

McGraw-Hill Reading **WonderWorks**

INTERVENTION

Grade 3
Teacher's Edition



**Support the
Common Core
State Standards**

**Mc
Graw
Hill**
Education

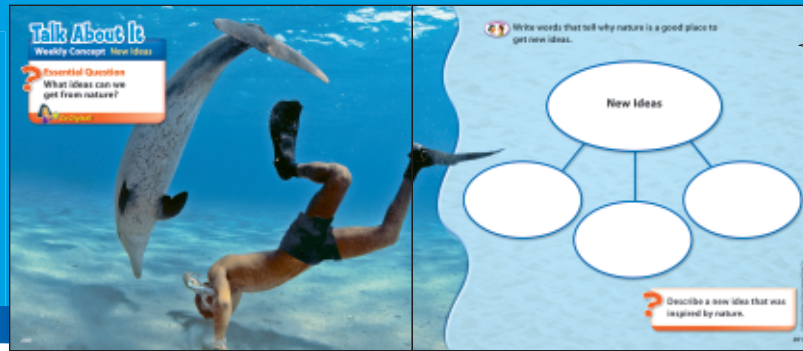


WEEK 4 LESSON

1

Objectives

- Develop oral language
- Build background about getting ideas from nature
- Understand and use weekly vocabulary
- Read expository text



Materials

- Interactive Worktext, pp. 200–209
- Visual Vocabulary Cards: 101–108
- High-Frequency Word Cards

Go Digital

- Interactive eWorktext
- Visual Vocabulary Cards

Scaffolding for **Wonders** Reading/Writing Workshop

WEEKLY CONCEPT

5–10 Minutes

SL.3.1b SL.3.1d



Talk About It

Essential Question Read aloud the Essential Question on page 200 of the **Interactive Worktext**: *What ideas can we get from nature?* Explain that many ideas for new inventions come from nature.

Discuss the photograph on page 200. Ask: *What part of the dolphin inspired the new idea? (fins) Why is this a good idea? (Possible answers: Fins help the dolphin swim fast. Fins help the diver swim fast, too.)*

I Do Say: Let's look at the photo. The dolphin uses its strong tail and flukes, or fins, to help it swim fast. The man is also using something that helps him move more quickly through the water. They are called swim fins. Scientists studied how the dolphin swims. They watched the dolphin carefully. They invented swim fins. This is a good idea that came from nature.

We Do Say: Now let's think about another new idea that comes from nature. Beavers are interesting animals. They gather wood, rocks, and mud to build dams, or mounds across streams. These mounds turn a rushing stream into a calm pool of water where they can build their home. What idea did scientists get by watching beavers? (dams) Why is this a good place to get a new idea? (The dams built by beavers really work. Scientists used this idea to hold back large amounts of water. These dams work, too.)

You Do Have partners talk about where new ideas come from. Ask them to think of reasons why nature is a good place to find new ideas. Then have students write words that tell why nature is a good place to get new ideas.

REVIEW VOCABULARY

10–15 Minutes

L.3.4a L.3.6 RF.3.3d



Review Weekly Vocabulary Words

- Use the **Visual Vocabulary Cards** to review the weekly vocabulary.
- Read together the directions for the Vocabulary activity on page 202 of the **Interactive Worktext**. Then complete the activity.

- example** Ask students to list examples of healthy snacks. Have them use this sentence starter: _____ is a good example of a healthy snack. (Possible answers: Popcorn, Fruit, Cheese)
- identical** Hold up two things that look identical, such as two pens or two blank pieces of paper. Tell students that you cannot tell these two things apart. Have students list things that look identical. Use this sentence starter: These _____ look identical. (Possible answers: twins, puppies, markers, sneakers)
- imitate** Act out something you might do at a picnic. (eat a hamburger, play ball). Ask students to imitate what you did. Then have students take turns acting out and imitating each other. Use this sentence starter: When you _____, I can imitate you by _____. (Possible answers: jump up and down/jumping up and down; draw/drawing)
- model** Tell students that a model is a small copy of something bigger. Ask: *What does a model do? (It shows what something looks like.)* Use this sentence starter: I built a model of _____ to learn about _____. (Possible answers: an airplane/what airplanes do)

- 5 observed** Have students tell about a time when they *observed* something from far way. Ask them to describe what they did. (Possible answers: looked at the sky; watched closely; paid attention to) Use this sentