUCTIONAL PATH

1

## Talk About Adaptations

Guide students in collaborative conversations.

Discuss the essential question: *What helps an animal survive?*

Develop academic language and domain specific vocabulary on adaptations.

Listen to “Adaptations at Work” to summarize unique adaptations of some animals.



2

## Read “Animal Adaptations”

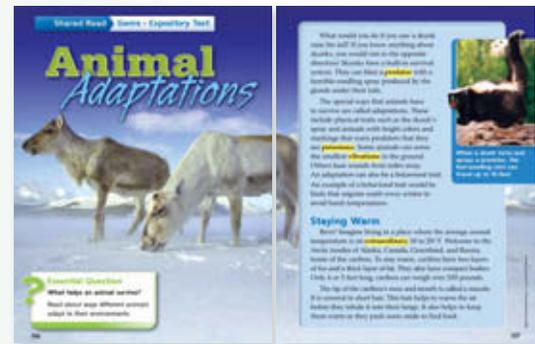
Model close reading with a short complex text.

Read

“Animal Adaptations” to learn how animals adapt to their surroundings, citing text evidence to answer text-dependent questions.

Reread

“Animal Adaptations” to analyze text, craft, and structure, citing text evidence.



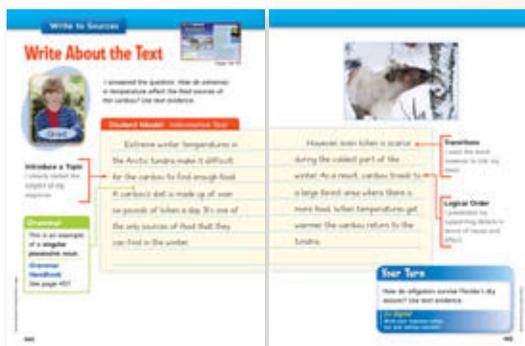
3

## Write About Adaptations

Model writing to a source.

Analyze a short response student model.

Use text evidence from close reading to write to a source.



## 4

### Read and Write About Adaptations

Practice and apply close reading of the anchor text.



#### Read

*Spiders* to learn about the special characteristics that help animals survive.

#### Reread

*Spiders* and use text evidence to understand how the author discusses what it takes for an animal to survive.

Write a short response about *Spiders*

#### Integrate

Information about amazing animal adaptations.

Write to Two Sources, citing text evidence from *Spiders* and “Anansi and the Birds.”

## 5

### 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

## 6

### Integrate Knowledge and Ideas

#### Connect Texts

**Text to Text** Discuss how each of the texts answers the question: What helps an animal survive?

**Text to Photograph** Compare information about adaptations in the texts read with the photograph of the leafy seadragon

#### Performance Task

Prewrite and draft.

# DEVELOPING READERS AND WRITERS

## Write to Sources



### Day 1 and Day 2

#### Build Writing Fluency

- Quick write on “Animal Adaptations,” p. T220

#### Write to a Source

- Analyze a student model, p. T220
- Write about “Animal Adaptations,” p. T221
- Apply Writing Trait: Logical Order, p. T220
- Apply Grammar Skill: Possessive Nouns, p. T221



### Day 3

#### Write to a Source

- Write about *Spiders*, independent practice, p. T217R
- Provide scaffolded instruction to meet student needs, p. T222



### Day 4 and Day 5

#### Write to Two Sources

- Analyze a student model, pp. T222–T223
- Write to compare *Spiders* with “Anansi and the Birds,” p. T223

WEEK 4: PREWRITE

WEEK 5: DRAFT AND REVISE WEEK 6: PROOFREAD/EDIT, PUBLISH, EVALUATE

Writing Process



## Genre Writing: Informative Text

### How-To Text Expert Model

- Discuss features of informational writing
- Discuss the expert model

### Prewrite

- Discuss purpose and audience
- Plan the topic



Expert Model



Features of How-To Text



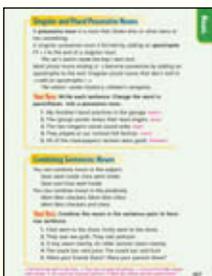
Model Graphic Organizer



Graphic Organizer

## Grammar and Spelling Resources

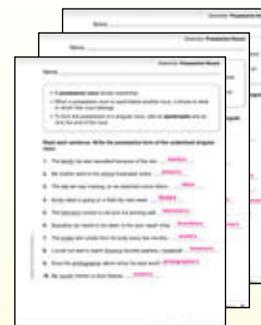
### Online PDFs



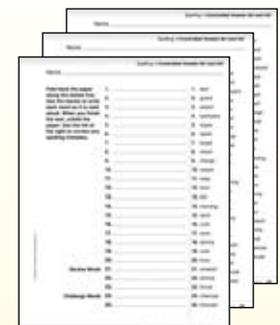
Reading/Writing Workshop Grammar Handbook p. 457



Online Spelling and Grammar Games



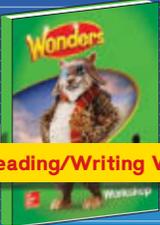
Grammar Practice, pp. 41-45



Phonics/Spelling Practice, pp. 49-54

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

# SUGGESTED LESSON PLAN

		READING	DAY 1	DAY 2
Whole Group	 <p>Reading/Writing Workshop</p>	<b>Teach, Model and Apply</b>	<b>Core</b> <b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206 <b>Close Reading</b> “Animal Adaptations,” T208-T209	<b>Close Reading</b> “Animal Adaptations,” T208-T209 <b>Strategy</b> Summarize, T210-T211 <b>Skill</b> Main Idea and Key Details, T212-T213 <b>Vocabulary Strategy</b> Prefixes, T216-T217
			<b>Options</b> <b>Listening Comprehension</b> T204-T205	<b>Genre</b> Expository Text, T214-T215
LANGUAGE ARTS				
Whole Group	<b>Writing</b> <b>Grammar</b> <b>Spelling</b> <b>Build Vocabulary</b>	<b>Core</b> <b>Grammar</b> Possessive Nouns, T224 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ôr/, T226 <b>Build Vocabulary</b> T228	<b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228	<b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228
			<b>Options</b> <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> How-to Text: Read Like a Writer, T350	<b>Genre Writing</b> How-to Text: Discuss the Expert Model, T350 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ôr/, T226
 <b>Writing Process: Informative</b> How-to Text, T350-355 Use with Weeks 4-6				
<b>Differentiated Instruction</b> Use your data dashboard to determine each student’s needs. Then select instructional support options throughout the week.				
Small Group	<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
	<b>Leveled Reader</b> <i>Extreme Animals</i> , T232-T233 “Hare and the Water,” T233 Literature Circles, T233 	<b>Vocabulary</b> • High-Frequency and Vocabulary Words, T236 <b>TIER 2</b> • Identify Related Words, T237 Prefixes, T237	<b>Leveled Reader</b> <i>Extreme Animals</i> , T240-T241 “Hare and the Water,” T241 Literature Circles, T241 	<b>Comprehension</b> Review Main Idea and Key Details, T243 Self-Selected Reading, T243
<b>Phonics/Decoding</b> Decode Words with /är/, T234 <b>TIER 2</b> Review <i>r</i> -Controlled Vowels, T234 <b>TIER 2</b> Practice <i>r</i> -Controlled Vowels, T235 Words Ending in <i>-ful</i> and <i>-less</i> , T235	<b>Comprehension</b> • Identify Important Details, T238 <b>TIER 2</b> • Review Main Idea and Key Details, T239 Self-Selected Reading, T239	<b>Vocabulary</b> Review Vocabulary Words, T242 Prefixes, T242		
DESIGNATED ELD SEE PAGES 218-243 OF THE ELD TEACHER’S EDITION.				
<b>Emerging, Expanding, Bridging</b> 			<b>Oral Language/Vocabulary</b> • Explore the Essential Question: What helps an animal survive? • Develop Vocabulary and Academic Language	



DAY 3	DAY 4	DAY 5
<p><b>Close Reading</b> <i>Spiders</i>, T217A–T217R</p>  <p><b>Phonics/Decoding</b> T218–T219</p> <ul style="list-style-type: none"> <li>• <i>r</i>-Controlled Vowels /är/ and /ôr/</li> <li>• Suffixes <i>-ful</i> and <i>-less</i></li> </ul>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Anansi and the Birds,” T217S–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Close Reading</b> <i>Spiders</i>, T217A–T217R</p>	<p><b>Integrate Ideas</b> T230–T231</p> <ul style="list-style-type: none"> <li>• Text Connections</li> <li>• Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> 
<p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> How-to Text: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p> <p><b>Genre Writing</b> How-to Text: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T227</p> <p><b>Genre Writing</b> How-to Text: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Build Vocabulary</b> T229</p>



**Writing Process: Informative** How-to Text, T350–T355 Use with Weeks 4–6

BEYOND LEVEL	ENGLISH LEARNERS
<p><b>Leveled Reader</b> <i>Extreme Animals</i>, T244–T245</p> <p>“Hare and the Water,” T245</p> <p>Literature Circles, 245</p>  <p><b>Vocabulary</b> Review Domain-Specific Words, T246</p> <ul style="list-style-type: none"> <li>• Prefixes, T246</li> <li>• Analyze, T246</li> </ul> 	<p><b>Shared Read</b> “Animal Adaptations,” T248–T249</p> <p><b>Leveled Reader</b> <i>Extreme Animals</i>, T250–T251</p> <p>“Hare and the Water,” T251</p> <p>Literature Circles, T251</p>  <p><b>Phonics/Decoding</b> Decode Words with /ar/, T234</p> <p>Review <i>r</i>-Controlled Vowels, T234</p> <p>Practice <i>r</i>-Controlled Vowels, T235</p> <p>Words Ending in <i>-ful</i> and <i>-less</i>, T235</p>

<p><b>Close Reading</b></p> <ul style="list-style-type: none"> <li>• Read Aloud: “Adaptations at Work”</li> <li>• “Animal Adaptations”</li> <li>• Differentiated Texts: <i>How Animals Survive</i></li> </ul>	<p><b>Writing/Grammar</b></p> <ul style="list-style-type: none"> <li>• Write to One Source</li> <li>• Write to Two Sources</li> <li>• Grammar: Possessive Nouns</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• Written Production</li> <li>• Oral Production</li> <li>• Diagnose and Prescribe</li> </ul>
---	--	---

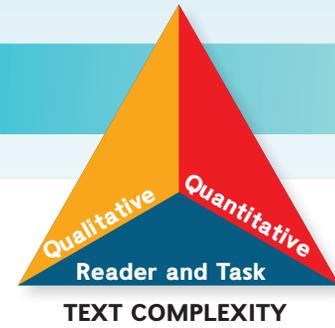
# DIFFERENTIATE TO ACCELERATE



## Scaffold to Access Complex Text

**IF** the text complexity of a particular selection is too difficult for students

**THEN** see the references noted in the chart below for scaffolded instruction to help students Access Complex Text.



	Reading/Writing Workshop	Literature Anthology	Leveled Readers	Classroom Library
<b>Quantitative</b>	 <p><i>“Animal Adaptations”</i> Lexile 850 <i>TextEvaluator™</i> 29</p>	 <p><i>Spiders</i> Lexile 820 <i>TextEvaluator™</i> 27</p> <p><i>“Anansi and the Birds”</i> Lexile 740 <i>TextEvaluator™</i> 33</p>	 <p><b>Approaching Level</b> Lexile 590 <i>TextEvaluator™</i> 23</p> <p><b>Beyond Level</b> Lexile 890 <i>TextEvaluator™</i> 32</p> <p><b>On Level</b> Lexile 830 <i>TextEvaluator™</i> 30</p> <p><b>EL</b> Lexile 680 <i>TextEvaluator™</i> 24</p>	 <p><i>A River Ran Wild</i> Lexile 670 <i>TextEvaluator™</i> 31</p> <p><i>Horses</i> Lexile 830 <i>TextEvaluator™</i> 26</p>
<b>Qualitative</b>	<p><b>What Makes the Text Complex?</b></p> <ul style="list-style-type: none"> <li>• <b>Prior Knowledge</b> Everglades T209; Prefix extra- T217</li> </ul> <p><b>ACT</b> See Scaffolded Instruction in Teacher’s Edition T209 and T217.</p>	<p><b>What Makes the Text Complex?</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose</b> Author’s Perspective T217G</li> <li>• <b>Specific Vocabulary</b> Anatomy T217C</li> <li>• <b>Genre</b> Expository Text T217E; Trickster Tale T217S</li> <li>• <b>Connection of Ideas</b> Anatomy T217G, T217M; Relate Information T217O; Adaptation T217I</li> <li>• <b>Sentence Structure</b> T217K</li> <li>• <b>Organization</b> Compare/Contrast T217B</li> </ul> <p><b>ACT</b> See Scaffolded Instruction in Teacher’s Edition T217A–T217T.</p>	<p><b>What Makes the Text Complex?</b></p> <ul style="list-style-type: none"> <li>• <b>Specific Vocabulary</b></li> <li>• <b>Prior Knowledge</b></li> <li>• <b>Sentence Structure</b></li> <li>• <b>Connection of Ideas</b></li> <li>• <b>Genre</b></li> </ul> <p><b>ACT</b> See Level Up lessons online for Leveled Readers.</p>	<p><b>What Makes the Text Complex?</b></p> <ul style="list-style-type: none"> <li>• <b>Genre</b></li> <li>• <b>Specific Vocabulary</b></li> <li>• <b>Prior Knowledge</b></li> <li>• <b>Sentence Structure</b></li> <li>• <b>Organization</b></li> <li>• <b>Purpose</b></li> <li>• <b>Connection of Ideas</b></li> </ul> <p><b>ACT</b> See Scaffolded Instruction in Teacher’s Edition T360–T361.</p>
<b>Reader and Task</b>	<p>The Introduce the Concept lesson on pages T202–T203 will help determine the reader’s knowledge and engagement in the weekly concept. See pages T208–T217 and T230–T231 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T202–T203 will help determine the reader’s knowledge and engagement in the weekly concept. See pages T217A–T217T and T230–T231 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T202–T203 will help determine the reader’s knowledge and engagement in the weekly concept. See pages T232–T233, T240–T241, T244–T245, T250–T251, and T230–T231 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T202–T203 will help determine the reader’s knowledge and engagement in the weekly concept. See pages T360–T361 for questions and tasks for this text.</p>

Horses: From HORSES by Simon Seymour. Scholastic Inc./Scholastic Nonfiction. Copyright © 2007 by Simon Seymour. Reprinted by permission.

## 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** Summarize T211  
**Comprehension Skill** Main Idea and Key Details T213  
**Genre** Expository Text T215  
**Vocabulary Strategy** Prefixes T217  
**Phonics/Fluency** r-Controlled Vowels /är/ and /ôr/ T219

**If No** → **Approaching Level** Reteach T232-T239  
**EL** Develop T248-T255  
**If Yes** → **On Level** Review T240-T243  
**Beyond Level** Extend T244-T247

#### Using Weekly Data

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



### Level Up with Leveled Readers

**IF** → students can read their leveled text fluently and answer comprehension questions

**THEN** → work with the next level up to accelerate students' reading with more complex text.



## EL ENGLISH LEARNERS

### Integrated ELD

#### Language Development

Develop academic vocabulary related to adaptations and participate in collaborative conversations about adaptations.

#### Meaning Making

Read "Animal Adaptations" and *Spiders* using scaffolded prompts to support accessing meaning of the complex texts.

#### Effective Expression

Write about "Animal Adaptations" and *Spiders* to show understanding of adaptations.

### Designated ELD

#### Extended Language Interactions

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

#### Focus on Meaning

Annotate "Animal Adaptations" and *How Animals Survive* differentiated texts using differentiated scaffolded prompts.

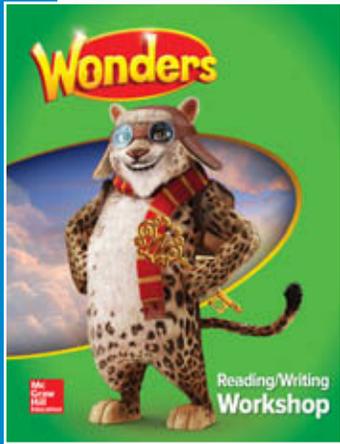
#### Focus on Forms

Write about the texts "Animal Adaptations" and *How Animals Survive* using scaffolded support to understand text structure and using text evidence.



Wonders for ELs Teacher Edition and Companion Worktexts

# → Introduce the Concept



Reading/Writing  
Workshop

## OBJECTIVES

CCSS

Follow agreed-upon rules for discussions and carry out assigned roles. **SL.4.1b**

CCSS

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2**

## ACADEMIC LANGUAGE

- *predators, camouflage*
- Cognate: *camuflaje*



NGSS 4.LS1.A



## Build Background

### ESSENTIAL QUESTION

*What helps an animal survive?*

Have students read the Essential Question on page 132 of the **Reading/Writing Workshop**. Tell them that to adapt means to change over time.

Discuss the photograph of the chameleon with students. Focus on the traits that allow it to survive, or keep living, in its environment.

- Chameleons can change their skin color to help hide themselves from **predators**, or other animals that might hunt them for food. The ability to blend in with surroundings is called **camouflage**.
- Chameleons have prehensile tails, which means that they are able to wrap their tails around things and hold on to them.

## Talk About It



**Ask:** *How have chameleons adapted to their environment for protection from predators? How have they adapted to move around in their environment? How do these adaptations help them survive?* Have students paraphrase what they have learned about chameleons in pairs.

- Model using the Concept Web to generate words and phrases related to adaptation.
- Have partners continue the discussion by sharing what they have learned about adaptations.

## Collaborative Conversations

**Take on Discussion Roles** As students engage in partner, small-group, and whole-class discussion, encourage students to take on roles to help keep the discussion on track, such as:

- a questioner who asks questions in order to keep everyone involved and keep the discussion moving.
- a recorder who takes notes on the important ideas being discussed and who later reports to the class.
- a discussion monitor who keeps the group on topic and makes sure everyone gets a turn to talk.

## Go Digital



Discuss the  
Concept



Watch Video



View Photos



Use Graphic  
Organizer



Assign Blast

**Weekly Concept Adaptations**

**Essential Question**  
What helps an animal survive?

*Go Digital!*

# Adapting to Survive

Hi, I'm a chameleon. Have you ever seen anyone quite like me? Here's how I have adapted to survive in my environment.

- ▶ See my skin color? I can change it. Changing my skin color helps to camouflage me from predators.
- ▶ My long tail can wrap around branches. How do you think that helps me?

**Talk About It**

Write words you have learned about adaptation. Then talk with a partner about other animals and how they have adapted to survive.

Adaptations

132
133

**READING/Writing WORKSHOP, pp. 132–133**



Share the online “Hidden in Plain Sight” Blast assignment. Tell students that after reading the Blast, they will write a response. Explain that you will discuss students’ responses during the **Integrate Ideas** lesson at the end of the week.

**EL ENGLISH LEARNERS SCAFFOLD**

**Emerging**

**Use Visuals** Point to the chameleon. Say: *This is a chameleon. Chameleons can change the color of their skin. This keeps them safe. Why does this keep them safe? (it helps them hide). Chameleon in Spanish is camaleón.*

**Expanding**

**Describe** Have students describe the chameleon. Ask: *Why do chameleons change the color of their skin? What is another way that chameleons have adapted to their environment?* Encourage students to use a concept word in their response.

**Bridging**

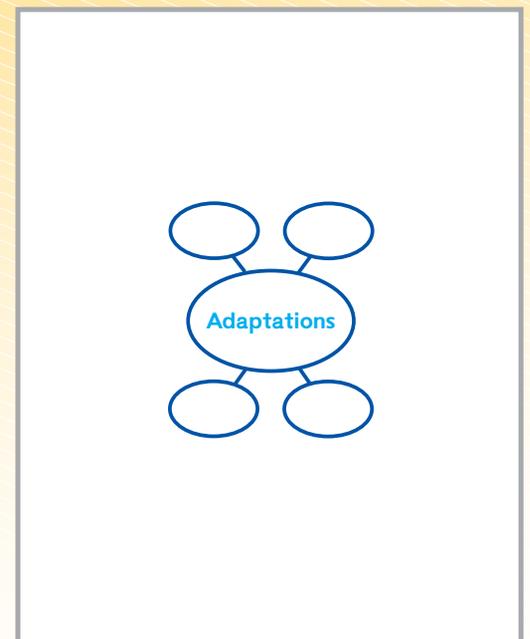
**Discuss** Discuss the photograph with students. Ask: *How have chameleons adapted to their environment? Why was this adaptation necessary?* Elicit reasons to support students’ responses.

**ELD** ELD.PI.4.I.Em • ELD.PI.4.I2a.Em

ELD.PI.4.I.Ex • ELD.PI.4.I2a.Ex

ELD.PI.4.I.Br • ELD.PI.4.I2a.Br

**GRAPHIC ORGANIZER 61**





# Listening Comprehension



## Interactive Read Aloud

### OBJECTIVES

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2**

- Listen for a purpose.
- Identify characteristics of expository text.

### ACADEMIC LANGUAGE

- *expository text, summarize*
- Cognate: texto expositivo



**NGSS** 4.LS1.A

### Connect to Concept: Adaptations

Tell students that animals have special characteristics that help them survive. Let students know that you will be reading aloud a passage about the unique adaptations of some animals. Tell students to listen carefully for facts about animal adaptations as you read.

### Preview Genre: Expository Text

Explain that the passage you will read aloud is expository text. Discuss features of expository text:

- usually begins with an introductory paragraph that explains the main idea of the text
- informs readers about a topic
- uses text features such as headings, photographs, and captions to organize information in a way that is interesting and easy to follow

### Preview Comprehension Strategy: Summarize

Point out that readers can summarize key ideas and details as they read by stopping briefly and restating what they have just read in their own words. To find out if a detail is important, they may ask, “Would I understand the main idea without this detail?”

Use the Think Alouds on page T205 to model the strategy.

### Respond to Reading

**Think Aloud Clouds** Display Think Aloud Master 5: *This was mostly about...* to reinforce how you used the summarize strategy to understand content.

**Genre Features** With students, discuss the elements of the Read Aloud that let them know it is an expository text. Ask them to think about other texts that you have read or they have read independently that were expository text.

**Summarize** Have students paraphrase the most important information from “Adaptations at Work” in their own words.

Go Digital



View Photos



Model Think Alouds



Fill in Genre Chart

## Adaptations at Work

Think of the wide variety of animals and how each one survives. A baby lamb's wool helps it endure cold winter days. A giraffe's long neck helps it find food in high places. A frog's long, sticky tongue helps it catch insects. These are examples of adaptation. An adaptation is a special characteristic that helps an organism stay alive. **1**

### The Honeycreeper

The honeycreeper is a kind of bird. There are different types of honeycreepers and each type has a beak that is shaped differently. Each beak shape is an adaptation. A long, curved beak is good for eating nectar from flowers. A short, thick beak is just right for eating seeds and nuts. A straight beak helps the honeycreeper eat insects. **2**

### The Armadillo

An animal's body covering can also be an adaptation. An armadillo is a kind of animal that has overlapping plates or bands of bone that cover the exposed part of its body. This body armor

helps protect the armadillo from predators. The underside of an armadillo is soft skin and fur. If this animal is attacked it can roll up and use its hard armor as a defense.

### The Humboldt Penguin

In many birds, wings are an adaptation used for flight. But the Humboldt penguin, found off the coast of Chile and Peru, uses its wings as flippers. This adaptation helps the penguins swim quickly through the water. Their black and white color is another special adaptation that acts as camouflage. This helps keep them safe from predators. **3**

Over time, animals have developed many special adaptations that make them unique and help them survive.

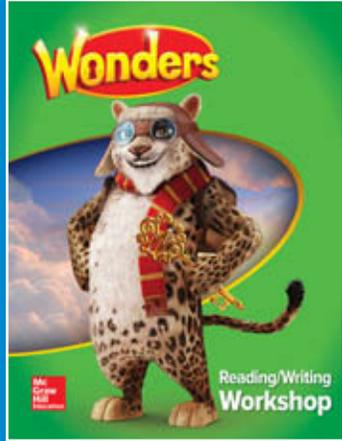
**1** **Think Aloud** As I read the details in this first paragraph, I can ask myself, "Would I understand the main idea without this detail?" This will help me summarize.

**2** **Think Aloud** As I continue, I can summarize the paragraph about the honeycreeper. The different beak shapes are all important details that help me understand adaptations.

**3** **Think Aloud** I never thought about how a penguin's wings are an adaptation that helps it swim better. I see that this information is important. I'll be sure to use it when I summarize this section of text.



# Vocabulary



Reading/Writing  
Workshop



## Words in Context

### Model the Routine

Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards.

#### Visual Vocabulary Cards



Vocabu

Define:

Example:

Ask:

### Vocabulary Routine

**Define:** Something **camouflaged** is hidden by looking like its surroundings.

**Example:** It is hard to see the camouflaged insect because it blends in with the leaf.

**Ask:** How are the words *camouflaged* and *hidden* similar?

### Definitions

- **dribbles** To **dribble** is to flow or let flow in small drops.
- **extraordinary** Something **extraordinary** is very unusual or remarkable.  
**Cognate:** *extraordinario*
- **poisonous** Something **poisonous** harms or kills by chemical action.
- **pounce** To **pounce** is to leap or spring suddenly in attack.
- **predator** A **predator** is an animal that lives by hunting other animals for food.
- **prey** An animal that is hunted by another animal is its **prey**.
- **vibrations** **Vibrations** are rapid motions back and forth or up and down.  
**Cognate:** *vibraciones*

### Talk About It



Have students work with a partner and look at each picture and discuss the definition of each word. Then ask students to choose three words and write questions for their partner to answer.

Go  
Digital



camouflaged



Use Visual  
Glossary

Words to Know

Vocabulary

Use the picture and the sentences to talk with a partner about each word.



camouflaged

It is hard to see the **camouflaged** insect because it blends in with the leaf.

How are the words camouflaged and hidden similar?



dribbles

Water **dribbles** from the leaky faucet all night.

Name something else that dribbles.



extraordinary

The owl has an **extraordinary** ability to stare for a long time without blinking.

What is an antonym for extraordinary?



poisonous

Some wild mushrooms can make you sick because they are **poisonous**.

What other things are poisonous?



pounce

The bobcat likes to **pounce** on fish in the river.

What other animals pounce?



predator

A leopard is a fierce **predator** that can catch most animals that it hunts.

Explain why a hawk is a predator.



prey

The venus flytrap plant traps its **prey** inside its sticky leaves.

What is an antonym for prey?



vibrations

Eric plucked his guitar strings, causing **vibrations** as the strings moved quickly back and forth.

What else can make vibrations?

Your Turn

Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

READING/Writing WORKSHOP, pp. 134–135



ENGLISH LEARNERS SCAFFOLD

Emerging

**Use Visuals** Let's look at the picture for the word camouflaged. Point to the moth. Elicit that another word for camouflaged is hidden. Ask: Why is it hard to see the moth? The moth is \_\_\_\_\_. (camouflaged) Elaborate on the answers to model fluent speaking and proper grammar.

Expanding

**Describe** Have students describe the picture for camouflaged. Ask: Why are camouflaged insects hard to see? Ask students to work with a partner and discuss the similarities between the moth and the chameleon on page 132. Repeat students' responses, correcting for grammar and pronunciation as needed.

Bridging

**Discuss** Ask student pairs to discuss what is happening in the picture, using the word camouflaged and building on each other's responses. Then have them make a list of other animals that camouflage themselves to survive. Have students take turns sharing their lists with the class.

ON-LEVEL PRACTICE BOOK p. 81

- pounce
- prey
- dribbles
- poisonous
- extraordinary
- vibrations
- camouflaged
- predator

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Cyril the snake was not like the other snakes in his family. He didn't like to hunt for his meals, so he wasn't much of a **predator**.

"I don't care to hunt and eat mice," he told his mother. "They are not my **prey**. They are my friends."

"We love to hunt mice!" said Cyril's brothers and sisters. "Cyril does not. His mouth waters at the thought of fruits and vegetables. He just **dribbles** and drools when he sees a good salad."

Even though Cyril had teeth that could give a **poisonous** bite and cause something harm, he never used them.

"Your brothers and sisters use their special coloring to be **camouflaged** and blend in with the brown grass and leaves," said his mother. "They shake their tails back and forth to cause **vibrations** and make a rattling noise. This makes the mice frightened."

"I would never suddenly **pounce** on any mouse, big or small," said Cyril. "They are all my friends."

Because a friendly snake was so unusual to the mice, they all thought Cyril was an **extraordinary** friend.

APPROACHING p. 81

BEYOND p. 81

EL p. 81

ELD ELD.PI.4.I.Em • ELD.PI.4.I2a.Em

ELD.PI.4.I.Ex • ELD.PI.4.I2a.Ex

ELD.PI.4.I.Br • ELD.PI.4.I2a.Br

Shared Read Genre • Expository Text

# Animal Adaptations



## Essential Question

What helps an animal survive?

Read about ways different animals adapt to their environments.

136

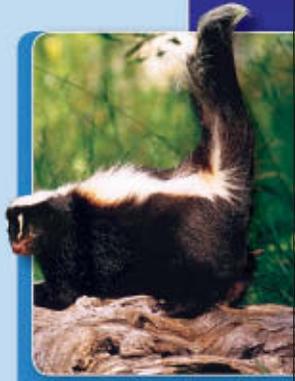
What would you do if you saw a skunk raise his tail? If you knew anything about skunks, you would run in the opposite direction! Skunks have a built-in survival system. They can blast a **predator** with a horrible-smelling spray produced by the glands under their tails.

The special ways that animals have to survive are called adaptations. These include physical traits such as the skunk's spray and animals with bright colors and markings that warn predators that they are **poisonous**. Some animals can sense the **smallest vibrations** in the ground. Others hear sounds from miles away. An adaptation can also be a behavioral trait. An example of a behavioral trait would be birds that migrate south every winter to avoid harsh temperatures.

## Staying Warm

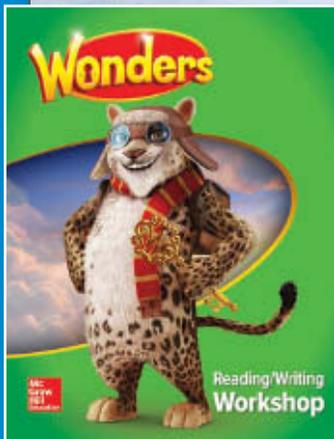
Brrrr! Imagine living in a place where the average annual temperature is an **extraordinary** 10 to 20° F. Welcome to the Arctic tundra of Alaska, Canada, Greenland, and Russia, home of the caribou. To stay warm, caribou have two layers of fur and a thick layer of fat. They also have compact bodies. Only 4 or 5 feet long, caribou can weigh over 500 pounds.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as they push snow aside to find food.



When a skunk turns and sprays a predator, the foul-smelling mist can travel up to 10 feet.

137



Reading/Writing Workshop

READING/Writing WORKSHOP, pp. 136–137

## Shared Read

### Close Reading Routine

**Read** DOK 1–2

- Identify key ideas and details about Adaptations.
- Take notes and summarize.
- Use **ACT** 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.

**Read**

**Connect to Concept: Adaptations** Tell students that they will read about how animals adapt to their environments.

**Note Taking** Read page 137 and model how to take notes. *I will think about the Essential Question as I read and note important details about the text.* Continue reading the selection with students. Encourage them to note questions they have, words they don't understand, and key ideas and details.

**Paragraph 1:** Tell students to take a closer look at the introduction. Read the first paragraph. Ask: *What does the author want us to know?*

**That a skunk's spray is an example of an adaptation.**

**EL**

See pages T248–T249 for the Interactive Question-Response Routine for the Shared Read.

### Finding Food

Every day, a caribou eats over six pounds of lichen! Caribou have unusual stomachs. The stomach's four chambers are designed to digest lichen. It is one of the few foods they can find in the winter. Even so, caribou still have a tough time in the coldest part of winter when their food sources decline. That's why they travel from the tundra to a large forest area, where food is easier to find. When the melting snow **dribbles** into streams, they know that it is time to return up north.



Lichen can grow in extreme temperatures.

### Insects in Disguise

Look closely at the photo of the tree branch. Can you spot the insect? It is a phasmid. Some phasmids are known as leaf insects, or walking sticks. Phasmids look like leaves or twigs. These insects can change colors to really blend in with their surroundings. In this way, they are **camouflaged** from predators. It's as if they disappear from sight! These insects are nocturnal, which means that they are active at night. This is another adaptation that helps them avoid predators. It's hard to spot these insects in daylight, let alone at night.

This phasmid is called a walking stick because it looks like a stick with legs.

© iStock/Wyoming Images/Shutterstock.com; iStock.com/Robert P. Robinson/PhotoLibrary

138



The alligator's physical adaptations include its log-shaped body. Other animals have trouble spotting the motionless alligator in the water.

### Water, Please!

In Florida's vast Everglades ecosystem, the dry season is brutal for many plants and animals. Alligators have found a way to survive these dry conditions in the freshwater marshes. They use their feet and snouts to clear dirt from holes in the limestone bedrock. When the ground dries up, the alligators can drink from their water holes.

Other species benefit from these water holes, too. Plants grow there. Other animals find water to survive the dry season. However, the animals that visit alligator holes become easy **prey**. The normally motionless alligator may **pounce** on them without warning. But luckily, alligators eat only a few times each month. Many animals take their chances and revisit the alligator hole when they need water. In the end, it's all about survival!

### Make Connections



How do adaptations help an animal survive? **ESSENTIAL QUESTION**

Describe an animal adaptation that you have seen. **TEXT TO SELF**

© iStock.com/Robert P. Robinson/PhotoLibrary

139

READING/WRITING WORKSHOP, pp. 138–139



NGSS 4.LS1.A • 3.LS4.D

**Paragraph 2:** Model how to paraphrase the rest of the introduction. Review that paraphrasing helps you understand what you are reading.

The selection is mostly about skunks, but the second paragraph tells us what an adaptation is and gives examples. When we reread the first paragraph, we see the skunk's spray is a detail to support the main idea in the second paragraph.

### Make Connections



**Essential Question** Encourage students to work with a partner to discuss ways that animals have adapted to survive. Ask them to cite text evidence. Use these sentence frames to focus discussion:

*I read that caribou . . .*

*This is a way that . . .*

## ACT Access Complex Text

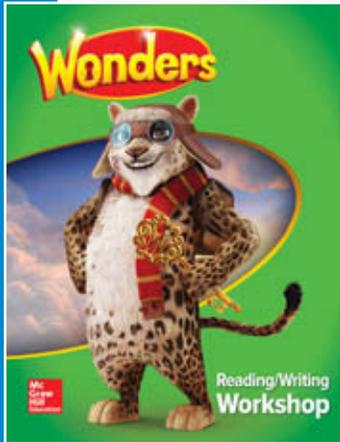
### Prior Knowledge

Students may have difficulty understanding the discussion of alligator holes in the Everglades on page 139. Help students by providing additional information.

- The Everglades are a large area of wetland, or swamp, in Florida. In these areas, trees and grasses grow in soil covered by water.
- The Everglades get lots of rain from April to October. Between November and March, there is little rain and the ground dries up. This is called the dry season.



# Comprehension Strategy



Reading/Writing  
Workshop



## Summarize

### 1 Explain

Explain that students can improve their understanding of an expository text by thinking about what they have read and summarizing key details in their own words.

- After reading a passage, students should consider which details are most important. By identifying those key details, students can find the information they should include when they summarize.
- Once students have identified the most important details, they should retell the details in their own words. They should present the details in a logical order.
- A summary should include each key detail in the passage but no unimportant details. Remind students to check that all information is accurate and relevant. Point out that students should use their own words in their summaries, but they should not include their own opinions.

### 2 Model Close Reading: Text Evidence

Model summarizing a passage by rereading the section “Insects in Disguise” on page 138 with students and helping them locate the key details in the section.

### 3 Guided Practice for Close Reading



Have students work in pairs to summarize “Water, Please!” on page 139. Direct them to reread the section, noting key details as they read. Have partners go back and summarize other sections once they finish.

Go  
Digital



View “Animal Adaptations”

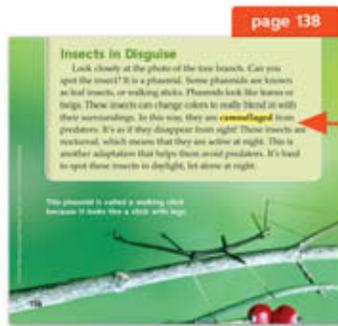
Comprehension Strategy

Summarize

When you summarize, you retell the most important details in a paragraph or section of text. Summarize sections of "Animal Adaptations" to help you understand the information.

Find Text Evidence

Reread the section "Insects in Disguise" on page 138. Identify key details to summarize the section.



Phasmids are insects that can camouflage themselves to avoid predators. In addition, phasmids are nocturnal, which makes them difficult for predators to spot.

Your Turn

Reread "Water, Please!" on page 139 and summarize the section.

READING/Writing WORKSHOP, p. 140

Monitor and Differentiate

Quick Check

Are students able to identify key details and summarize a passage in their own words?



Small Group Instruction

- If No → **Approaching Level** Reteach p. T232
- EL** Develop p. T248
- If Yes → **On Level** Review p. T240
- Beyond Level** Extend p. T244



ENGLISH LEARNERS SCAFFOLD

Emerging

**Comprehend** Reread "Insects in Disguise" with students, summarizing the key details. Point out and define difficult words, such as *spot*, *phasmid*, *twigs*, *surroundings*, *sight*, and *nocturnal*. Say each word loudly and clearly. Help students use text clues to figure out the meanings of the words. Use pictures and modeling to reinforce meaning.

Expanding

**Distinguish** Have students reread "Insects in Disguise." Ask: *What do we learn about phasmids in this paragraph?* Write important details on the board. Then ask volunteers to summarize key details. Point out that the text is challenging because it describes how phasmids are nocturnal insects that have adapted to their environment by blending in with trees.

Bridging

**Summarize** Have students reread "Insects in Disguise." Elicit from students why the text is difficult. Ask: *How do phasmids survive in their environment?* Have students turn to a partner and summarize key details in the paragraph.

ELD ELD.PI.4.6a.Em • ELD.PI.4.I2a.Em

ELD.PI.4.6a.Ex • ELD.PI.4.I2a.Ex

ELD.PI.4.6a.Br • ELD.PI.4.I2a.Br

ON-LEVEL PRACTICE BOOK pp. 83-84

Read the passage. Use the summarize strategy to write a brief statement about the main ideas.

**The Birds**

Do you know why some birds have bright feathers? Have you ever wondered why some birds swim better than others? Different features have made life easier for birds. These are all physical adaptations birds have made in order to survive.

**The Web**

Many birds that live near water spend a lot of their time in the water. These birds, called waterfowl, have webbed feet. Why is this helpful? Webbed feet are like the paddles on a boat, which help the waterfowl move through the water faster.

**Big Mouth**

The shape of a bird's beak is useful for specific tasks. The spoonbill has a spoon-shaped beak. Why a spoon shape? This bird spends a lot of time in the water. The spoon shape helps the bird stir the water. The stirring causes little whirlpools. Small fish and insects get pulled into the whirlpools, making it easy for the bird to snap up a meal.

**Light as a Feather**

It is not uncommon to see birds with pretty feathers. Feathers are for more than looking good, though. For the penguin, they do two things. The outer part of the feather is waterproof. This keeps the penguin dry. The inner part of the feather, called the down, traps air that keeps it warm. This is important since penguins don't fly. Instead, they swim in freezing water. Without waterproof feathers, they would be at a disadvantage.

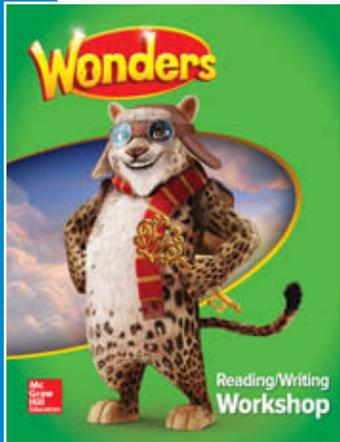
APPROACHING pp. 83-84

BEYOND pp. 83-84

EL pp. 83-84



# Comprehension Skill



Reading/Writing  
Workshop



## Main Idea and Key Details

### 1 Explain

Explain to students that the main idea is the most important point that an author makes about a topic.

- To find the main idea, students must first review the key details, or the information the author presents, and decide which details are the most important.
- Then they decide what these details have in common, or how they are connected. This will help them determine the main idea.

### 2 Model Close Reading: Text Evidence

Identify the key details in the section “Staying Warm” on page 137. Then model using the details written on the graphic organizer to determine the main idea supported by the key details.



**Write About Reading: Summary** Model for students how to use the notes from the graphic organizer to write a summary of what they learned from the first section of the text.

### 3 Guided Practice for Close Reading



Have students work in pairs to complete a graphic organizer for the “Insects in Disguise” section on page 138, going back to the text to find key details. Remind students to use the key details to determine the main idea. Have students identify the main ideas and details of additional sections once they finish.



**Write About Reading: Summary** Ask pairs to work together to write a summary of “Insects in Disguise” using their graphic organizers. Select pairs of students to share their summaries with the class.

Go  
Digital



Present the  
Lesson

#### OBJECTIVES

CCSS

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

CCSS

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text. **RI.4.3**

#### ACADEMIC LANGUAGE

- *main idea, details*
- Cognate: *detalles*

#### SKILLS TRACE

##### MAIN IDEA AND KEY DETAILS

**Introduce** Unit 1 Week 5

**Review** Unit 2 Weeks 3, 4;  
Unit 4 Week 6; Unit 5  
Week 6; Unit 6 Weeks 3, 4

**Assess** Units 1, 2, 6

Comprehension Skill

# Main Idea and Key Details

The main idea is the most important point that the author makes in a text or a section of the text. Key details give important information to support the main idea.



### Find Text Evidence

When I reread the section "Staying Warm" in "Animal Adaptations" on page 137, I can identify the key details. Then I can think about what those details have in common. Now I can figure out the main idea of the section.

<b>Main Idea</b> Caribou adaptations help them survive the cold.
<b>Detail</b> Caribou have two layers of fur and a thick layer of fat.
<b>Detail</b> Short hair on their muzzles warms the air that they inhale.
<b>Detail</b> Caribou have compact bodies that can weigh over 500 lbs.

All three key details support the main idea.

### Your Turn

Reread the section "Insects in Disguise" on page 138. Find the key details and list them in the graphic organizer. Use these details to figure out the main idea.

*Go Digital!*  
Use the interactive graphic organizer.

READING/Writing WORKSHOP, p. 141

## Monitor and Differentiate

### Quick Check

Can students identify key ideas and use them to determine the main idea of a passage?



### Small Group Instruction

- If No → **Approaching Level** Reteach p. T239
- EL** Develop p. T248
- If Yes → **On Level** Review p. T243
- Beyond Level** Extend p. T247



## ENGLISH LEARNERS SCAFFOLD

### Emerging

**Practice** Remind students that headings tell readers what they will read about. Say: *The heading "Staying Warm" tells me that I'm going to read about how animals stay warm. As I read, I'm going to look for details that tell more about the main idea.* Reread each sentence and ask students if it tells more about staying warm.

### Expanding

**Identify** Reread the section "Staying Warm." Ask: *Where do the caribou live? What physical features allow the caribou to stay warm?* Then have partners identify the main idea and details. The main idea is \_\_\_\_\_. One detail is \_\_\_\_\_. Another detail is \_\_\_\_\_.

### Bridging

**Demonstrate Comprehension** Have students reread "Staying Warm" and identify the main idea. Then have them look for the details that support the main idea. Have students work with a partner and explain how the caribou survive in their environment. Encourage students to use vocabulary words.

### ON-LEVEL PRACTICE BOOK pp. 83-85

A. Reread the passage and answer the questions. Possible responses provided.

- What is the main idea in the third paragraph?  
*The shape of a bird's beak makes specific tasks easier.*
- What are the key details in the fourth paragraph?  
*The penguin has waterproof, outer feathers. The inner part of the feathers traps air and keeps the penguin warm. Penguins don't fly; they swim.*
- How are these details connected?  
*They all give information about penguins.*

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	=	Number of Errors	=	Words Correct Score
First Read		=		=	
Second Read		=		=	

**APPROACHING** pp. 83-85    **BEYOND** pp. 83-85    **EL** pp. 83-85

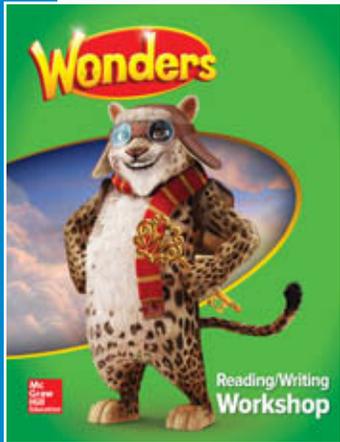
**ELD** ELD.PI.4.6a.Em • ELD.PI.4.I2a.Em

ELD.PI.4.6a.Ex • ELD.PI.4.I2a.Ex

ELD.PI.4.6a.Br • ELD.PI.4.I2a.Br



# Genre: Informational Text



Reading/Writing  
Workshop



## Expository Text

### 1 Explain

Share with students the following key characteristics of **expository text**.

- Expository text gives important facts about a topic. Topics include a real person, an actual event, a real place, or a real thing
- Expository text may include text features such as headings, photographs and captions, diagrams, maps, and time lines. However, even if a text has none of these features, it may still be an expository text.

### 2 Model Close Reading: Text Evidence

Model identifying and using the text features on page 138 of “Animal Adaptations.”

**Headings** Point out the heading “Insects in Disguise.” Explain that headings tell what a section is mostly about. Ask: *Why is the heading a good heading for this section?*

**Photographs and Captions** Point out the photograph of the phasmid and its accompanying caption. Remind students that photographs illustrate what is described in the text and that some photographs have captions that provide additional information.

### 3 Guided Practice for Close Reading



Have students work with partners to find and list two text features in “Animal Adaptations.” Partners should discuss the information they learned from each feature and how it contributed to their ease of learning. Then have them share their work with the class.

#### OBJECTIVES

CCSS

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RI.4.10**

Recognize the characteristics and text features of expository text.

#### ACADEMIC LANGUAGE

- *expository, headings, photographs, captions*
- Cognates: *expositivo, fotografías*

Go  
Digital



Present the  
Lesson

# Expository Text

"Animal Adaptations" is an expository text.

**Expository text:**

- Gives facts and information about a topic.
- Includes text features.

## Find Text Evidence

"Animal Adaptations" is an expository text. It gives me facts about how different animals have adapted to survive. Each section has a heading. The text also includes photographs and captions.



## Text Features

### Photographs and Captions

Photographs illustrate what is in the text. Captions provide additional information.

**Headings** Headings tell what a section of text is mostly about.

## Your Turn

Find and list two text features in "Animal Adaptations." Tell your partner what information you learned from each of these features.

# Monitor and Differentiate

## Quick Check

Are students able to find and list two text features in "Animal Adaptations"? Can they describe what they learned from each feature?



## Small Group Instruction

If No → **Approaching Level** Reteach p. T232

**EL**

Develop p. T248

If Yes →

**On Level**

Review p. T240

**Beyond Level**

Extend p. T244



# ENGLISH LEARNERS SCAFFOLD

## Emerging

**Use Visuals** Say: *Headings, photographs, and captions help readers learn more about the text.* Point to the photograph of the phasmid and read the caption for students. Ask: *Why is the phasmid called a walking stick?* Give students ample time to respond.

## Expanding

**Explain** Discuss the heading "Insects in Disguise" and the photograph of the phasmid. Ask students to read the caption and explain to a partner what they learn about the text using the text features.

## Bridging

**Discuss** Have partners discuss the text features on page 138. Ask them to explain how the features help them learn more about animal adaptations.

**ELD** ELD.PI.4.6a.Em • ELD.PII.4.I.Em

ELD.PI.4.6a.Ex • ELD.PII.4.I.Ex

ELD.PI.4.6a.Br • ELD.PII.4.I.Br

## Giraffes' Adaptations

Where giraffes live there are few kinds of plants for animals to eat. So giraffes' bodies have adapted to eat the plants that are available. Giraffes mainly eat the leaves of the acacia tree. The acacia tree's branches are hard and thorny, but the giraffe's long, flexible tongue allows it to reach around the thorns and pluck the leaves. Even if a thorny branch does get into a giraffe's mouth, it has thick saliva that coats the thorns and protects its mouth from cuts.



The giraffe's flexible tongue reaches between the thorns to remove the leaves.

Answer the questions about the text.

- How do you know this text is expository text?  
*It gives facts about giraffes.*
- What text features does the text include?  
*heading; photo and caption*
- What is the heading? Give an example of the topic it introduces.  
*"Giraffes' Adaptations"; Possible answer: Giraffes' thick saliva protects their mouths from thorns.*
- How do the caption and photo help you understand the text better?  
*Possible response: They show you how giraffes eat and how thorny the acacia is.*

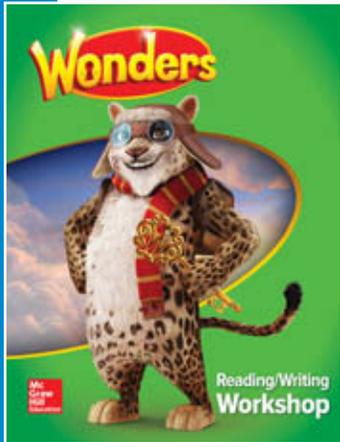
**APPROACHING**  
p. 86

**BEYOND**  
p. 86

**EL**  
p. 86



# Vocabulary Strategy



Reading/Writing  
Workshop



## Prefixes

### 1 Explain

Explain to students that a prefix is a word part that is added to the beginning of a word to change the meaning of the word.

- Common prefixes include *un-* (not), *re-* (again), and *dis-* (opposite of).
- When students encounter words they do not know, they should check to see if they can split the word up into a recognizable root word and a prefix.

### 2 Model Close Reading: Text Evidence

Model using the prefix *extra-* in the second sentence of “Staying Warm” on page 137 to find the meaning of *extraordinary*. Then work with students to look up the word in the glossary on pages 540–556 of the **Literature Anthology**. Have students confirm the precise meaning and the pronunciation.

### 3 Guided Practice for Close Reading



Have students work in pairs to figure out the meanings of *unusual*, *revisit*, and *disappear* in “Animal Adaptations.” Encourage partners to go back into the text and separate prefixes from their base words to help them determine each word’s definition.

Go  
Digital



Present the  
Lesson

#### OBJECTIVES

CCSS

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

#### ACADEMIC LANGUAGE

- *prefix*
- Cognate: *prefijo*

#### SKILLS TRACE

##### PREFIXES

Introduce Unit 2 Week 4

Review Unit 2 Weeks 4, 5;  
Unit 6 Weeks 3, 4

Assess Units 2, 6

Vocabulary Strategy

# Prefixes

As you read "Animal Adaptations," you may come across a word that you don't know. Look for word parts such as prefixes. A prefix is added to the beginning of a word and changes the meaning of the word. Here are some common prefixes.

- un- means "not"
- re- means "again"
- dis- means "opposite of"

## Find Text Evidence

When I read the section "Staying Warm" on page 137 in "Animal Adaptations," I see the word extraordinary. First, I look at the separate word parts. I know that extra is a prefix that changes the meaning of ordinary. The prefix extra means "beyond."



Imagine living in a place where the average annual temperature is an extraordinary 10 to 20° F.

## Your Turn

Use prefixes and context clues to figure out the meanings of the following words in "Animal Adaptations":

- unusual, page 138
- disappear, page 138
- revisit, page 139

Global Warming Images/Alamy

# A C T Access Complex Text

## Lack of Prior Knowledge

Students may not know the meaning of the prefix *extra-*.

- Look at the word extraordinary. What is the root word? What is the prefix? (ordinary; extra-)
- If extra- means "outside of" or "beyond," what does it mean if something is extraordinary? (It is outside of or beyond the ordinary.)

# Monitor and Differentiate

## Quick Check

Are students able to use prefixes to determine the meanings of *unusual*, *revisit*, and *disappear*?



## Small Group Instruction

- If No → **Approaching Level** Reteach p. T237
- EL** Develop p. T253
- If Yes → **On Level** Review p. T242
- Beyond Level** Extend p. T246

## ON-LEVEL PRACTICE BOOK p. 87

Read each sentence below. Then answer each question about the word in bold. Possible responses provided.

1. The prefix *un-* means "not." What does **uncommon** mean in the following sentence? "It is not **uncommon** to see birds with pretty feathers."  
*not common*
2. What does **unwanted** mean in the following sentence? "This camouflage helps the porco avoid **unwanted** attention."  
*not wanted*
3. What does **unusual** mean in the following sentence? "This loud call and **unusual** act distract the predator."  
*not usual*
4. The prefix *dis-* means "opposite or lack of." What does **disadvantage** mean in the following sentence? "Without waterproof feathers, they would be at a **disadvantage**."  
*opposite or lack of advantage*
5. The prefix *re-* means "again." What does **reproduce** mean in the following sentence? "This attention helps them find a mate and **reproduce**."  
*multiply or produce again*

APPROACHING  
p. 87

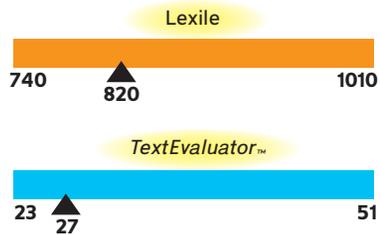
BEYOND  
p. 87

EL  
p. 87



# Spiders

## Text Complexity Range



Literature Anthology

## What makes this text complex?

- ▶ Purpose
- ▶ Specific Vocabulary
- ▶ Genre
- ▶ Connection of Ideas
- ▶ Sentence structure
- ▶ Organization

## Close Reading Routine

### Read DOK 1-2

- Identify key ideas and details about adaptations.
- Take notes and summarize.
- Use **ACT** prompts as needed.

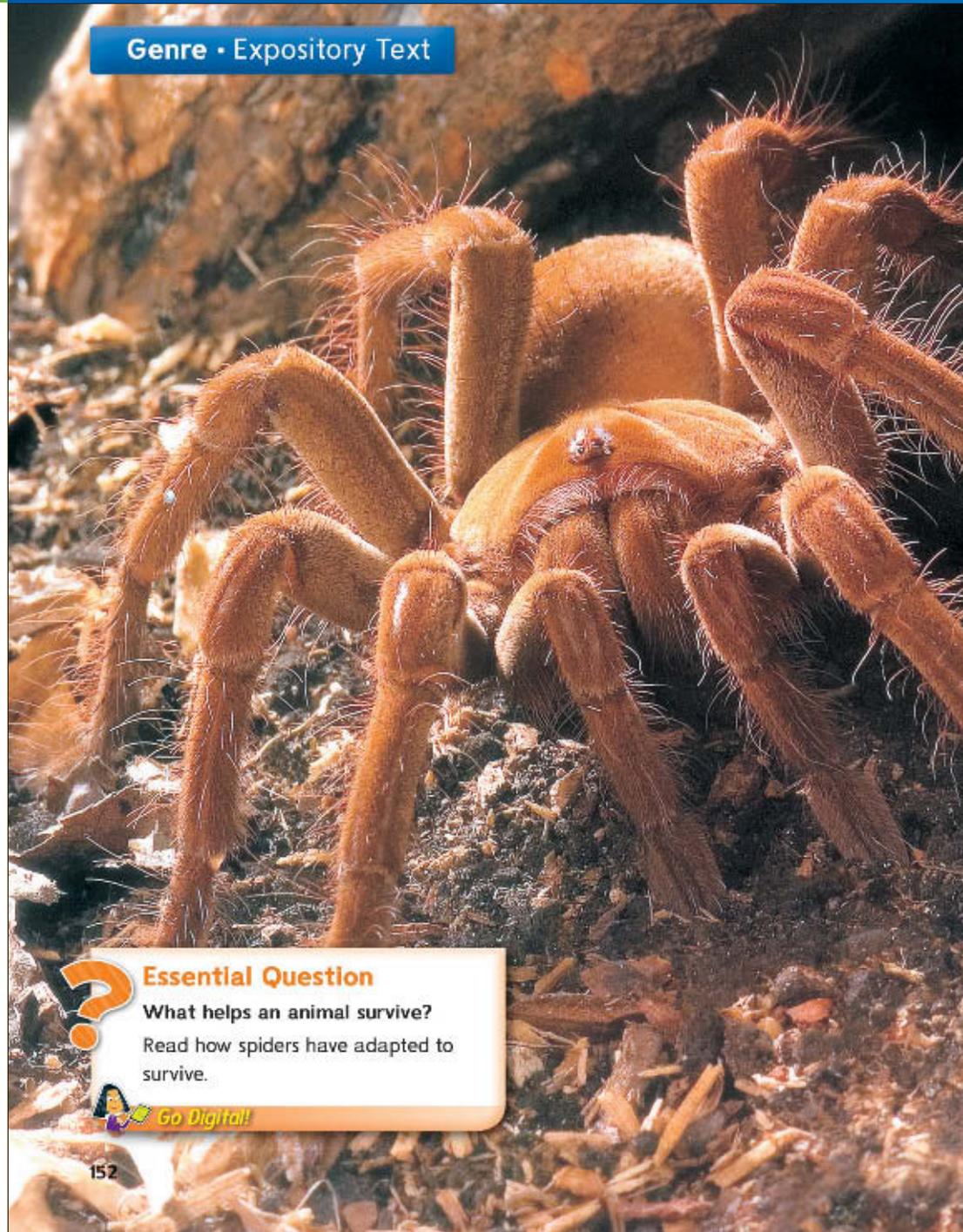
### Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp. 55-57.

### Integrate DOK 4

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

Genre • Expository Text



### Essential Question

What helps an animal survive?

Read how spiders have adapted to survive.



152

## ACT Access Complex Text

### ▶ Organization

Point out how the author organized the introductory paragraph by comparing and contrasting general information about spiders.

- *How does the author's use of comparisons help you visualize different kinds of spiders? (The author compares small spiders to a grain of sand and*

# Spiders

by Nic Bishop

Some spiders are as small as a grain of sand. **The biggest, the Goliath birdeater tarantula from South America, is as big as a page in this book.**

Yet all spiders share similar features. They have eight legs, fangs, spin silk, and eat other animals. At first you might confuse them with insects. But it is easy to tell the difference. Insects have six legs; spiders have eight. And spiders never have wings.

**1** The Goliath birdeater tarantula likes to stay near its burrow on the rain forest floor. It waits for prey to come close enough to grab.

153

## Read

Tell students they will read the title and preview the photographs of different kinds of spiders. Ask students to predict how the selection will help them answer the Essential Question.

## Note Taking:

Use the Graphic Organizer 

As students read the selection, ask them to take notes by filling in the graphic organizer on **Your Turn Practice Book page 82** to record the main idea and key details of each section.

## 1 Text Features: Photos with Captions



Read the caption on page 153. What does the caption tell you about the photograph? **(The spider in the picture is the Goliath birdeater tarantula. The caption states that it is probably waiting for prey near its burrow.)**

**Build Vocabulary** on page 153

**similar:** alike

LITERATURE ANTHOLOGY, pp. 152–153

the biggest ones to a page in a book. This makes it easy for readers to understand the relative size of different spiders.)

- *Why does the author contrast spiders and insects? (Some readers might think that spiders are insects. By pointing out the differences, readers can understand why a spider is not classified as an insect.)*

Read

## 2 Skill: Main Idea and Key Details



Read the paragraph on page 154. Turn to a partner and discuss the main idea of the paragraph. What do all of the details describe? (the features in each of the spider's two body parts) The main idea of the paragraph is actually stated and not implied. What is the main idea? (Spiders have two main body parts.) Add the details and main idea to your graphic organizer.

Main Idea
Spiders have two main body parts: the abdomen and the cephalothorax.
Detail
The abdomen contains the heart and spinnerets.
Detail
The cephalothorax contains the spider's legs, eyes, fangs, brain, stomach, and pedipalps.

**Build Vocabulary** on page 154  
contains: holds inside

**A spider's body has two main parts.** The back part is called the abdomen. This contains the heart, which pumps pale blue blood (yes, blue!), and the spinnerets, which make silk. The front, or head part is called the cephalothorax. It has the spider's legs, eyes, fangs, brain, stomach, and two short arms, called pedipalps, which a spider uses to hold its prey. **2 3**

The green lynx spider is perfectly **camouflaged** when it hides among leaves waiting to **pounce** on an insect. The long black spines on its legs are thought to help it trap its prey.

154

## ACT Access Complex Text

### ► Specific Vocabulary

Point out to students that the paragraph and caption on page 154 contain vocabulary specific to the study of spiders' anatomy. Tell them that even if a particular word is difficult to pronounce or understand, it is still possible to understand a sentence by using context clues.

- *What do you know about spinnerets based on the selection? (They make silk.)*
- *Read the last sentence. A spider's front two arms are called "pedipalps." Why didn't the author simply use the term "arms"? ("Pedipalps" is more specific. Spiders' arms are different from ours, and the author wanted to make a distinction.)*



LITERATURE ANTHOLOGY, pp. 154–155

## Read

**3 Strategy: Summarize**

**Teacher Think Aloud** I know that one way to make sure I understand what I am reading is to periodically go back and summarize what I've just read. I can look back to pages 153 and 154 and summarize that all spiders have two main parts that contain the structures a spider needs to live. Also, the green lynx spider is a stealth hunter of insects. As I continue to read, I will occasionally stop and summarize to make sure I understand what I read.

## Reread

**Author's Craft: Text Features**

How does the photo support the text on page 154? (The text tells me that spiders have two main parts and that they have two short arms. The photo clearly shows the two parts of the spider's body and the two short arms.) Reread the caption on page 154. What information do you learn about spiders from the caption that is not in the text? (The green lynx spider uses camouflage to help it hide while it waits to capture prey.)

**EL** Reread the paragraph on page 154 about spiders' body parts while pointing to the spider's body parts on page 155.

- *Say it with me:* abdomen. *The back part is called the abdomen.*

- Point to the abdomen on the green lynx spider.
- *What do you learn about the abdomen?* (Possible answer: It contains the heart and the spinnerets.)

## Read

**4 Skill: Main Idea and Key Details**

What do all of the details on page 156 have in common? (They describe the way that spiders eat.) Paraphrase the main idea of the text on page 156. (Spiders do not eat their food. They drink it.) Add the details and main idea to the graphic organizer.

<b>Main Idea</b>
Spiders do not eat their food. They drink it.
<b>Detail</b>
Spiders use fangs to inject venom into their prey that paralyzes it.
<b>Detail</b>
Spiders dribble digestive juices onto the prey that liquefies its insides. Then they suck the insides out like soup.

**STOP AND CHECK**

**Summarize** How do spiders eat their prey? (The spider stabs its prey with its fangs and injects it with venom. It dribbles digestive juices onto the prey. This dissolves the prey's insides and the spider drinks them.)

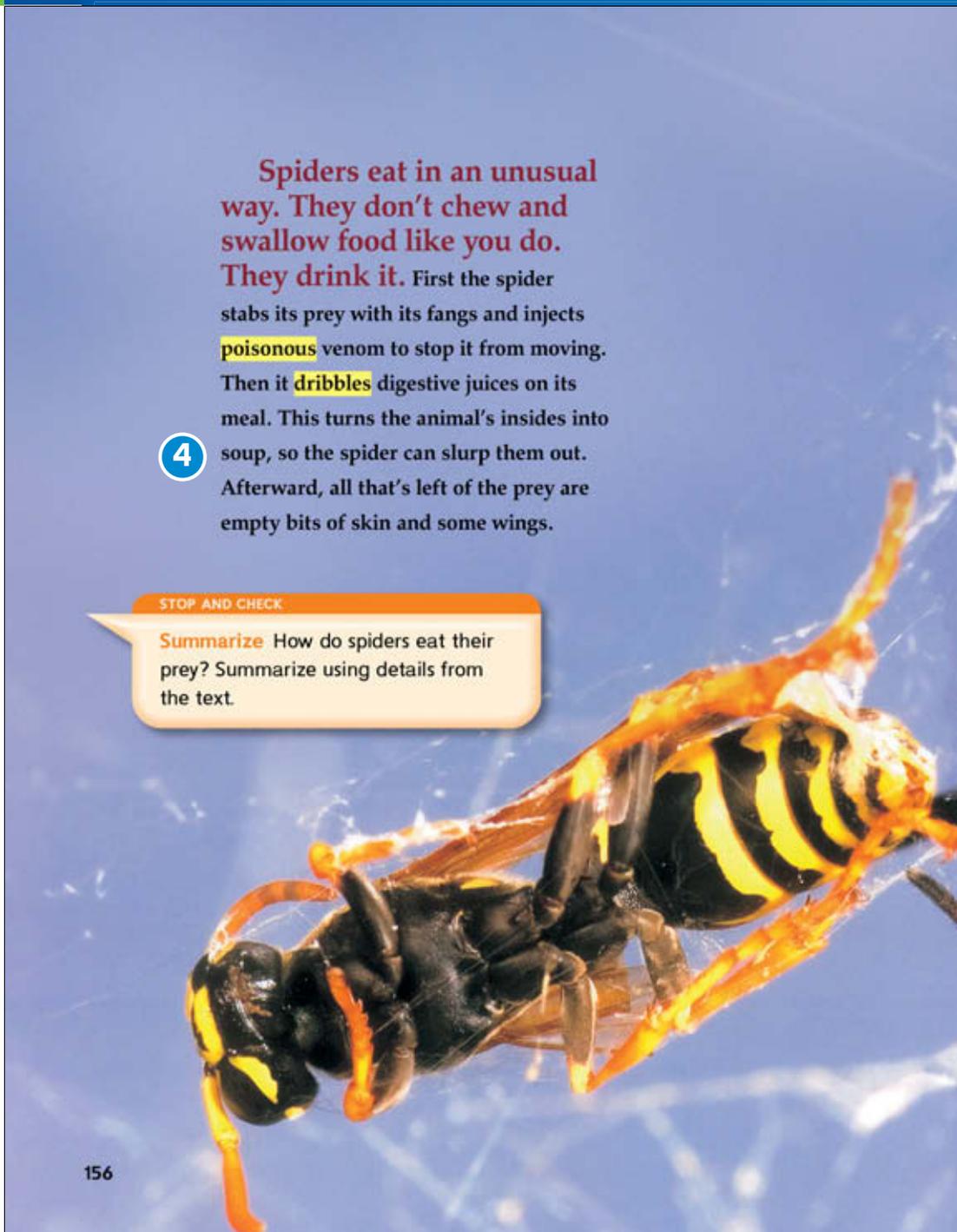
Spiders eat in an unusual way. They don't chew and swallow food like you do. They drink it. First the spider stabs its prey with its fangs and injects poisonous venom to stop it from moving. Then it dribbles digestive juices on its meal. This turns the animal's insides into soup, so the spider can slurp them out. Afterward, all that's left of the prey are empty bits of skin and some wings.

4

**STOP AND CHECK**

**Summarize** How do spiders eat their prey? Summarize using details from the text.

156



A C T

**Access Complex Text****Genre**

Point out the different ways authors of expository text present and call attention to information.

- What is the purpose in making the first three sentences on page 156 stand out from the rest of the paragraph? (to call attention to it; to highlight interesting information about how spiders eat so that readers continue reading the text)

- What is the purpose of the text on page 157? (It is a caption for the photo. The text provides additional information about the spider and wasp pictured.)



This black widow spider has just caught a wasp in her web. She will feed once she has wrapped it safely in silk.

157

Reread

Close Reading Companion, 55

### Author's Craft: Word Choice

Reread page 156. How does the author's description help you visualize how a spider eats its prey? (The author uses precise words such as *stabs*, *dribbles*, *slurp*) What image do the author's words create? (He creates a detailed image of a spider sucking the insides out of its prey.)

### Text Features: Captions

Reread the caption on page 157. What important information does the caption add to the text on page 156? (Spiders do not eat their prey until they have wrapped it safely in silk.)

LITERATURE ANTHOLOGY, pp. 156–157

**EL** Students may need further background about the differences between insects and spiders. Point to the wasp in the photo. Ask: *Is a wasp an insect?* (yes) *Is a spider an insect?* (no)

- *How many legs does an insect have?* (six) *How many legs does a spider have?* (eight) *Which usually has wings, an insect or a spider?* (an insect)
- Point out the cognates *inject/injectar*, *venom/veneno*, and *digestive/digestivo*.

Read

**5 Skill: Main Idea and Key Details**

How are the details in the first paragraph on page 159 similar to each other? (They all describe a spider's eyes.) What is the main idea? (Spider eyes are different than human eyes.) Fill in the graphic organizer by paraphrasing the main idea and its supporting details.

<b>Main Idea</b>
Spider eyes are different from human eyes.
<b>Detail</b>
Spiders have small, simple eyes.
<b>Detail</b>
Most spiders have eight eyes, so they can see in all directions.
<b>Detail</b>
Spiders' eyes can see movement, but not shapes.



158

## ACT Access Complex Text

**► Purpose**

Have students reread the second paragraph on page 159. Point out the last sentence and guide students in identifying the author's perspective about spider senses.

- Which words help you understand how the author feels about spider senses? ("spiders have other amazing senses")

- What is the author's purpose in writing this text? (to inform the reader about spiders and their amazing abilities; to persuade the reader that spiders are fascinating creatures using interesting, relatable facts)

## Read

**6 Skill: Make Inferences**

In the second paragraph on page 159, the text states that some spiders have no eyes. Why would these spiders have adapted to have no eyes? Paraphrase the text to support your answer. (If a spider lived its whole life in the dark, without light, it would not know what it was like to have eyes.)

## Reread

**Author's Craft: Transitions**

Reread the second paragraph on page 159. How does the author end the paragraph? (With a sentence that introduces the idea that spiders' senses are amazing.) Why does the author end the paragraph in this way? (He uses the word "amazing" because he wants me to keep reading. He is linking this information with information on the next page about spiders' senses.)

NGSS 4.LS1.A

**CONNECT TO CONTENT  
ADAPTATION**

Spiders are known to be very well-adapted to their environments. In order to survive, living things must adapt to the places they call home. Sometimes this happens in ways that might be surprising. Students read about a spider that has no eyes because it spends all of its time in the dark. If an animal does not use a physical structure, over time it could lose it. This is an adaptation because all structures of the body require energy. If an animal does not use a structure, it is beneficial to that creature not to expend the energy required to maintain that structure.

**STEM**

Most spiders have eight eyes, so they can look several ways at once. But a spider cannot see as clearly as you. **Their eyes are usually very small and simple.** Spiders will notice if something moves nearby, but they often cannot see shapes very well.

5

A few spiders have no eyes at all. They live deep inside caves where it is completely dark all the time. But they have no trouble catching prey. That's because spiders have other amazing senses to rely on.

6

The long-jawed spider is a web builder. It gets its name from the very long jaws that hold the two thin fangs, which you can see folded underneath.

159

LITERATURE ANTHOLOGY, pp. 158–159

**EL** Review the concept of "catching prey" with students. Throw a ball in the air and grab it with your hand.

- *If the ball was an insect and I was a spider, what would have happened? (You would have caught the insect.) The insect that gets caught is called prey. Things that hunt try to catch prey. The spider eats after catching its \_\_\_\_\_. (prey)*

Read

**7 Skill: Main Idea and Key Details**

What do all of the details on page 160 have in common? (They describe a spider's senses.) Use the details to determine the main idea. (Spiders rely mostly on the senses of touch and smell.) Fill in the chart with the main idea and details.

Main Idea
Spiders rely most on the senses of touch and smell to experience the world.
Detail
Their hairs sense vibrations and sounds.
Detail
Organs on their feet can smell things by walking on them.

**8 Genre: Expository Text**

Expository text often presents information through visual aids. How does the photo on page 161 help you understand the text on page 160? (The text says that spiders are covered with hairs, which is hard to visualize. The photo provides a close-up image of a spider covered in hairs.)

A spider does not have a nose or ears, at least not like you do. Even so, it has extraordinary senses all over its body. Take a close look. You will see this spider is covered with hairs. Many of these sense touch, vibrations, and sounds. Hairs on a spider's legs can sense the sound of a flying insect.

Other organs on the feet can smell and taste things just by walking on them. A spider can even recognize the taste of its own silk by touching it.

7 9

This huntsman spider is beautifully camouflaged on a rain forest leaf. Hairs on its body and legs will sense the vibrations made by the footsteps of an approaching insect.



ACT

Access Complex Text

▶ Connection of Ideas

Point students to the caption on page 160 and specifically the word *camouflaged*.

- Where did you see the word *camouflaged* before in this selection? (on page 154)
- Review with students the definition of *camouflaged*.

- How is camouflaging related to the concept of adaptation? (Spiders adapt to their environments by camouflaging. By blending into their surroundings, they make it harder for their prey to see them. As a result, they can kill more prey, making them better hunters.)



LITERATURE ANTHOLOGY, pp. 160–161

## Read

## 9 Strategy: Summarize

**Teacher Think Aloud** There is a lot of information on pages 160-161 about spiders' senses. How can we check to make sure that we understand everything that we read?

Tell students to apply the strategy in a Think Aloud by summarizing to understand the main idea of the text.

**Student Think Aloud** I can summarize the facts that I have read about the spider's senses to make sure I understand them. Spiders do not see well, so they rely on their senses of touch and smell. They have hairs all over their bodies that pick up vibrations of animals and insects moving. They also have organs on their feet that allow them to smell things by walking on them.

## Reread

*Close Reading Companion, 56*

## Author's Point of View

Reread page 160. How do you know how the author feels about spiders' senses? (The word "extraordinary" is used to describe spiders' senses. The author gives an example about how the hairs on the spider's body can sense the sound of a flying insect. The author also says spiders can recognize the taste of their own silk.)

**EL** Explain the concept of sense and senses.

- Say it with me: sense.
- Humans have five senses. The sense of sight [point to eyes]; sense of sound [point to ear]; sense of touch [point to fingers]; sense of taste [point to tongue]; and sense of smell [point to nose].

- Point to the picture and say: *Spiders do not have a nose or ears, but the hairs on a spider can sense sound. The hairs allow them to hear flying insects.*

Read

**10 Skill: Main Idea and Key Details**

What do all of the details in the first paragraph on page 163 have in common? **(They all describe a spider's skin.)** What is the main idea of the paragraph? **(A spider's skin is its skeleton.)** Fill in the graphic organizer with the main idea and supporting details.

Main Idea
<b>A spider's skin is its skeleton.</b>
Detail
<b>The skin is made of a tough substance called chitin.</b>
Detail
<b>The skin is a spider's bone and its armor.</b>



A C T

**Access Complex Text****▶ Sentence Structure**

Tell students that the antecedent or object that a pronoun refers to is not always clear. Good readers must use context to determine what the pronoun refers to.

- *Reread the first two sentences. The subject of the second sentence is the same as the first. However, the subject is only listed in the first sentence,*

*while the second sentence uses the pronoun it. What is the subject of both sentences? (spider skin)*

- *Now reread the last two sentences of the first paragraph. What pronoun is the subject of the second sentence? (it) What is the subject of both sentences? (their hard skin)*

Spider skin is made of tough stuff called chitin. It is the spider's personal body armor as well as its skeleton. Spiders don't have bones inside their body for support. Their hard skin is like a skeleton they wear on the outside. It protects and supports the spider's body.

10

This hard skin does not stretch, so a spider must molt now and then as it grows. **The spider finds a safe place and then slowly squeezes out of its old skin.** It can take an hour and is very stressful. The spider must even shed the skin covering its eyes and the inside of its mouth. Afterward, its new skin is damp and soft like putty. The spider rests until its new skin dries and hardens.

## STOP AND CHECK

**Summarize** Why do spiders need to find a safe place to molt? Summarize using details from the text.

A cobalt-blue tarantula has to roll onto its back to molt. It is pulling the old skin off its legs. Its new fangs are pure white, but will turn dark later.

163

## STOP AND CHECK

**Summarize** Why do spiders need to find a safe place to molt? Summarize using details from the text. (A spider is vulnerable while it molts because it does not have its skin to protect it. Molting can take a long time, so it is important that the spider is in a safe place while it molts.)

**Build Vocabulary** page 163

**armor:** a covering that protects

**stressful:** upsetting

## Reread

**Author's Craft: Figurative Language**

Reread page 163. How does the author's use of figurative language help you visualize the process of molting? (The author compares the spider's skin to armor which helps the reader to understand how tough it is. In the second paragraph, the author compares the spider's new skin to putty which helps the reader understand that the spider is vulnerable to attack until the new skin hardens.)

LITERATURE ANTHOLOGY, pp. 162–163

**EL** Review the terms *chitin* and *molt* with students.

- *What is chitin? (tough matter, or stuff) How do spiders use chitin? (Chitin hardens a spider's skin and protects its body.)*
- *What words and phrases help you understand the meaning of molt? ("slowly squeezes out" and "shed the skin")*

Students might have trouble with the simile "its new skin is damp and soft like putty." If possible, allow students to feel putty.

- *Is putty hard or soft? (soft) Is it damp or dry? (damp) How is a spider's new skin different from chitin? (Chitin is hard, but the new skin is soft and damp.)*

Read

**11 Ask and Answer Questions**



You can ask yourself questions about the text and answer them to make sure you understand what you've read. The text on page 164 contains a lot of information about silk. Why is spider silk such an important substance for spiders? Discuss with a partner. *(They need silk to make egg sacs, wrap prey, and build webs.)*

**12 Skill: Main Idea and Key Details**

What do the details on page 164 have in common? *(They all describe spider silk.)* What is the main idea? *(Silk is why spiders are so successful.)* Fill in the chart with the main idea and supporting details.

Main Idea
<i>Silk has made spiders successful.</i>
Detail
<i>Spiders make several different kinds of silk, each with a different use.</i>
Detail
<i>Silk can be stronger than steel and stretch to twice its length.</i>

Silk is the secret of spider success. Spiders make several different types, which can be sticky, stretchy, strong, or fluffy.

**11** Each has a special use: for making egg sacs, wrapping prey, building webs, or making draglines that the spider trails as it walks along or jumps.

Silk is made by the spinnerets on the spider's abdomen. *Liquid threads come out of dozens of tiny nozzles and turn solid as the spider pulls them.* Spider silk is an amazing substance. It can be stronger than steel and can stretch twice its own length.

**12** Best of all, it's recyclable. A spider can eat its silk when it has finished with it.

**13**

**14**

A black-and-yellow garden spider will use its legs to turn its prey as it wraps it with silk from its spinnerets.

**ACT Access Complex Text**

**▶ Connection of Ideas**

Tell students that many of the concepts they learned about earlier in the selection are brought up again on page 164.

- *On which page did you read about spinnerets? (page 154) Where are they located? (on the spider's abdomen)*

- *What about the word spinneret can help you remember what the structures are used for? (The root word is spin and spiders spin webs. Fabric such as silk is often spun around things.)*
- *You read that spiders wrap their prey in silk. How do spiders eat? (They break down the prey with digestive juices and drink the prey's insides.)*



165

LITERATURE ANTHOLOGY, pp. 164–165

## Read

**13 Vocabulary: Prefixes**

Read the second-to-last sentence on page 164. The word *recyclable* has a prefix, which when added to the root word, changes its meaning. What is the root word? (*cycle*) The prefix *re-* means “again.” What does the word “recycle” mean? (*It means “cycle again” or “use again.”*) This means that spiders can use their silk again for energy.

**14 Strategy: Summarize**

Look at the second paragraph on page 164. Turn to your partner and paraphrase how spiders make silk.

**Student Think Aloud** The second paragraph is all about how spiders make their silk. I can paraphrase the paragraph to make sure I understand this process. Liquid threads come from dozens of tiny nozzles called spinnerets on a spider’s abdomen. Then the threads turn solid as the spider pulls them.

**Build Vocabulary** on page 164

**fluffy:** soft, cottony

**trails:** drags behind

**nozzles:** small tubes

**substance:** material

- Do you think the silk is an aid to their unique way of eating? (*Yes. Now that I know they wrap their prey with the silk, I can see how they would keep the prey still while the prey’s body breaks down.*)
- How is spider silk an example of an adaptation? (*Silk webs make it easier for spiders to catch prey, which makes them more successful predators.*)

**EL** Point out the cognate *recycle* (*reciclar*) and reinforce the word’s meaning as it is used in this selection (*recyclable*).

- What things do we recycle? (*cans, bottles, paper*)
- How do spiders recycle? (*They eat their silk.*)
- A spider can \_\_\_\_ its web. (*recycle*)

**15 Skill: Main Idea and Key Details**

What do all the details on page 167 have in common? (They all describe spider webs.) What is the main idea? (Spiders build webs out of their silk to catch prey.) Fill in the graphic organizer with the main idea and supporting details.

<b>Main Idea</b>
Spiders build webs out of their silk to catch prey.
<b>Detail</b>
They have many shapes, but the most famous web-shape is the orb web.
<b>Detail</b>
Once finished, the spider holds the web so it can feel for vibrations of trapped prey.

**STOP AND CHECK**

**Reread** Why don't orb spiders get trapped in their own webs? Reread the caption to check your understanding. (Orb web spiders have special claws and non-stick feet that keep them from getting stuck in their webs.)



A C T

**Access Complex Text****▶ Connection of Ideas**

Guide students in understanding how the information on page 167 connects to what they read about on page 156.

- How does the information about web-building relate to what you read about how spiders eat? (On page 156, the reader learns how

a spider feeds on an insect trapped in its web. On page 167, the reader learns how webs are spun and used to catch prey.)

Spiderwebs are made of silk. Some webs look like old tissue paper draped on hedges. Others hang in messy tangles in the corner of your garage. But the best known is the orb web with its wonderful spiral of sticky threads. A large orb web may contain more than 100 feet of silk thread and can take about an hour to build.

**Most spiders build their webs at night, working by touch.** Once finished, the spider sits in the middle or at the edge and holds the web so it can feel the vibration of a trapped insect. If the prey is a dangerous wasp, the spider may cut it free. Otherwise it wraps the prey in silk and bites.

15

## STOP AND CHECK

**Reread** Why don't orb spiders get trapped in their own webs? Reread the caption to check your understanding.

Orb web spiders have special claws and non-stick feet so they can walk on their webs without getting stuck.

167

## Read

**Build Vocabulary** on page 167

**draped:** covered

**hedges:** a row of bushes

**Return to Purposes** Review students' predictions and purposes for reading. Ask them to answer the Essential Question. (Spiders survive because they have developed a strong sense of touch and smell, as well as adapted to use their silk to build webs with which they capture prey.)

## Reread

*Close Reading Companion, 57*

### Author's Craft: Text Features

How do the text features help you understand more about orb web spiders?

(The photograph shows how intricate the orb web spider's web is. The caption adds the information that these spiders can walk on their webs without getting stuck due to special claws and non-stick feet.)

LITERATURE ANTHOLOGY, pp. 166–167

**EL** Discuss with students why the web pictured on page 166 is called an "orb web."

- *An orb is anything that makes a circle. Where do you see a circle in the picture? (in the web) Why is this web called an "orb web"? (because it has many circles)*

- *Where else have you seen an orb? (in globes and in math and science)*

Read

# About the Author

## Nic Bishop

Have students read the biography of the author. Ask:

- Besides simply giving information about spiders, why might Nic Bishop have written this text?
- How do his photographs help you more easily understand the text?

## Author's Purpose

**To Inform:** Remind students that authors who write to inform present facts about a topic and often use text features to provide more facts and details. Students may say that photos and captions give details that are closely linked to the surrounding text, making it easier for readers to find specific information. Photos also help the reader picture information that otherwise may be difficult to visualize.

Reread

## Author's Craft: Word Choice

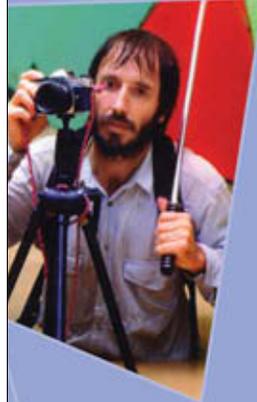
Authors writing informational texts often choose words that let the reader know how they feel about their subject. Reread the last paragraph on page 164. What words tell you how the author feels about spiders? (*amazing, stronger than steel, best of all.*)

What effect does the author's attitude towards spiders have on the text? Turn to a partner and use this sentence frame to talk about your opinion.

*I think the that the effect the author's attitude has on the text is . . . . .*

Use text evidence to support your opinion.

# About the Author



## A Creepy-Crawly Kind of Guy!

Nic Bishop is an author and photographer of nature books for kids. He also happens to really love spiders! What some people find creepy and gross is utterly amazing and intriguing to Nic.

Born in England, Nic has lived and traveled around the world. Some of his trips have been in search of the most interesting spiders on the planet. Sometimes his wife, a biologist, comes along. He seeks out spiders and other creatures to show kids what the natural world is all about.

Nic has even raised his own spiders at home. He does this so that he can take photos of them doing things like molting and laying eggs. It is hard to get pictures of spiders doing these things in the wild. Most of Nic's spiders stay in their cages, but a few pesky ones have found ways to escape! Don't worry, though—Nic has always been able to find and catch the little runaways!

## Author's Purpose

Nic Bishop includes dramatic photographs and captions alongside the text. How do these text features give you a better understanding of spiders?

## Respond to the Text

### Summarize

Use important details from *Spiders* to summarize how spiders have adapted in order to survive. Information from your Main Idea and Key Details Chart may help you.

Main Idea
Detail
Detail
Detail

### Write

Think about how Nic Bishop uses text features to tell about spiders. How do they help you understand his point of view about spiders? Use these sentence frames to organize your text evidence.

Nic Bishop uses text features to . . .  
 He shows that spiders are . . .  
 That helps me understand that he thinks spiders . . .



### Make Connections



How have spiders adapted to survive?  
**ESSENTIAL QUESTION**

Explain how spiders in the rain forest and spiders in the desert might adapt in different ways. **TEXT TO WORLD**



169

### Integrate

## Make Connections



**Essential Question** Answer: Spiders have adapted to survive: they eliminate structures they don't use and are camouflaged. Evidence: On page 159, I read spiders living in caves don't have eyes. On page 154, I read the green lynx spider's color hides it.

**Text to World** Answer: Desert spiders are probably not as colorful as rain forest spiders. Evidence: On page 160, I read that the huntsman spider blends into the green leaves.

### Read

## Respond to the Text

### Summarize

Tell students they will use details from their charts to summarize. *As I read *Spiders*, I noted main ideas and details in each section of the text. To summarize, I will retell, or paraphrase, the most important details.*

### Reread



### Analyze the Text

After students summarize the selection, have them reread *Spiders* to develop a deeper understanding of the text by answering the questions on pages 55-57 of the Close Reading Companion. For students who need support in finding text evidence to support their responses, use the scaffolded instruction from the Reread prompts on pages T217A-T217Q.

### Write About the Text

Review the writing prompt and sentence frames with students. Remind them to use their responses from the Close Reading Companion to support their answers.

For a full lesson on writing a response supported by text evidence, see page T222.

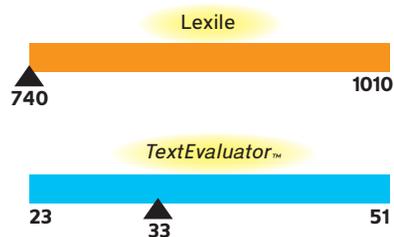
Answer: The author uses photographs and captions that show the unique adaptations that spiders have. Evidence: On pages 161, the photo shows the hairs on a huntsman's spiders legs that can sense the approach of an insect.



Literature Anthology

## "Anansi and the Birds"

Text Complexity Range



What makes this text complex?

► Genre

### Compare Texts

As students read and reread "Anansi and the Birds," encourage them to take notes and think about the Essential Question: *What are some messages in animal stories?* Tell students to think about how this text compares with *Spiders*.

### 1 Skill: Sequence

What steps did Anansi take to enable him to fly like a bird? (He begged feathers from the birds and he practiced flying.)

Reread

Close Reading Companion, 60

### Make Inferences

Reread the story. How does the author use the characters' traits to help you understand the lesson Anansi learns? (He is a trickster because he likes to fool merchants and lions. He is also greedy.) How are he and the crow similar? (They are both tricksters.)

Genre • Trickster Tale

### Compare Texts

Read how a spider learns to use his own special ability to save himself.

## ANANSI AND THE BIRDS

Anansi always welcomed a challenge. His attempts to fool merchants out of their riches and lions from their jungle thrones made for exciting adventures. Today he would show those haughty birds that he could fly with the best of them.

He begged a feather from every bird he could find to create his own pair of wings, and then he began to practice flying. Anansi's wings **camouflaged** him well, and he looked just like a bird.

1 "Hoot!" the old owl chided under the moon. "A spider is not meant for the sky. Why do you try to be something you are not?"

"Mind your business, owl," Anansi replied angrily. "You are a **predator**, so go hunt some mice!"

Anansi followed the birds to their feast on the top of a mountain peak. He helped himself to their fare, shoving birds aside to get his fill. When he was full, he fell into a deep sleep.

170

## ACT Access Complex Text

► Genre

Review elements of the trickster tale genre. Tell students that trickster tales often contain character archetypes, or characters and personalities found across cultures. Archetype examples include the wise blind man and the charming prince.

- Do you recognize any characters in this story that you might have seen in another? (the wise owl)

Angrily, the birds took back the feathers from his wings and then left, all except for one crow. When Anansi awoke, he realized what had happened and begged the crow to help him get down the mountain.

"Of course," the crow replied slyly as he shoved Anansi over a cliff.

"Aaaayeeee!" shouted Anansi. Unable to fly, he tumbled helplessly through the air.

The old owl appeared before him, asking, "Why didn't you listen, Anansi? You are not a bird!"

"Please help me, owl!" pleaded Anansi.

The owl urged Anansi, "Push in your belly!" When he did, threads of silk shot out behind him. The owl caught them and tied them to a high branch. Dangling by threads, Anansi realized the owl was right. From that day on, he stuck to spinning webs instead of trying to be something he was not.

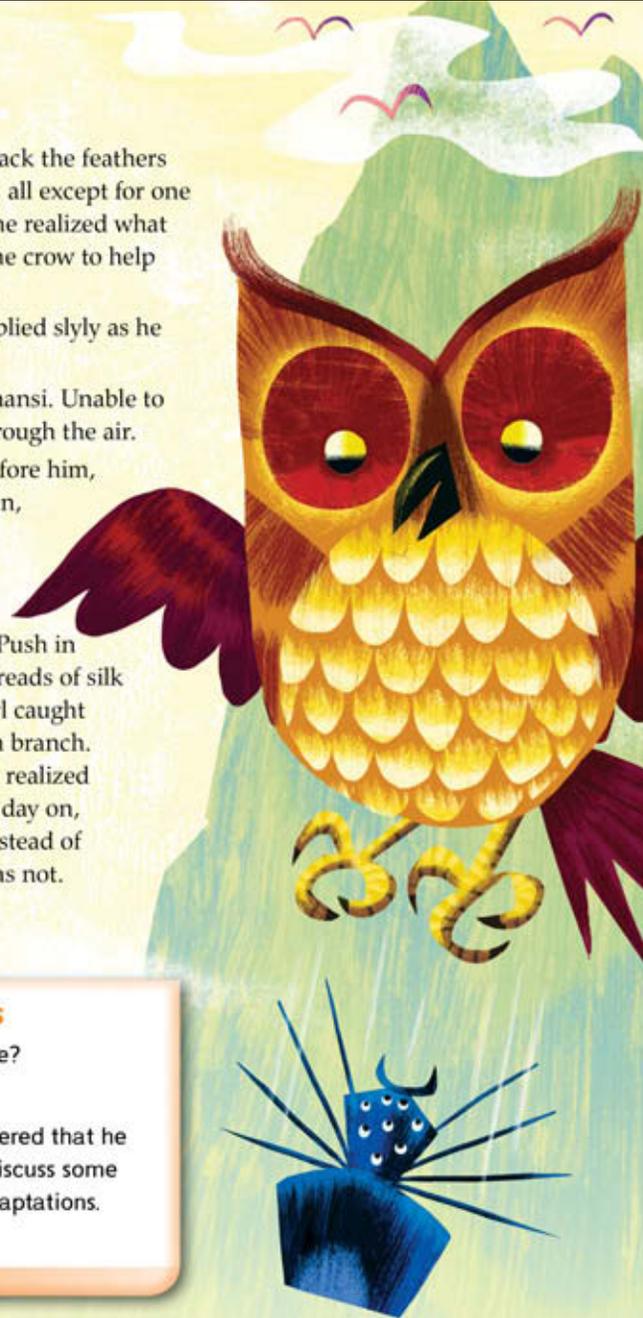
### Make Connections

What helps Anansi survive?

#### ESSENTIAL QUESTION

In this story Anansi discovered that he had an amazing ability. Discuss some other amazing animal adaptations.

#### TEXT TO TEXT



171

### Read

## Summarize

Guide students to summarize the selection.

### Reread



## Analyze the Text

After students summarize, have them reread to develop a deeper understanding

of the text by annotating and answering questions on pages 58-60 of the **Close Reading Companion**. For students who need support citing text evidence, use scaffolded instruction from the Reread prompt on page T217S.

### Integrate

## Make Connections

**Essential Question** Answer: Anansi's ability to spin silk helps him survive. Evidence: On page 171, the owl saves Anansi by catching his silk.

**Text to Text** Answer: Like the spiders in "Spiders," Anansi can spin silk. Evidence: In both texts the animals have adapted to survive. The birds' feathers and the spiders' coloring are both camouflaged.

LITERATURE ANTHOLOGY, pp. 170-171

- *What are some of the traits of this character? (The owl provides wisdom in this story as he does in many other stories.)*
- *Where else have you seen this character? (Possible answer: I have seen the wise owl in cartoons.)*

**EL** ELLs may have difficulty following the action in the story. Model using sentences to retell the events.

- *Anansi disguises himself using \_\_\_\_\_. (feathers)*
- *Does the owl approve of Anansi's disguise? (no)*
- *Anansi goes to the top of the \_\_\_\_\_ to join the birds' \_\_\_\_\_. (mountain; feast)*

# → Phonics/Fluency



## r-Controlled Vowels /är/ and /ôr/

### OBJECTIVES



Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.3a**



Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.4.4b**

Rate: 84-104 WCPM

### 1 Explain

Display the *Star* and *Corn Sound-Spelling Cards*. Point out that /är/ is usually spelled *ar* and /ôr/ is spelled *or*, *oar*, and *ore*. Explain that an *r*-controlled vowel is a vowel followed by the letter *r*. Provide a sample word for each spelling: *car*, *horn*, *roar*, and *chore*.

### 2 Model

Write the word *part* on the board. Underline the letters *ar* in the word and pronounce the /är/ sound. Then run your finger under the whole word as you sound it out.

### 3 Guided Practice

Write the following list of words on the board. Help students identify and pronounce each *r*-controlled vowel. Then have students pronounce each word.

marsh	horse	fork
swore	tore	partner
board	hardest	soar

### Read Multisyllabic Words

**Transition to Longer Words** Draw a T-chart on the board. In the first column, write *score*, *bard*, and *port*. In the second column, write *scorecard*, *bombardment*, and *exporting*. Have students choral-read the words in the first column. Point to the longer words in the second column and explain that they include the shorter words from the first column.

Ask students to underline the /är/ and /ôr/ spellings in both columns of the chart. Model how to read the longer words and then have students echo-read the words.

Go Digital



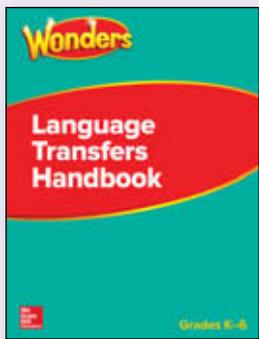
Present the Lesson



View "Animal Adaptations"



Refer to the sound transfers chart to identify sounds that do not transfer in Spanish, Cantonese, Vietnamese, Hmong, and Korean.



Language Transfers Handbook

ELD ELD.P.III.4

# Suffixes *-ful* and *-less*

## 1 Explain

Adding a suffix to the end of a word changes the word's meaning. The suffix *-ful* means "full of" or "having." The suffix *-less* means "without."

- For most words, simply add *-ful* or *-less* to the end of the word: *hope, hopeful, hopeless.*
- For words ending in *y*, change the *y* to *i* and add *-ful* or *-less*: *pity, pitiful, pitiless.*

## 2 Model

Write and say *peace*. Model adding the suffix *-ful*. Read the new word and have students repeat it. Ask students to define the word *peaceful* ("full of peace").

## 3 Guided Practice

Write the words *harmless, cordless, joyful, and helpful* on the board. Have students circle the suffixes and say each word. Then have them define each word.

## FLUENCY



### Rate

**Explain** Explain that when reading informational text, it is important to read at a steady rate, or tempo. Tell students to emphasize important words as they read.

Model reading the first two paragraphs of "Animal Adaptations" on page 137. Read at a steady rate and emphasize important words such as *adaptations* and *behavioral trait*.

**Practice/Apply** Have one group read the passage, one sentence at a time, at a steady rate. A second group echo-reads at the same steady rate. Then the groups switch roles. Offer feedback to both groups at the end of each reading.

### Daily Fluency Practice **FLUENCY**

Students can practice fluency using **Your Turn Practice Book**.

## Monitor and Differentiate



### Quick Check

Can students decode words with *r*-controlled vowels /är/ and /ôr/? Can students read words with suffixes *-ful* and *-less*? Can students read fluently?



### Small Group Instruction

- If No → **Approaching Level** Reteach pp. T234, T238
- EL** Develop pp. T250, T254
- If Yes → **On Level** Review p. T240
- Beyond Level** Extend p. T244

### ON-LEVEL PRACTICE BOOK p. 88

A. Circle the word with the /är/ or /ôr/ sound to complete each sentence. The /är/ sound is found in the word star. The /ôr/ sound is found in the word fort.

- The boys saw a \_\_\_\_\_ on the roof of the house.  
hawk    stork    owl
- The deck will \_\_\_\_\_ because of all the rain.  
warp    break    bend
- I liked the new \_\_\_\_\_ that was in the bedroom.  
light    chair    carpet
- It is always helpful to have \_\_\_\_\_ friends.  
kind    smart    many
- They wanted to have the party in the \_\_\_\_\_.  
backyard    evening    basement

B. The suffix *-ful* means "full of" or "having." The suffix *-less* means "without." Add the suffix to each word on the first line. Then write the meaning of each word on the second line.

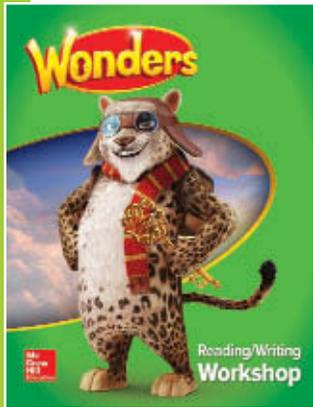
- pity + less = pitiless    without pity
- wonder + ful = wonderful    full of wonder
- sense + less = senseless    without sense
- care + ful = careful    having care
- doubt + ful = doubtful    full of doubt
- penny + less = penniless    without pennies or money

APPROACHING  
p. 88

BEYOND  
p. 88

EL  
p. 88

# → Write to Sources



Reading/Writing Workshop

### OBJECTIVES

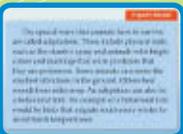
**CCSS** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **W.4.2b**

**CCSS** Link ideas within categories of information using words and phrases (e.g. *another, for example, also, because*). **W.4.2c**

### ACADEMIC LANGUAGE

- transitions, logical order

## Go Digital



U2W4 Digital Writing Trait minilesson

## DAY 1

### Writing Fluency

**Write to a Prompt** Provide students with the prompt: *Write what you learned about animal adaptations.* Have students share their ideas. When students finish sharing ideas, have them write continuously for seven minutes in their Writer’s Notebook. If students stop writing, encourage them to keep going.



When students finish writing have them work with a partner to compare ideas and make sure that they both have a clear understanding of animal adaptations.



### Genre Writing

How-To Text pp. T350–T355

**Fourth Week Focus:** Over the course of the week, focus on the following stages of the writing process:

**Expert Model** Read and discuss the features of a how-to text. Provide copies of the Expert Model “How to Make a Code Wheel” and the features of a How-To Text found online in Writer’s Workspace.

**Prewrite** Discuss with students the purpose for writing a how-to text, which is to explain how something works or how to do something.

**Minilesson: Sequence.**

## DAY 2

### Write to the Reading/Writing Workshop Text

**Analyze the Prompt** Read aloud the first paragraph on page 144 of the **Reading/Writing Workshop**. Ask: *What is the prompt asking? (How do extremes in temperatures affect food sources for caribou?)* Say: *Let’s reread to look for details about how caribou adapt. We can note text evidence.*

**Analyze Text Evidence** Display Graphic Organizer 17 in Writer’s Workspace. Say: *Let’s see how one student, Grant, took notes to answer the prompt. He noted how the author introduced the overall topic as well as how the author used organization to give examples of different animal adaptations.* Guide the class through the rest of Grant’s notes.

**Analyze the Student Model** Explain how Grant used text evidence from his notes to write a response to the prompt.

- **Introduce a Topic** Grant noted that the author introduced the overall topic of animal adaptations. Grant’s clear introduction states what his subject will be. **Trait: Ideas**
- **Transitions** Transition words help to make writing clear and connect ideas. Grant uses the transition word “however” to show that extreme temperatures affect food sources for caribou. **Trait: Sentence Fluency**
- **Logical Order** Good writers keep their ideas organized by using a logical order. Grant used a logical order by explaining cause and effect. **Trait: Organization**

For additional practice with logical order, assign **Your Turn Practice Book** page 89.

Write to Sources

Write About the Text



I answered the question: *How do extremes in temperature affect the food sources of the caribou? Use text evidence.*

Student Model: Informative Text

Extreme winter temperatures in the Arctic tundra make it difficult for the caribou to find enough food. A caribou's diet is made up of over six pounds of lichen a day. It's one of the only sources of food that they can find in the winter.

**Introduce a Topic**  
I clearly stated the subject of my response.

Grammar

This is an example of a **singular possessive noun**.

*Grammar Handbook*  
See page 457.



However, even lichen is scarce during the coldest part of the winter. As a result, caribou travel to a large forest area where there is more food. When temperatures get warmer, the caribou return to the tundra.

Transitions

I used the word *however* to link my ideas.

Logical Order

I presented my supporting details in terms of cause and effect.

Your Turn

How do alligators survive Florida's dry season? Use text evidence.

**Go Digital!**  
Write your response online.  
Use your editing checklist.

READING/WRITING WORKSHOP, pp. 144–145

**Your Turn Writing** Read the Your Turn prompt on page 145 of the Reading/Writing Workshop aloud. Discuss the prompt with students. You may wish to review text structure with them before they write.

Have students take notes as they look for text evidence to answer the prompt. Then remind them to include the following elements as they craft their response from their notes:

- Introduce a Topic
- Transitions
- Logical Order

Have students use **Grammar Handbook** page 457 in the Reading/Writing Workshop to edit for errors in possessive nouns.

EL ENGLISH LEARNERS SCAFFOLD

Emerging

**Write** Help students complete the sentence frames.  
*Caribou live in a cold place called the \_\_\_\_.*

Expanding

**Describe** Ask students to complete the sentence frames. Encourage students to provide details.  
*Caribou leave the \_\_\_\_ to find \_\_\_\_.*

Bridging

**Discuss** Check for understanding. Ask: *What are some words you can use to write about caribou? How do these words help you improve your writing?*

ELD ELD.PI.4.6a.Em • ELD.PI.4.6a.Ex • ELD.PI.4.6a.Br

# Write to Sources

DAY

3

For students who need support to complete the writing assignment for the Literature Anthology, provide the following instructions.

## Write to the Literature Anthology Text

**Analyze the Prompt** Explain that students will write about *Spiders* on Literature Anthology pages 153-167. Provide the following prompt: *Think about how Nic Bishop uses text features to tell about spiders. How do they help you understand his point of view about spiders? Ask: What is the writing prompt asking you to do? (Explain how the author’s use of text features supports how he feels about spiders.)*

**Analyze Text Evidence** Help students note evidence.

**Pages 160-161** Read the caption on page 160 aloud and have students look at the picture. Ask: *How can you tell that the author admires this spider? (He says it is beautifully camouflaged. The photo shows a close-up of the spider including the hairs on its legs also mentioned in the caption.)*

**Page 164** Read page 164 aloud. Ask: *How does the photo on page 165 support the author’s opinion that spider silk is an “amazing substance?” (It shows the spider producing silk as it wraps its prey.)*

Encourage students to look for more text evidence. Then have them craft a short response. Use the conference routine below.

DAY

4

## Write to Two Sources

**Analyze the Prompt** Explain that students will compare *Spiders* and “Anansi and the Birds.” Provide students with the following prompt: *Compare Nic Bishop’s explanation of how spiders make silk to the Anansi story’s explanation. Use text evidence from both sources to support your answer. Ask: What is the prompt is asking you to do? (Compare explanations of how spider silk is made.)* Say: *Page 164 in the Literature Anthology tells how a spider makes silk using its spinnerets. I’ll write that down. In “Anansi and the Birds” on page 171, Owl tells Anansi to push in his belly.*

**Analyze Text Evidence** Display online Graphic Organizer 18 in Writer’s Workspace. Say: *Let’s see how one student took notes to answer the prompt. Here are Grant’s notes.* Read through the text evidence for each selection and have students explain the similarities and differences in Nic Bishop’s explanation of how spiders make silk and the Anansi tale’s explanation.

## Teacher Conferences

### STEP 1

Talk about the strengths of the writing.

*The opening paragraph makes me want to read on. You start with a clear statement of your main idea and give an overview of your evidence.*

### STEP 2

Focus on how the writer uses text evidence.

*This section helps explain the main idea. You used transitions to link text evidence with your own analysis.*

### STEP 3

Make concrete suggestions.

*The compare-and-contrast text structure you used is a logical way to order information. Try adding transitions such as like or different to make the similarities and differences clear.*

DAY

5

**Share the Prompt** Give the following prompt to students: *How could the fact that Anansi is a spider help him survive the fall over the cliff? Use text evidence from both sources to answer the prompt.*

**Find Text Evidence** Have students take notes. Find text evidence and give guidance where needed. If necessary, review with students how to paraphrase. Remind them to write the page number and source of the information.

**Analyze the Student Model** Review the prompt and Grant's notes from Day 4. Display the student's model on page 90 of the **Your Turn Practice Book**. Explain to students that Grant synthesized his notes to write a response to the prompt. Discuss the page together with students or have them do it independently.

**Write the Response** Review the prompt from Day 4. Remind them that they took notes on this prompt on Day 4. Have students use their notes to craft a short response. Have them include the titles of both sources and the following elements:

- Introduce the Topic
- Logical Order
- Transitions



**Share and Reflect** Have students share their responses with a partner. Use the Peer Conference routine below.

## Suggested Revisions

Provide specific direction to help focus young writers.

### Focus on a Sentence

Read the draft and target one sentence for revision. *Rewrite this sentence by adding a transition word to show \_\_\_\_\_.*

### Focus on a Section

Underline a section that needs to be revised. Provide specific suggestions. *This introduction is interesting. I want to know more about \_\_\_\_\_.*

### Focus on a Revision Strategy

Underline a section. Have students use a specific revision strategy, such as rearranging. *There are good ideas in this section, but they need to be rearranged in a more logical order.*

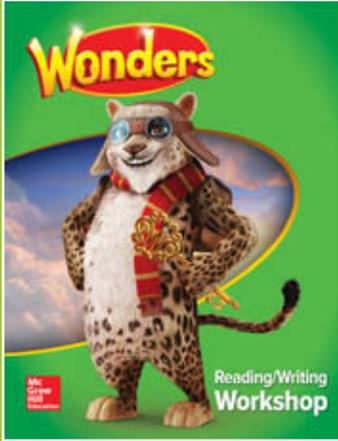
## Peer Conferences

Focus peer response on the three writing traits of the week. Provide these questions:

- Is the information presented in a logical order?
- Are transitions used to organize your partner's ideas?
- Is the topic introduced in a clear and engaging way?



# Grammar: Possessive Nouns



## Reading/Writing Workshop

### OBJECTIVES

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives. **L.3.2d**

- Identify possessive nouns.
- Form singular and plural possessive nouns correctly.
- Proofread sentences for mechanics and usage errors.

DAY

1

### DAILY LANGUAGE ACTIVITY

When geese fly they form a v-shape.  
There are many birds in north America.  
(1: geese; 2: fly, they; 3: North)

### Introduce Possessive Nouns

Present the following:

- A **possessive noun** shows ownership.
- When a possessive noun is used before another noun, it shows to what or to whom that noun belongs:  
This is my **sister's** bicycle.
- To form the possessive of singular nouns, add an **apostrophe** and an **s**:  
dog's bone, boy's shirt,  
Michael's chair

Have partners discuss possessive nouns using pages 457 and 478 of the Grammar Handbook in **Reading/Writing Workshop**.

DAY

2

### DAILY LANGUAGE ACTIVITY

The spaceship was beyond the planets orbit. Scientist's wanted to study the moons surface.  
(1: planet's; 2: Scientists; 3: moon's)

### Review Singular Possessive Nouns

Review how to form singular possessive nouns. Ask students to explain what possessive nouns are.

### Introduce Plural Possessive Nouns

- To form the possessive of a plural noun that ends in **s**, add only an apostrophe to the end of the noun:  
doctors' offices
- To form the possessive of a plural noun that does not end in **s**, add an apostrophe and an **s** to the end of the noun:  
people's homes

EL

Help students write brief summaries of experiences with holidays and special foods using possessive nouns and switching to the plural possessive noun forms as necessary.

**ELD** ELD.PI.4.IO.b.Em •  
ELD.PI.4.IO.b.Ex •  
ELD.PI.4.IO.b.Br



## TALK ABOUT IT

COLLABORATE

### SHOW OWNERSHIP

Have students in small groups each write ten singular nouns that are science-themed on index cards. Students will take turns selecting one card from the pile and saying aloud the possessive form of the noun and something that it possesses.

### NAME THAT NOUN

Partners should each look around the room and list at least five plural nouns that name people or objects in the room. One partner should read a word from his or her list; the other should tell how to make the plural noun possessive and then use it in a sentence.

DAY

3

**DAILY LANGUAGE ACTIVITY**

This summer we traveled to five baseball teams stadiums. My older sister bought four team jersey's.  
(1: teams'; 2: jerseys)

**Mechanics and Usage: Apostrophes**

- Use an apostrophe and an s to form the possessive of a singular noun.
- Use an apostrophe and an s to form the possessive of a plural noun that does not end in s.
- Use an apostrophe alone to form the possessive of a plural noun that ends in s.

As students write, refer them to Grammar Handbook pages 457 and 478.

DAY

4

**DAILY LANGUAGE ACTIVITY**

That boys' coat is bright red. Those girl's jackets are orange, and blue.  
(1: boy's; 2: red; 3: girls'; 4: orange and)

**Proofread**

Have students correct errors in these sentences.

1. Some owl's wingspans can reach six feets. (1: owls'; 2: feet)
2. That boys father drives him to school. (boy's)
3. The childrens' costumes looked great in the play. (children's)
4. All of the player's uniforms were muddy. (players')

Have students check their work using Grammar Handbook page 478 on apostrophes.

DAY

5

**DAILY LANGUAGE ACTIVITY**

Wear is the womens' clothing department? It is next to the childrens' shoe department.  
(1: Where; 2: women's; 3: children's)

**Assess**

Use the Daily Language Activity and Grammar Practice Reproducibles page 45 for assessment.

**Reteach**

Use Grammar Practice Reproducibles pages 41–44 and selected pages from the Grammar Handbook for additional reteaching. Remind students to use possessive nouns correctly as they speak and write.

Check students' writing for use of the skill and listen for it in their speaking. Assign Grammar Revision Assignments in their Writer's Notebooks as needed.

See Grammar Practice Reproducibles pages 41–45.

**ROLE-PLAY A SCENE**

Have students reenact a favorite scene from a story the class has read. As students role-play, be sure they use many possessive nouns. As other students watch, have them listen for the possessive nouns.

**USE POSSESSIVE NOUNS**

Have small groups write three or four sentences about a visit to the science museum using singular and plural possessive nouns. Then have students read the sentences aloud to another group, asking students in that group to identify the possessive nouns.

**CHANGE THE PHRASE**

Have partners take turns saying possessive phrases that refer to science class (for example, *the wings of a bird*). The other partner must repeat the phrase using the possessive noun (*the bird's wings*) and tell if the possessive noun is singular or plural.



# Spelling: *r*-Controlled Vowels /är/ and /ôr/

DAY

1

DAY

2

## OBJECTIVES

CCSS

Spell grade-appropriate words correctly, consulting references as needed. **L.4.2d**

## Spelling Words

dart	smart	stork
guard	charge	cord
award	carpet	worn
backyard	warp	stormy
argue	door	core
spark	fort	bore
target	morning	

**Review** screech, shrimp, throat

**Challenge** charcoal, forecast

## Differentiated Spelling

### Approaching Level

dart	bark	stork
carpet	card	cord
spark	backyard	worn
yard	warp	stormy
smart	door	core
large	fort	bore
far	floor	

### Beyond Level

seminar	predator	scorch
charcoal	guitar	afford
guard	charge	uproar
enlarge	carpet	aboard
barnyard	force	Oregon
argue	forward	forecast
spark	morning	

## Assess Prior Knowledge

Display the spelling words. Read them aloud, slowly drawing out the /ôr/ and /är/ *r*-controlled sounds in each word.

Point out the spelling patterns in *worn* and *dart*. Segment the words sound by sound. Then, attach a spelling to each sound.

Demonstrate sorting the spelling words by pattern under key words *dart*, *warp* and *worn*. (Write the words on index cards or the IWB.) Sort a few words. Point out that even though *warp* has an *ar* combination, because the *ar* follows a *w*, it has an /ôr/ pronunciation.

Then use the Dictation Sentences from Day 5 to give the Pretest.

Say the underlined word, read the sentence, and repeat the word.

Have students write the words. Then have students check and correct their spelling.

## Spiral Review

Review the three-letter blends in *shred*, *script*, *straps*, *sprout*, *thrill* and *splotch*. Use the Dictation Sentences below for the review words. Read the sentence, say the word, and have students write the words.

1. I could hear the owl screech.
2. She made shrimp salad.
3. I have a sore throat.

Have partners check the spellings.

**Challenge Words** Review this week's /ôr/ and /är/ *r*-controlled spelling patterns. Use these Dictation Sentences for challenge words. Say the word, read the sentence, and say the word again. Have students write the word.

1. We burn charcoal in our grill.
2. Did you hear the weather forecast?

Have students check and correct their spelling before writing the words in their word study notebook.



## WORD SORTS

COLLABORATE

### OPEN SORT

Have students cut apart the **Spelling Word Cards BLM** in the Teacher Resource Book and initial the backs of each card. Have them read the words aloud with a partner. Then have partners do an open sort. Have them record the sort in their word study notebook.

### PATTERN SORT

Complete the **pattern sort** from Day 1 using the key words, pointing out the /ôr/ and /är/ *r*-controlled sounds. Have students use Spelling Word Cards to do their own pattern sort. Ask partners to compare and check their sorts.

DAY

3

### Word Meanings

Remind students that analogies show relationships between two pairs of words. Point out that analogies often use synonym and antonym pairs. Have students write the analogies below into their word study notebooks and then complete each analogy by writing a spelling word in the blank.

1. *Dark* is to *night* as *light* is to \_\_\_\_\_. (*morning*)
2. *Clear sky* is to *sunny* as *cloudy sky* is to \_\_\_\_\_. (*stormy*)
3. *Curtains* are to *window* as \_\_\_\_\_ is to *floor*. (*carpet*)
4. *Peach* is to *peach pit* as *apple* is to *apple* \_\_\_\_\_. (*core*)

Have students create three more analogies using spelling, review, or challenge words. Have them write the analogies, leaving a blank for the word, and trade with a partner. Have partners fill in the blanks, and then discuss their answers.

See Phonics/Spelling Reproducibles pp. 49–54.

### SPEED SORT

Have partners do a **speed sort** to see who is faster, then compare results. Then ask them to do a word hunt in the week's reading for words with /ôr/ and /är/ sounds. Have them record the words and their pattern sort in the word study notebook.

DAY

4

### Proofread and Write

Write these sentences on the board. Have students circle and correct each misspelled word. They can use print or electronic dictionaries to help them.

1. I will get the aword at the ceremony in the morening. (*award, morning*)
2. Don't bor the gard with those jokes. (*bore, guard*)
3. The corpet was stuck under the doar. (*carpet, door*)
4. The library will chawрге you a fee if you worp the cover of the book. (*charge, warp*)

**Error Correction** Remind students to include silent letters, such as the *u* in *guard*. Also, some students may leave off the final *e* in the common *-ore* spelling pattern. Provide *-ore* word lists for these students to practice, such as *before, store, anymore, evermore, and explore*.

### BLIND SORT

Have partners do a **blind sort**: one reads a Spelling Word Card; the other tells under which key word it belongs. Have them take turns until both have sorted all their words. Ask them to review their sorts and then discuss how they sorted the words and if any changes are needed.

DAY

5

### Assess

Use the Dictation Sentences for the Posttest. Have students list misspelled words in their word study notebooks. Look for students' use of these words in their writings.

#### Dictation Sentences

1. He threw a dart at the board.
2. The guard let us enter the gate.
3. He won the attendance award.
4. Are the animals in the backyard?
5. I don't like to argue with you.
6. The fire threw off a spark.
7. Her arrow hit the target.
8. It was smart to bring a sweater.
9. A battery has an electric charge.
10. The carpet we bought is soft.
11. Water made the wood warp.
12. Shut the door when you leave.
13. We passed by an old fort.
14. I work best in the morning.
15. The stork had pretty feathers.
16. The telephone cord is broken.
17. I was worn out after the game.
18. If it is stormy outside, we stay in.
19. Is the core of the apple edible?
20. Please don't bore me with that story again.

Have students self-correct the tests.

# Build Vocabulary

DAY

1

## OBJECTIVES

CCSS

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.3a**

CCSS

Use sentence-level context as a clue to the meaning of a word or phrase. **L.3.4a**

Expand vocabulary by adding inflectional endings and affixes.

## Vocabulary Words

camouflaged	pounce
dribbles	predator
extraordinary	prey
poisonous	vibrations

EL

Pair students of different language proficiency levels to practice vocabulary. Have partners discuss different shades of meaning in synonyms or other words with similar meanings, such as *extraordinary* and *amazing*.

**ELD** ELD.PI.4.8.Em •  
ELD.PI.4.8.Ex •  
ELD.PI.4.8.Br

DAY

2

## Connect to Words

Practice this week's vocabulary.

1. How does being **camouflaged** help animals hide?
2. Why does a spider **dribble** digestive juices on its prey?
3. Describe what makes something **extraordinary**.
4. What are some things that can be **poisonous**?
5. How are the meanings of **pounce** and *jump* different?
6. Describe a **predator** you have read about.
7. What does it mean if something is called **prey**?
8. When could you feel **vibrations** in the earth?

## Expand Vocabulary

Help students generate different forms of this week's words by adding, changing, or removing inflectional endings.

- Draw a four-column T-chart on the board. Write *dribble* in the left column. Then write *dribbling*, *dribbles*, *dribbled* in the other columns. Read aloud the words with students.
- Have students share sentences using each form of *dribble*.
- Students can fill in the chart for *camouflaged* and *pounce*, then share sentences using the different forms of the words.
- Have students copy the chart in their word study notebook.



## BUILD MORE VOCABULARY

COLLABORATE

### ACADEMIC VOCABULARY

Discuss important academic words.

- Display *survival*, *migration*.
- Define each word and discuss the meanings with students.
- Display *survive* and *survival*. Have partners look up and define related words.
- Write the related words on the board. Have partners ask and answer questions using the words. Repeat with *migration*.

### SUFFIXES



- Review adding suffixes to words. Ask, *What is the suffix in poisonous?*
- Have partners use a dictionary to find words from this week's reading that can add suffixes, such as *adapt* or *color*.
- Have partners list different suffixes for each word, and explain how the suffix changes the meaning. Have them add the words and suffixes to their word study notebook.

## DAY

3

**Reinforce the Words**

Review last week's and this week's vocabulary words. Have students orally complete each sentence stem.

1. A \_\_\_\_ will pounce on a helpless mouse and eat it.
2. I'm really scared of poisonous \_\_\_\_.
3. \_\_\_\_ are really extraordinary animals.
4. The \_\_\_\_ dribbles digestive juices on the prey it \_\_\_\_ in its web.
5. I can feel the vibrations of the \_\_\_\_!

## DAY

4

**Connect to Writing**

- Have students write sentences in their word study notebooks using this week's vocabulary.
- Tell them to write sentences that provide word information they learned from this week's readings.
-  Provide the Day 3 sentence stems 1-5 for students needing extra support.

**Write About Vocabulary** Have students write something they learned from this week's words in their word study notebook. For example, they might write about how a spider can be both a *predator* and *prey*, or some of the different kinds of *poisonous* animals they have learned about.

## DAY

5

**Word Squares**

Ask students to create Word Squares for each vocabulary word.

- In the first square, students write the word. (example: *pounce*)
- In the second square, students write their own definition of the word and any related words, such as synonyms. (example: *leap, attack, jump on*)
- In the third square, students draw a simple illustration that will help them remember the word. (example: a tiger pouncing on its prey)
- In the fourth square, students write nonexamples, including antonyms for the word. (example: *sitting, staying still*)
- Have partners compare and discuss their Word Squares.

**PREFIXES**

Remind students that a prefix appears at the beginning of a word and changes its meaning.

- Display **Your Turn Practice Book** pages 83-84. Read the fourth paragraph. Model finding the meaning of *uncommon*.
- Have students complete page 87 and find clues for *reproduce*, *unwanted*, and *unusual* on pages 83-84, using a print or online dictionary to confirm meanings.

**SHADES OF MEANING**

Help students generate words related to *vibration*. Draw a word web. Label the web "Vibration."

- Have partners use a dictionary or thesaurus to generate related words and synonyms to add to the web.
- Add words not included, such as *quiver* or *tremor*.
- Ask students to copy the words in their word study notebook.

**MORPHOLOGY**

Use *dangerous* as a springboard for students to learn more words. Draw a T-chart. Label the columns "Root" and "Suffix."

- Write *danger* in the first column and *-ous* in the second. Discuss how the suffix changes the meaning or part of speech.
- Ask for examples of other words with the *-ous* suffix. (*joyous, nervous, poisonous*)
- Have partners add the words to their word study notebook.

# → Integrate Ideas

## Close Reading Routine

**Read** DOK 1-2

- Identify key ideas and details about Adaptations.
- Take notes and summarize.
- Use **ACT** prompts as needed.

**Reread** DOK 2-3

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

**Integrate** DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Use *Close Reading Companion*, p. 61



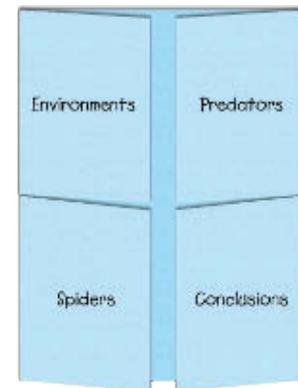
## TEXT CONNECTIONS

### Connect to the Essential Question

Write the essential question on the board: *What helps an animal survive?*

Divide the class into small groups. Tell students that each group will compare the information that they have learned about how animals survive. Model how to compare this information by using examples from the week's **Leveled Readers** and "Animal Adaptations," **Reading/Writing Workshop** pages 136-139.

**Evaluate Text Evidence** Have students review their class notes and completed graphic organizers before they begin their discussions. Encourage students to compare information from all the week's reads. Have each group pick one student to take notes. Explain that each group will use a **Four-Door Foldable®** to record their ideas. You may wish to model how to use a **Four-Door Foldable®** to record comparisons.



Diann Zinke's  
**FOLDABLES**  
Study Organizer

## Inquiry Space

LEVEL

1

2

3

4

5

6

## INFORMATIVE PERFORMANCE TASK

### Investigate: Sharks



### Write an Outline and Draft

**PREVIEW LEVEL 4** Display Level 4. Explain that in this level students will use their notes to write an outline and draft for their presentation.

- 1 Organize Your Notes** Explain to students the importance of organizing their notes before writing a paper. Tell them that to organize their notes, they must identify their main ideas and supporting details. Organizing notes means grouping related facts and details together. Tell students that organizing their notes will help them create their outline. You may wish to show students the **Organize Notes: Informative** animation from the online **Toolkit**.

## Text to Media

**Post Online** Remind students to discuss their responses to the “Hidden in Plain Sight” Blast along with information from all the week’s reads. Tell students to include the photo of the seahorse on **Close Reading Companion** page 61 as part of their discussion. Guide students to see the connections between media and text. Ask: *How does the Blast connect to what you read this week? To the photograph?*

## Present Ideas and Synthesize Information

When students finish their discussions, ask for a volunteer from each group to read their notes aloud. Have the class compare and contrast their findings.



### OBJECTIVES

**CCSS** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **RI.4.9**



- 2 Write an Outline** Tell students that outlines begin with a topic sentence. A topic sentence in a report can be a thought-provoking question. Or it could be an interesting fact. Explain to students that the body of the outline is divided into sections. Each main idea is its own section. At least two supporting details are listed under each main idea. At the end of the outline, there is a concluding statement. Display and discuss with the class the **Student Model Outline: Informative** from the online Toolkit.
- 3 Draft** Display the **Student Draft Model** from the Toolkit. Discuss how the writer introduced the topic of the report. Ask: *Is this a strong introduction? Did it get your attention? Did it make you want to learn more about the topic?* Discuss with students how they might improve it. Then have students find examples of main ideas and supporting details in the draft. You may wish to have students watch the **Outline to Draft** animation from the Toolkit.

### OBJECTIVES

**CCSS** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **W.4.2a**

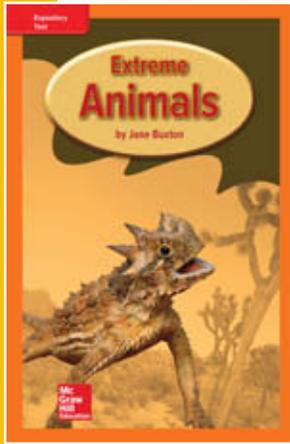
**CCSS** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.4.2d**



**NGSS** 4.LS1.1 • 4.LS1.2

**ASSIGN LEVEL 4** Have students begin Level 4 by reviewing their notes. You may wish to have students watch the Organize Notes: Informative and Outline to Draft animations, again, before they start writing. Before students move on to Level 5, you may wish to evaluate their work to make sure they remain on track.

# → Approaching Level



Lexile 590  
TextEvaluator™ 23

## OBJECTIVES

CCSS

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

CCSS

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

## ACADEMIC LANGUAGE

- summarize, main idea, details, expository text, captions, prefixes
- Cognates: *detalles*, *texto expositivo*, *prefijos*



NGSS 4.LS1.A • 4.LS1.D

## Leveled Reader: *Extreme Animals*

### Before Reading

#### Preview and Predict

Have students read the Essential Question. Have students read the title, the table of contents, and the photographs and captions in *Extreme Animals* and predict what the selection will be about. Have partners discuss their predictions.

#### Review Genre: Expository Text

Review with students that expository text presents information and explains about a topic. Expository text also includes text features like photographs and captions. As they preview the book, have students identify features of expository text in *Extreme Animals*.

### During Reading

#### Close Reading

**Note Taking** Ask students to use their graphic organizer while they read.

**Pages 2–3** *What is the main idea of this section? (Many animals have ways to adapt to extreme environments.) Turn to a partner and tell one key detail that supports the main idea. (Some animals have adaptations that help them keep warm.)*

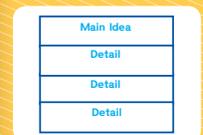
**Pages 4–7** *Summarize how one of the animals in Chapter 1 has adapted to its environment. (The Texas horned lizard can squirt blood from its eyes and puff up its body to keep snakes away. It is also hard to see.) Remember that the prefix en- means “to be put in.” Use this information to define endangered on page 7. (Endangered means “put in danger.”)*

**Pages 8–9** *What is the main idea of Chapter 2? (Some animals adapt to live in water.) Name one key detail that supports the main idea. (Manatees have layers of fat to keep them warm underwater.)*

Go Digital



Leveled Readers



Use Graphic Organizer

**Pages 10–11** What special adaptation does a Surinam toad have? Paraphrase to a partner. (Baby Surinam toads climb out of the skin on their mothers' backs, which protects them from predators.)

**Pages 12–14** How does the sidebar on page 13 support the text? (The sidebar explains why the blobfish may go extinct. It also shows a picture of the blobfish that helps me visualize a fish with no muscles.)

## After Reading

**Respond to Reading** Revisit the Essential Question and ask students to complete Respond to Reading on page 15.

 **Write About Reading** Check that students have explained how animals survive in the deep ocean and have cited details from the text that support their explanations.

## Fluency: Rate

**Model** Model reading pages 2 and 3 with proper rate, being sure to read steadily and emphasize important words. Next, reread the pages aloud and have students read along with you.

**Apply** Have students practice reading with a partner.

## PAIRED READ

### “Hare and the Water”

#### Make Connections:

#### Write About It

Before reading, ask students to note that the genre of the story is a trickster tale, which is different from expository text. Trickster tales are fictional stories that often feature animal characters with special abilities. Then discuss the Essential Question. After reading, ask students to compare how the animals in *Extreme Animals* and “Hare and the Water” use their unique adaptations to survive.



Leveled Reader

## Literature Circles

Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion on why animals need to adapt to their environments, drawing from both selections from the leveled reader.

## Level Up



Level-up lessons available online.

**IF** students read the **Approaching Level** fluently and answered the questions **THEN** pair them with students who have proficiently read **On Level** and have students

- echo-read the **On Level** main selection with their partners.
- use self-stick notes to mark at least one new detail they would like to discuss in each section.

## ACT Access Complex Text

The **On Level** challenges students by including more domain-specific words and complex sentence structures.



## FOCUS ON SCIENCE

Students can extend their knowledge of animal adaptations by completing the science activity on page 20. **STEM**

# → Approaching Level

## Phonics/Decoding

ELD ELD.P.III.4

### DECODE WORDS WITH /är/

TIER  
2**OBJECTIVES**

CCSS

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.3a**

Decode words with *r*-controlled vowels.

I Do

Explain that *r*-controlled vowels have their sounds changed by the letter *r*. Display the *star* **Sound-Spelling Card**. Explain that /är/ is usually spelled *ar*. Write *dark* on the board and read it aloud. Point out the /är/ sound in *star* and *dark*, then underline the *ar* spelling. Repeat with the words *barn*, *harsh*, *scarf*, and *marsh*.

We Do

Write *charge*, *art*, *yard*, and *hard* on the board. Model how to decode the *r*-controlled vowel in the first word. Have students identify the *r*-controlled vowel sound. Then have students read the rest of the words aloud and identify the *r*-controlled vowel sounds.

You Do

Add these words to the board: *smart*, *spark*, *dart*, and *bark*. Have students read each word aloud and identify the *r*-controlled vowel spelling and sound. Then point to the words in random order for students to read chorally. Repeat several times.

ELD ELD.P.III.4

### REVIEW *r*-CONTROLLED VOWELS

TIER  
2**OBJECTIVES**

CCSS

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.3a**

Decode words with *r*-controlled vowels.

I Do

Remind students that *r*-controlled vowels are affected by the letter *r*. Point out that /är/ is usually spelled *ar* and /ôr/ is spelled *or*, *oar*, and *ore*. Write *soar* on the board. Point out the *oar* spelling for the /ôr/ sound. Underline the *or* in *corn* and sound out the /ôr/ sound. Repeat for *core*.

We Do

Display the **Word-Building Cards** *fore*, *en*, *car*, *back*, *stor*, *for*, *yard*, *my*, and *ing*. Then write the syllables *tar*, *morn*, *cast*, *pet*, *get*, and *ced* on the board. Have students use the cards and the syllables on the board to build multisyllabic words with *r*-controlled vowels. Have students underline the *r*-controlled vowels in each word.

You Do

Add the following examples to the board: *argue*, *aboard*, and *boredom*. Ask students to decode each word. Then point to all of the words on the board in random order for students to choral-read. Repeat several times.

ELD ELD.P.III.4

PRACTICE *r*-CONTROLLED VOWELS

## OBJECTIVES

**CCSS** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.3a**

Decode words with *r*-controlled vowels.

I Do

Remind students that some words with *r*-controlled vowels have the /är/ and /ôr/ sounds. Tell students that these sounds are spelled *oar*, *or*, *ore*, or *ar*. Write the word *partner* on the board. Then read the word aloud. Tell students that the letter *a* is an *r*-controlled vowel. Point to the letter *r* that comes after *a* in *partner*. Underline the *ar* spelling in the word.

We Do

Write the words *export*, *scorecard*, and *uproar* on the board. Model how to decode the first word and then guide students as they decode the remaining words. Help students point out the *r*-controlled vowel in each word. Ask students to underline the /är/ or /ôr/ spelling in each word.

You Do

Afterward, point to the words in random order for students to choral-read.

ELD ELD.PI.4.I2b.Em • ELD.PI.4.I2b.Ex • ELD.PI.4.I2b.Br

WORDS ENDING IN *-ful* AND *-less*

## OBJECTIVES

**CCSS** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.3a**

Decode words ending in *-ful* and *-less*.

I Do

Review that adding a suffix to the end of a word changes the word's meaning. Tell students that the suffix *-ful* means "full of" or "having." Add that the suffix *-less* means "without." For most words, simply add *-ful* or *-less* to the end of the word: *harm/harmful/harmless*. For words ending in *y*, replace the *y* with an *i* and add *-ful* and *-less*: *pity/pitiful/pitiless*.

We Do

Write *power* on the board. Model how to decode the word. Then model how to apply the suffixes. Give examples of other words with *-ful* and *-less*. Then guide students as they decode these words. Help students identify the base word in each example.

You Do

Afterward, write the words *cordless*, *shapeless*, *beautiful*, and *thoughtful* on the board. Have students underline the suffixes in each word. Point to the words in random order for students to choral-read. Then have students explain how the ending changed the meaning of each word.



## ENGLISH LEARNERS

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

# → Approaching Level

## Vocabulary

TIER  
2

### REVIEW HIGH-FREQUENCY WORDS

#### OBJECTIVES

**CCSS** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. **RF.4.4a**

Review high-frequency words.

I Do

Use **Word Cards 71–80**. Display one word at a time, following the routine:

Display the word. Read the word. Then spell the word.

We Do

Ask students to say the word and spell it with you. Model using the word in a sentence and have students repeat after you.

You Do

Display the word. Ask students to say the word and then spell it. When completed, quickly flip through the word card set as students choral-read the words. Provide opportunities for students to use the words in speaking and writing. For example, provide sentence starters, such as *Dad told us a funny \_\_\_\_*. Ask students to write each word in their *Writer's Notebook*.

TIER  
2

### REVIEW VOCABULARY WORDS

#### OBJECTIVES

**CCSS** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **L.4.6**

I Do

Display each **Visual Vocabulary Card** and state the word. Explain how the photograph illustrates the word. State the example sentence and repeat the word.

We Do

Point to the word on the card and read the word with students. Ask them to repeat the word. Engage students in structured partner-talk about the image as prompted on the back of the vocabulary card.

You Do

Display each card in random order, hiding the word. Have students match the definitions and context sentences of the words to the cards displayed.

## IDENTIFY RELATED WORDS

### OBJECTIVES

**CCSS** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **L.4.5c**

I Do

Display the *dribbles* **Visual Vocabulary Card**. Point out which word means almost the same as the first word in the word set: *dribbles*, *drools*, *pours*, and *drips*. Point out that *drips* has almost the same meaning as *dribbles*.

We Do

Display the vocabulary card for the word *extraordinary*. Say aloud the word set *extraordinary*, *ordinary*, *remarkable*, and *familiar*. With students, identify the word that means almost the same as the first word in the word set and discuss why.

You Do

Using the word sets below, display the remaining cards one at a time, saying aloud the word set. Ask students to underline the word that means almost the same as the first word in each set.

*pounce*, *release*, *strike*, *climb*

*poisonous*, *harmful*, *healthy*, *harmless*

*vibrations*, *pauses*, *shake*, *silence*

## PREFIXES

### OBJECTIVES

**CCSS** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

Use prefixes to determine the meaning of unfamiliar words.

I Do

Display the Comprehension and Fluency passage on **Approaching Reproducibles** pages 83–84. Read aloud the fourth paragraph. Point out the prefix *un-* in the word *uncommon*. Explain to students that a prefix is a word part added to the beginning of a word that changes its meaning. Tell students that *un-* means “not,” *pre-* means “before,” *re-* means “again,” and *dis-* means “opposite of.”

**Think Aloud** I don’t know what *uncommon* means. When I read the sentence, I can see that it has something to do with how often something occurs. I know that *common* is another word for *frequent*. Since *un-* means “not,” *uncommon* must mean “not frequent.”

We Do

Ask students to point to the word *disadvantage* on page 83. Discuss how the prefix *dis-* changes the base word’s meaning. Then write the definition of the word.

You Do

Have students find the meanings of *unwanted* and *returns* on page 84 using what they know about prefixes.

# → Approaching Level Comprehension

## FLUENCY

TIER  
2

### OBJECTIVES

**CCSS** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.4.4b**

Read fluently at a steady rate or tempo.

I Do

Explain that reading with an appropriate rate often means reading at a steady tempo. Remind students to emphasize meaningful words as they read. Read the first paragraph of the Comprehension and Fluency passage on **Approaching Reproducibles** pages 83–84. Tell students to listen to your rate and how you emphasize certain words.

We Do

Read the rest of the page aloud and have students repeat each sentence after you, using appropriate rate. Explain that you read at a steady rate and emphasized important words.

You Do

Have partners take turns reading sentences from the passage. Remind them to focus on reading at a steady rate or tempo. Listen in and provide corrective feedback by modeling proper fluency.

## IDENTIFY IMPORTANT DETAILS

TIER  
2

### OBJECTIVES

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

Identify important supporting details.

I Do

Write the topic “The Birds.” Then write “webbed feet,” “waterproof feathers,” and “snap up a meal.” Help students understand that the last detail is less important because it is not connected to the other details. Explain that the first two details describe physical adaptations that birds have. Point out that the last detail is not related to adaptations.

We Do

Read the first page of the Comprehension and Fluency passage in **Approaching Reproducibles**. Ask: *So far, what is this passage about?* Point out that this is the topic of the passage. Then ask: *What facts did the passage tell you about the topic?* Explain that these facts are details. Help students identify what point most of these details relate to. Discuss why these details are important.

You Do

Have students read the rest of the passage. After each paragraph, they should write down the details that seem most important. Review their lists with them and help them explain why the details they chose are important. Then have them use the details to determine the main idea.

## REVIEW MAIN IDEA AND KEY DETAILS

**OBJECTIVES**

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

**I Do**

Remind students that the main idea is the most important point that an author makes about a topic. A paragraph has a main idea that the whole paragraph is about, and a whole selection has a main idea, too. The details are all the facts and descriptions that tell about the main idea. Explain that one sentence can include more than one detail.

**We Do**

Read the first paragraph of the Comprehension and Fluency passage in **Approaching Reproducibles** together. Pause to point out key details in each sentence. Model how to decide what all the important details have in common, or how they are connected, and how to state the main idea using these details. Then work with students to identify the main idea in each paragraph in the passage.

**You Do**

Have students use the main ideas of each paragraph to come up with the main idea of the whole passage.

## SELF-SELECTED READING

**OBJECTIVES**

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

Use a graphic organizer to summarize the key ideas and details of a text.

**Read Independently**

Have students choose an expository text for sustained silent reading. Then have students summarize their text. Remind students that:

- the main idea is the most important point that the author makes about the topic. Details provide information about the main idea.
- if they have trouble identifying the main idea, they should review key details and decide which ones are most important. Then they should decide what the details have in common to determine the main idea.

**Read Purposefully**

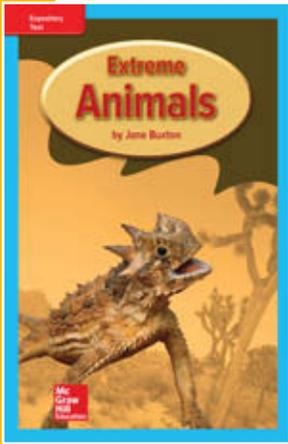
Have students record the main idea and important details on a Main Idea and Details Chart as they read independently. After they finish, they can have a discussion, each telling about the text they read.

- Students should share their charts and answer this question: *What was the most interesting fact you learned from this text?*
- They should also tell the rest of the class if there were any key ideas and details they had to summarize to increase their understanding.



# On Level

## Leveled Reader: *Extreme Animals*



Lexile 830  
TextEvaluator™ 30

### OBJECTIVES

CCSS

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

CCSS

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

### ACADEMIC LANGUAGE

- summarize, main idea, details, expository text, captions, prefixes
- Cognates: *detalles*, *texto expositivo*, *prefijos*



NGSS 4.LS1.A •  
4.LS1.D

### Before Reading

#### Preview and Predict

Have students read the Essential Question. Have students read the title, the table of contents, and the photographs and captions in *Extreme Animals* and predict what the selection will be about. Have partners discuss their predictions.

#### Review Genre: Expository Text

Review with students that expository text presents information and explains about a topic. Expository text also includes text features like photographs and captions. As they preview the book, have students identify features of expository text in *Extreme Animals*.

### During Reading

#### Close Reading

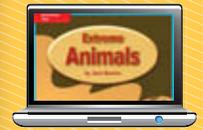
**Note Taking** Ask students to use their graphic organizer while they read.

**Pages 2–3** *What is the main idea of this section? (Many animals have ways to adapt to extreme environments.) Turn to a partner and tell two key details that support this main idea on page 2. (Some animals have adaptations that help them find food. Others have adaptations that help them stay safe from predators.)*

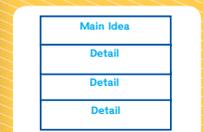
**Pages 4–5** *How does the chapter title on page 4 help organize the text? (It tells that this chapter will be about animals that are adapted to survive in rainforest and desert environments.) What does unusual mean considering the prefix un-? (“not usual” or “strange”)*

**Pages 6–7** *What special adaptations does the aye-aye have? Work with a partner to point them out in the photograph. (The aye-aye has large eyes to help it see at night. It also has sharp teeth and a long finger to help it get food.)*

Go Digital



Leveled Readers



Use Graphic Organizer

**Pages 8–11** Tell a partner two ways mammals have adapted to living underwater. (The Florida manatee has a layer of blubber under its skin to keep it warm underwater. The duck-billed platypus has webbed feet to help it swim.)

**Pages 12–14** Summarize the text on page 14. (When people change animals' habitats, they hurt the animals' ability to survive. We can help animals survive by protecting natural environments.)

## After Reading

**Respond to Reading** Revisit the Essential Question and ask students to complete Respond to Reading on page 15.

 **Write About Reading** Check that students have explained how animals survive in the deep ocean and have cited details from the text that support their explanations.

## Fluency: Rate

**Model** Model reading pages 2 and 3 with proper rate, being sure to read steadily and emphasize important words. Next, reread the pages aloud and have students read along with you.

**Apply** Have students practice reading with a partner.

## PAIRED READ

### “Hare and the Water”

#### Make Connections:

#### Write About It

Before reading, ask students to note that the genre of the story is a trickster tale. Trickster tales are fictional stories that often feature animal characters with special abilities. Then discuss the Essential Question. After reading, ask students to compare how the animals in *Extreme Animals* and “Hare and the Water” use their unique adaptations to survive.



Leveled Reader



## FOCUS ON SCIENCE

Students can extend their knowledge of animal adaptations by completing the science activity on page 20. **STEM**

## Literature Circles

Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion on why animals need to adapt to their environments, drawing from both selections from the leveled reader.

## Level Up



Level-up lessons available online.

**IF** students read the **On Level** fluently and answered the questions

**THEN** pair them with students who have proficiently read the **Beyond Level** and have students

- partner-read the **Beyond Level** main selection.
- list what they feel are the strangest animals they find in the text.
- select at least three sections of text to summarize.

## ACT Access Complex Text

The **Beyond Level** challenges students by including more **domain-specific words** and **complex sentence structures**.



# On Level

## Vocabulary

### REVIEW VOCABULARY WORDS

#### OBJECTIVES



Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **L.4.6**



I Do

Use **Visual Vocabulary Cards** to review key selection words: *poisonous*, *pounce*, *prey*, *vibrations*, *predator*, and *camouflaged*. Point to each word, read it aloud, and have students chorally repeat it.



We Do

Ask these questions and help students respond and explain their answers.

- What might happen after a mouse is bitten by a *poisonous* snake?
- Do animals give a warning before they *pounce* on their prey?
- Why does a *prey* need to hide from a predator?



You Do

Display the remaining vocabulary cards and have students answer the yes/no questions to show their understanding of each word's meaning.

- Can animals smell *vibrations* on the ground?
- Do *predators* need to protect themselves from prey?
- Are *camouflaged* animals hard to see?

### PREFIXES

#### OBJECTIVES



Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

Use prefixes to determine the meaning of unfamiliar words.



I Do

Remind students that *un-* means “not.” Tell students that this prefix changes the meaning of the word *common*. Use the Comprehension and Fluency passage on **Your Turn Practice Book** pages 83–84 to model.

**Think Aloud** *I want to know what **uncommon** means. I know that the prefix **un-** means “not.” I know that when something is common it is often seen or often happening. These clues tell me that **uncommon** means something that is not often seen or does not often happen.*



We Do

Have students read the following sentence: *Without waterproof feathers, they would be at a disadvantage.* Have students figure out the meaning of *disadvantage* by rereading the sentence and recalling that the prefix *dis-* means “opposite of.”



You Do

Have students work in pairs to determine the meanings of the words *reproduce* and *unusual* on page 84. Have them circle each prefix.

## REVIEW MAIN IDEA AND KEY DETAILS

### OBJECTIVES

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

I Do

Remind students that the main idea is the most important point an author makes about a topic. Explain that every paragraph has a main idea that it is mostly about, and a whole passage has a main idea, too. The details are all the facts and descriptions that tell about the main idea. Explain that one sentence can include more than one detail.

We Do

Have a volunteer read the first paragraph of the Comprehension and Fluency passage on **Your Turn Practice Book** pages 83–84. Have students orally list important details, and help them explain why they are important. Then model how to decide what the details have in common or how they are connected, and how to state the main idea using these details. Then work with students to identify the main idea in the next paragraph.

You Do

Have partners identify the main ideas in each paragraph in the rest of the passage. Then have them use these ideas to determine the main idea of the whole passage.

## SELF-SELECTED READING

### OBJECTIVES

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

Use a graphic organizer to summarize the key ideas and details of a text.

### Read Independently

Have students choose an expository text for sustained silent reading.

- Before they read, have students preview the text, reading the title and viewing the front and back cover.
- As students read, remind them to summarize the key ideas and details of a text.

### Read Purposefully

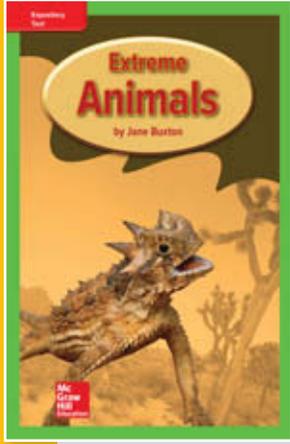
Encourage students to read different texts in order to learn about a variety of subjects.

- As students read, have them fill in the key details and main idea on a Main Idea and Details Chart.
- Students can use this chart to help them write a summary of the text.
- Ask students to share their reactions to the text with classmates.



# Beyond Level

## Leveled Reader: *Extreme Animals*



Lexile 890  
TextEvaluator™ 32

### OBJECTIVES

CCSS

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

CCSS

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

### ACADEMIC LANGUAGE

- summarize, main idea, details, expository text, captions, prefixes
- Cognates: *detalles*, *texto expositivo*, *prefijos*



NGSS 4.LS1.A •  
4.LS1.D

### Before Reading

#### Preview and Predict

Have students read the Essential Question. Have students read the title, the table of contents, and the photographs and captions in *Extreme Animals* and predict what the selection will be about. Have partners discuss their predictions.

#### Review Genre: Expository Text

Review with students that expository text presents information and explains about a topic. Expository text also includes text features like photographs and captions. As they preview the book, have students identify features of expository text in *Extreme Animals*.

### During Reading

#### Close Reading

**Note Taking** Ask students to use their graphic organizer while they read.

**Pages 2–3** *What is the main idea of the introduction? (Some animals can live in extreme environments because of special adaptations.) How does the paragraph about the fennec fox on page 3 support the main idea with details? (The fennec fox has large ears that allow it to stay cool in extremely hot environments.)*

**Page 4** *Define unusual on page 4 to a partner. (Unusual means “strange” or “not usual.”) How does the prefix help you define the word? (I know the prefix un- means “not.”)*

**Pages 5–7** *Summarize the javelina’s adaptations to a partner. (The javelina stays with a herd for protection. To fend off predators, it makes a loud noise with its teeth and raises the hairs on its back. It also gives off a strong odor, which keeps predators away.)*

Go  
Digital



Leveled Readers



Use Graphic Organizer

**Pages 8–11** *What is the main idea of Chapter 2? (Some animals have special adaptations for watery environments.) Tell one detail that supports the main idea. (Manatees have a thick layer of blubber under their skin that keeps them warm underwater.)*

**Pages 12–14** *How does the author feel about protecting animals? (It's very important to protect animals.) How can you tell? (The author says, "We can all play a part to protect our planet and its amazing animals.")*

## After Reading

**Respond to Reading** Revisit the Essential Question and ask students to complete Respond to Reading on page 15.

 **Write About Reading** Check that students have explained how animals survive in the deep ocean and have cited details from the text that support their explanations.

## Fluency: Rate

**Model** Model reading pages 2 and 3 with proper rate, being sure to read steadily and emphasize important words. Next, reread the pages aloud and have students read along with you.

**Apply** Have students practice reading with a partner.

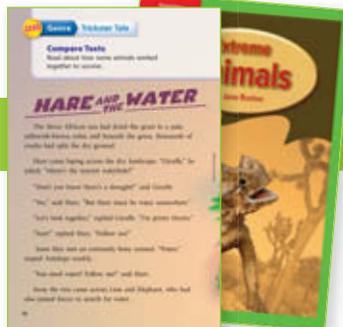
## PAIRED READ

### "Hare and the Water"

#### Make Connections:

#### Write About It

Before reading, ask students to note that the genre of the story is a trickster tale. Trickster tales are fictional stories that often feature animal characters with special abilities. Then discuss the Essential Question. After reading, ask students to compare how the animals in *Extreme Animals* and "Hare and the Water" use their unique adaptations to survive.



Leveled Reader

## Literature Circles

Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion on why animals need to adapt to their environments, drawing from both selections from the leveled reader.

## Gifted and Talented

**Synthesize** Challenge students to think of a way they could help protect an animal in the text. Have students select one animal they have read about and write a checklist of ways people could protect that animal. Students may do additional research or work based on what they already know. Invite volunteers to share their work with the class.



## FOCUS ON SCIENCE

Students can extend their knowledge of animal adaptations by completing the science activity on page 20. **STEM**



# Beyond Level

## Vocabulary

### REVIEW DOMAIN-SPECIFIC WORDS

#### OBJECTIVES



Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **L.4.6**



Use the **Visual Vocabulary Cards** to review the meanings of the words *predator* and *camouflaged*. Write science-related sentences on the board using the words.

Write the academic vocabulary words *environment*, *adaptation*, and *poisonous* on the board, and discuss the meanings with students. Then help students write sentences using these words.



Have students work in pairs to review the meanings of the words *prey* and *survive*. Then have partners write sentences using these words.

### PREFIXES

#### OBJECTIVES



Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

Use prefixes to determine the meaning of unfamiliar words.



Read aloud the “True Colors” section of the Comprehension and Fluency passage on **Beyond Reproducibles** pages 83–84.

**Think Aloud** *When I read this section, I want to know the meaning of the word reproduce. Reproduce begins with the prefix re-. I know that re- means “again” and that produce means “to make.” I can guess that reproduce means to make something again or for an animal to make itself again.*

With students, read the next paragraph under “True Colors.” Help them figure out the meaning of *unwanted*.



Have pairs of students read the rest of the passage. Ask them to use the prefixes to determine the meanings of *unsafe* and *unusual*.



**Analyze** Have partners analyze how birds use physical adaptations to survive. Have pairs organize their thoughts in a paragraph. Encourage students to use drawings to support their writing.

## REVIEW MAIN IDEA AND KEY DETAILS

### OBJECTIVES

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

Model

Remind students that the main idea in a passage is the most important point that an author focuses on. Explain that details support and give more information about the main idea. Point out that one sentence can include more than one detail and that each paragraph has a main idea that is part of the main idea of the whole passage.

Have students read the first paragraph of the Comprehension and Fluency passage on **Beyond Reproducibles** pages 83–84. Ask open-ended questions to facilitate discussion, such as *What is the author telling us in this paragraph? What does the author want us to know?* Students should support their responses with details from the text.

Apply

Have students identify the main ideas in each paragraph throughout the passage as they independently fill in a Main Idea and Details Chart. Then have partners use their work to determine the main idea of the passage.

## SELF-SELECTED READING

### OBJECTIVES

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

Use a graphic organizer to summarize the key ideas and details of a text.

### Read Independently

Have students choose an expository text for sustained silent reading.

- As students read, have them fill in a Main Idea and Details Chart.
- Remind them to summarize the key ideas and details of a text.

### Read Purposefully

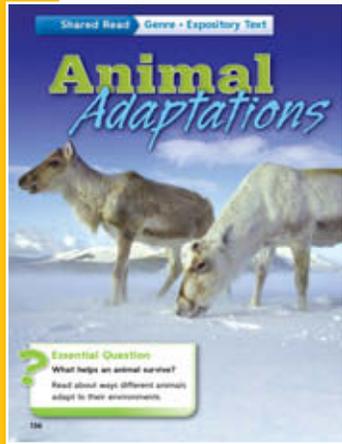
Encourage students to keep a reading journal. Ask them to read different texts in order to learn about a variety of subjects.

- Students can write summaries of the text in their journals.
- Ask students to share their reactions to the text with classmates.



**Independent Study** Challenge students to discuss how the texts relate to the weekly theme of adaptations. Remind students about the bird adaptations discussed in the selection. Have students describe the adaptations that other animals have that help them survive. Have students explain how each animal benefits from its adaptations.

# → English Learners



## Reading/Writing Workshop

### OBJECTIVES

**CCSS** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

**CCSS** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

### LANGUAGE OBJECTIVE

Identify the main idea and key details of a text.

### ACADEMIC LANGUAGE

- *summarize, summary, main idea, details*
- Cognate: *detalles*

## Shared Read *Animal Adaptations*

### Before Reading

#### Build Background

Read the Essential Question: What helps an animal survive?

- Explain the meaning of the Essential Question. Tell students that they will learn about the adaptations that help animals survive. *Adaptations are special ways that animals use to survive, or live.*
- **Model an answer:** *Many animals have special adaptations that help them survive. Some birds fly south in the winter and fly back north when it is warm. Skunks use a smelly spray when they believe they are in danger. Bats can see at night and have a good sense of smell so that they can fly and look for food in the dark.*
- Ask students a question that ties the Essential Question to their own background knowledge. *Turn to a partner and think of an animal that uses an adaptation to survive. Describe at least one way that it survives.* Call on several pairs.

### During Reading

#### Interactive Question-Response

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

**ELD** ELD.PI.4.1.Em • ELD.PI.4.1.Ex • ELD.PI.4.1.Br  
 ELD.PI.4.6a.Em • ELD.PI.4.6a.Ex • ELD.PI.4.6a.Br  
 ELD.PI.4.6b.Em • ELD.PI.4.6b.Ex • ELD.PI.4.6b.Br  
 ELD.PI.4.12a.Em • ELD.PI.4.12a.Ex • ELD.PI.4.12a.Br

Go  
Digital



View "Animal Adaptations"

**Page 137****Paragraphs 1 and 2****Explain and Model Main Idea and Key Details**

Reread the text and help students identify the most important idea in the first two paragraphs. *The main idea in these two paragraphs is that animals have special ways, called adaptations, to survive. The first paragraph tells us how skunks use a special spray to keep predators away. Who can give me another detail that helps support the main idea? Call on students until they have provided three additional details.*

**Staying Warm**

Chorally read the heading. *What do you think we will read about in this section? (how animals stay warm)*



*Summarize the physical adaptations that help keep the caribou warm. (The caribou has two layers of fur and a thick layer of fat. It has a very small body that can weigh over 500 pounds. The caribou's muzzle is covered in short hair and helps warm the air before it is inhaled into its lungs.)*

**Page 138****Finding Food**

Have students point to the caribou's muzzle in the picture. Ask a volunteer to recall what he or she learned about the caribou's muzzle on the page 137. Have another student verify the answer.



*Why are the caribou's stomachs separated into four chambers? (to help digest lichen) Why do caribou eat over six pounds of lichen? (It is one of the few foods that it can find in the winter.) How does the caribou know that it is time to return up north? (when melting snow dribbles into streams) Have partners take turns answering the questions.*

**Insects in Disguise**

**Explain and Model Prefixes** Point out and say *disappear*. Have students repeat. Tell them that *dis-* means "opposite of." Show how the prefix *dis-* changes the meaning of the base word *appear*.



*What adaptations does the phasmid use to protect it from predators? (The phasmid looks like a leaf or twig, which allows it to blend in with its surroundings and be camouflaged from predators. Phasmids are also nocturnal, which helps them avoid predators.)*

**Page 139****Water, Please!**

*What does the alligator in the photo look like? (a log)*

**Model Main Idea and Key Details** Have volunteers describe the alligator's adaptations to life in the Everglades ecosystem. *(Alligators have a log-shaped body that makes them hard to detect by other animals. They use their feet and snout to clear dirt from holes in limestone bedrock. Alligators can drink water from their water holes when the ground dries up.)*

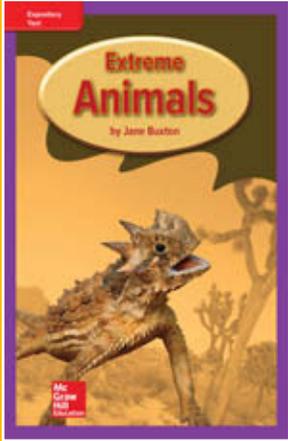
*What happens when other animals visit the alligator holes? (The alligator may pounce on them and they become easy prey.)*

**After Reading****Make Connections**

- Review the Essential Question: What helps an animal survive?
- Make text connections.
- Have students complete **EL Reproducibles** pages 83-85.

# → English Learners

## Leveled Reader: *Extreme Animals*



Lexile 680  
TextEvaluator™ 25

### OBJECTIVES

CCSS

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.2**

CCSS

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

### ACADEMIC LANGUAGE

- summarize, main idea, details, expository text, captions, prefixes
- Cognates: *detalles*, *texto expositivo*, *prefijos*



NGSS 4.LS1.A • 4.LS1.D

### Before Reading

#### Preview

- Read the Essential Question: What helps an animal survive?
- Refer to Adapting to Survive: *What physical features help the chameleon survive?*
- Preview *Extreme Animals* and “Hare and the Water”: *Our purpose for reading is to learn how animals survive in extreme environments.*

#### Vocabulary

Use the **Visual Vocabulary Cards** to preteach the EL vocabulary: *habitat*, *pressure*, *survive*. Use the routine found on the cards. Point out the cognate: *hábitat*.

### During Reading

#### Interactive Question-Response

**Note Taking** Have students use their graphic organizer in the **EL Reproducibles** page 82. Use the questions below as you read each section with students. As you read, define vocabulary.

**Pages 2–3** *The main idea for a text can be found in the introduction. Help students fill in the sentence frame: Animals can live in many different environments because they have \_\_\_\_\_. (special adaptations) What is one kind of adaptation the author talks about? (Possible answers: Some animals have thick fur. Some animals have large ears to listen for prey.)*

**Pages 4–5** *The prefix un- means “not.” Use this information to define unusual on page 4. Unusual means \_\_\_\_\_. (not usual) How is the horned lizard unusual? (It squirts blood from its eyes.)*

**Pages 6–7** *Look at the picture of the aye-aye on page 7. What is special about the way it looks? (It has large eyes.) Read the caption. How do the aye-aye’s eyes help it survive? (It can see very well at night.)*

**Pages 8–9** *Reread page 8. Turn to a partner and give a detail to support the main idea that manatees have special adaptations. (A layer of blubber keeps manatees warm. The lips move like fingers to help grab plants.)*

**ELD** ELD.PI.4.6a.Em • ELD.PI.4.6a.Ex • ELD.PI.4.6a.Br  
ELD.PI.4.6b.Em • ELD.PI.4.6b.Ex • ELD.PI.4.6b.Br

Go Digital



Leveled Readers



Use Graphic Organizer

**Pages 10–11** *Say it with me:* Amphibians are able to breathe on land and in the water. *How do amphibians breathe on land?* (through their lungs) *How do they breathe in water?* (through their skin)

**Pages 12–14** Chorally read the first paragraph on page 14. *What do animals need to survive?* (a healthy habitat) *Why is it important to help protect animals' habitats?* Help students fill in the sentence frame: *If we do not protect their habitats, animals could become \_\_\_\_.* (extinct)

## After Reading

**Respond to Reading** Help students complete the graphic organizer in **EL Reproducibles** page 82. Revisit the Essential Question. Have student pairs summarize and answer the Text Evidence Questions. Support students as necessary and review all responses as a group.

**Analytical Writing** **Write About Reading** Have partners explain how animals survive in the deep ocean. Encourage them to use notes from their graphic organizer and cite at least two details that support the main idea.

## Fluency: Rate

**Model** Model reading pages 2 and 3 with proper rate, being sure to read steadily and emphasize important words. Next, reread the pages aloud and have students read along with you.

**Apply** Have students practice reading with a partner.

## PAIRED READ

### “Hare and the Water”

#### Make Connections:

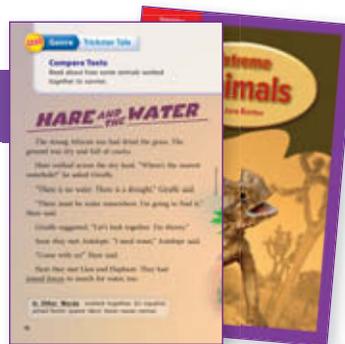
#### Write About It **Analytical Writing**

Before reading, ask students to note that the genre of the story is a trickster tale. Trickster tales are stories that teach a lesson and often feature animal characters who cheat or play tricks. Then discuss the Essential Question. After reading, ask students to compare how the animals they read about use their unique adaptations to survive.



## FOCUS ON SCIENCE

Students can extend their knowledge of animal adaptations by completing the science activity on page 20. **STEM**



Leveled Reader

## Literature Circles

Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion, asking students why animals need to adapt to their environments.

## Level Up



Level-up lessons available online.

**IF** students read the **EL Level** fluently and answered the questions

**THEN** pair them with students who have proficiently read **On Level** and have students

- echo-read the **On Level** main selection with their partners.
- list difficult words and phrases and discuss them with their partners.

## ACT Access Complex Text

The **On Level** challenges students by including more **academic language** and **complex sentence structures**.

# English Learners

## Vocabulary

ELD ELD.PI.4.I2a.Em • ELD.PI.4.I2a.Ex • ELD.PI.4.I2a.Br

### PRETEACH VOCABULARY

#### OBJECTIVES

CCSS

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **L.4.6**

#### LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “Animal Adaptations,” following the Vocabulary Routine found on the **Visual Vocabulary Cards** for the words *camouflaged*, *dribbles*, *extraordinary*, *poisonous*, *pounce*, *predator*, *prey*, and *vibrations*.

We Do

After completing the Vocabulary Routine for each word, point to the word on the card and read it aloud. Ask students to repeat the word.

You Do

Have partners write a synonym or an antonym for two of the words. Then have students read their word sets aloud while the rest of the class guesses the word.

#### Emerging

Help students write synonyms and antonyms.

#### Expanding

Ask students to write a sentence using the synonyms.

#### Bridging

Challenge students to write a synonym for two additional words.

ELD ELD.PI.4.I2a.Em • ELD.PI.4.I2a.Ex • ELD.PI.4.I2a.Br

### REVIEW VOCABULARY

#### OBJECTIVES

CCSS

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **L.4.6**

#### LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Review the previous week’s vocabulary words. Divide the words into two groups and review over two days. Read each word aloud, pointing to the word on the **Visual Vocabulary Card**. Have students repeat after you. Then follow the Vocabulary Routine on the back of each card.

We Do

Show students the visuals on the Visual Vocabulary Cards and have them guess the word.

You Do

Have one partner act out a vocabulary word. Then have the other student guess the word and give its meaning. Have students switch roles until they have completed all the words.

#### Emerging

Have students repeat the meanings of the words after you.

#### Expanding

Have students complete sentence frames using each word.

#### Bridging

Ask partners to write definitions for each word using synonyms and antonyms.

ELD ELD.PI.4.6b.Em • ELD.PI.4.6b.Ex • ELD.PI.4.6b.Br

## PREFIXES

## OBJECTIVES

**CCSS** Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **L.4.4b**

## LANGUAGE OBJECTIVE

Use prefixes to determine the meanings of unfamiliar words.

I Do

Read aloud the first page of the Comprehension and Fluency passage on **EL Reproducibles** pages 83–84. Point to the word *uncommon*. Explain that a prefix is added to the front of a word to change its meaning. Tell students that they can use a prefix to help figure out a word’s meaning.

**Think Aloud** I want to know what *uncommon* means. I know that the prefix *un-* means “not.” I also know that when something is common it is often seen or happens a lot. These clues tell me that *uncommon* refers to something that is not often seen or does not often happen.

We Do

Have students point to the word *unwanted* on page 83. Have students underline the prefix *un-* in the word. Write the definition on the board.

You Do

Have pairs use prefixes to find the meanings of *unusual* and *disadvantage* on page 83. Then have students write a sentence using each word.

## Emerging

Help students to locate, read aloud, and define the words with prefixes.

## Expanding

Ask students to locate and define other words with prefixes in the passage.

## Bridging

Have students list other words they know with the prefixes *un-* and *dis-*.

ELD ELD.PI.4.12a.Em • ELD.PI.4.12a.Ex • ELD.PI.4.12a.Br

## ADDITIONAL VOCABULARY

## OBJECTIVES

**CCSS** Choose words and phrases to convey ideas precisely. **L.4.3a**

## LANGUAGE OBJECTIVE

Use academic and high-frequency words.

I Do

List academic and high-frequency words from “Animal Adaptations” and *Extreme Animals*: *danger*, *safety*, *temperature*, *trait*. Define each word: A *trait is something that makes people or animals different from others. Your hair and eye color are physical traits. A cat’s curiosity is a behavioral trait.*

We Do

Model using the words in a sentence: *A zebra’s stripes are a special trait.* Then provide sentence frames and complete them with students: *The trait I am most proud of is \_\_\_\_\_.*

You Do

Have pairs identify different traits described in “Animal Adaptations” and *Extreme Animals*. Call on several pairs to share their lists with the class.

## Emerging

Help students identify animal traits in both selections.

## Expanding

Give pairs two examples and then allow them to work independently.

## Bridging

Challenge pairs to classify traits as physical or behavioral.

# English Learners

## Writing/Spelling

ELD ELD.PI.4.I0a.Em • ELD.PI.4.I0a.Ex • ELD.PI.4.I0a.Br

### WRITING TRAIT: ORGANIZATION

#### OBJECTIVES

CCSS

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **W.4.4**

#### LANGUAGE OBJECTIVE

Add supporting details to writing.

I Do

Explain that good writers think about their purpose for writing and their audience before deciding the best way to organize their ideas. Writers organize their ideas in logical order using sequence, compare and contrast, cause and effect, or other text structures. Read aloud the Student Model as students follow along. Then identify the logical order of the text.

We Do

Read aloud one passage from "Animal Adaptations." Discuss how ideas are presented logically. Model how to arrange sentences in a logical order.

You Do

Have pairs use a Venn diagram to compare and contrast two animals they read about in "Animals Adaptations." Edit each pair's writing.

#### Emerging

Help students fill in the Venn diagram and write sentences.

#### Expanding

Have students revise and edit for errors, paying attention to logical order.

#### Bridging

Have students revise and explain how they used logical order.

ELD ELD.PIII.4

### SPELL WORDS WITH *r*-CONTROLLED VOWELS

#### OBJECTIVES

CCSS

Spell grade-appropriate words correctly, consulting references as needed. **L.4.2d**

#### LANGUAGE OBJECTIVE

Spell words with *r*-controlled vowels.

I Do

Read aloud the Spelling Words on page T226, sounding out the words with *r*-controlled vowels and attaching a spelling to each sound. Point out that the letter *r* comes after the vowel. Have students repeat the words.

We Do

Read the Dictation Sentences on page T227 aloud for students. Read the underlined word slowly, pointing out the *r*-controlled vowels. Have students repeat after you and write the word.

You Do

Display the words. Have partners exchange their lists to check the spelling and write the words correctly.

#### Emerging

Have students copy the words correctly and read the words aloud.

#### Expanding

After students have corrected their words, have pairs quiz each other.

#### Bridging

Have students use as many of the words as possible in a paragraph.

ELD ELD.PII.4.4.Em • ELD.PII.4.4.Ex • ELD.PII.4.4.Br

## POSSESSIVE NOUNS

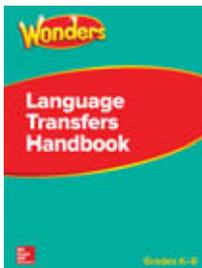
### OBJECTIVES

**CCSS** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives. **L.3.2d**

Use possessive nouns.

### LANGUAGE OBJECTIVE

Write sentences.



### Language Transfers Handbook

In Haitian, Creole, Hmong, Spanish, and Vietnamese, prepositions are used to describe possessives and possession is often described using prepositional phrases. Reinforce the use of an apostrophe and an -s or just an apostrophe to form singular and plural possessive nouns.

#### I Do

Remind students that possessive nouns show ownership. Point out that when an apostrophe and an -s are added to a noun it becomes singular possessive. Write on the board: *Jaime's bag*. Underline the 's in *Jaime's*. Say: *When a plural noun ends in s, you add an apostrophe to form the plural possessive.* Write on the board: *countries'*. Tell students that when a plural noun does not end in s, add an apostrophe and -s to form the plural possessive. Write on the board: *people's*.

#### We Do

Write the sentences below on the board. Have students identify the possessive noun in each sentence and give the correct form of the possessive noun. Then read the completed sentences aloud for students to repeat.

- *The childrens smile made the new girl feel welcome.*
- *Carls apple pie won the baking contest last year.*
- *The churchs bell rings every hour.*
- *The girls soccer team went out for pizza after the game.*

#### You Do

Brainstorm a list of singular and possessive nouns with students. Have students work in pairs to write four sentences using a possessive noun from the list. Have each pair write two sentences using singular possessive nouns. Next, have each pair write a sentence using a plural possessive noun with an apostrophe at the end. Last, have each pair write a sentence with a plural possessive noun that has an apostrophe and an -s at the end.

#### Emerging

Have students copy their sentences and help them underline the possessive nouns. Read the sentences aloud and have students repeat after you.

#### Expanding

Ask students to underline the possessive nouns. Next, have them use the same possessive noun in another sentence.

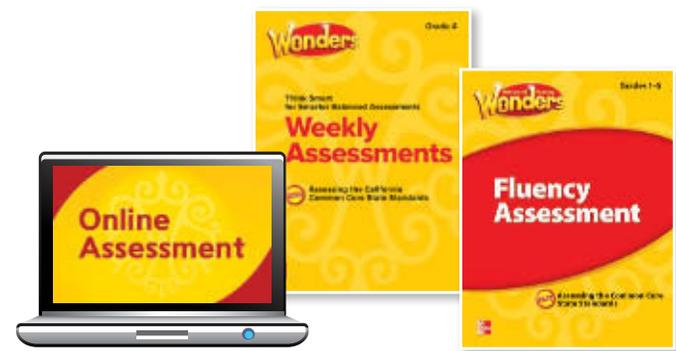
#### Bridging

Have students underline the possessive nouns and explain how they made the word possessive.

For extra support, have students complete the activities in the **Grammar Practice Reproducibles** during the week, using the routine below:

- Explain the grammar skill.
- Model the first activity in the Grammar Practice Reproducibles.
- Have the whole group complete the next couple of activities. Then have students complete the rest with a partner.
- Review the activities with correct answers.

# PROGRESS MONITORING



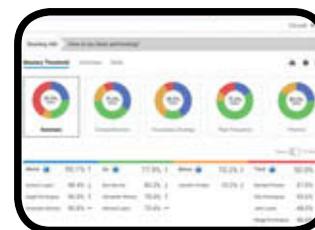
Unit 2 Week 4 Formal Assessment	Standards Covered	Component for Assessment	Alignment with California Smarter Balanced Assessment
<b>Text Evidence</b>	RI.4.1	<ul style="list-style-type: none"> <li>• <i>Selection Tests</i></li> <li>• <i>Weekly Assessments</i></li> <li>• <i>Approaching-Level Weekly Assessments</i></li> </ul>	<i>Claim ①, Target ⑧</i>
<b>Main Idea and Key Details</b>	RI.4.2	<ul style="list-style-type: none"> <li>• <i>Weekly Assessments</i></li> <li>• <i>Approaching-Level Weekly Assessments</i></li> </ul>	<i>Claim ①, Target ⑨</i>
<b>Prefixes</b>	L.4.4b	<ul style="list-style-type: none"> <li>• <i>Selection Tests</i></li> <li>• <i>Weekly Assessments</i></li> <li>• <i>Approaching-Level Weekly Assessments</i></li> </ul>	<i>Claim ①, Target ⑩</i>
<b>Writing About Text</b>	W.4.9b	<i>Weekly Assessments</i>	<i>Claim ②, Target ③a</i>
Unit 2 Week 4 Informal Assessment	Standards Covered	Component for Assessment	Alignment with California Smarter Balanced Assessment
<b>Research/Listening/ Collaborating</b>	SL.4.1d, SL.4.2, SL.4.3	<ul style="list-style-type: none"> <li>• <i>RWW</i></li> <li>• <i>Teacher’s Edition</i></li> </ul>	<i>For targets associated w/ Claims ③ and ④</i>
<b>Oral Reading Fluency (ORF)</b> Fluency Goal: 84–104 words correct per minute (WCPM) Accuracy Rate Goal: 95% or higher	RF.4.4a, RF.4.4b, RF.4.4c	<i>Fluency Assessment</i>	<i>(not component of End of Year test)</i>

# Using Assessment Results

Weekly Assessments Skills and Fluency	If . . .	Then . . .
<b>COMPREHENSION</b>	Students score below 70% . . .	. . . assign Lessons 55–57 on Main Idea and Key Details from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
<b>VOCABULARY</b>	Students score below 70% . . .	. . . assign Lesson 146 on Prefixes from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
<b>WRITING</b>	Students score below “3” on constructed response item . . .	. . . assign Lessons 55–57 and/or Write About Reading Lesson 200 from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
<b>FLUENCY</b>	Students have a WCPM score of 76–83 . . .	. . . assign a lesson from Section 1 or 7–10 of the <i>Tier 2 Fluency Intervention online PDFs</i> .
	Students have a WCPM score of 0–75 . . .	. . . assign a lesson from Sections 2–6 of the <i>Tier 2 Fluency Intervention online PDFs</i> .

## Using Weekly Data

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



Data-Driven Recommendations

## Response to Intervention

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students’ assessment results to designate students requiring:

**TIER 2** Intervention Online PDFs

**TIER 3** WonderWorks Intervention Program

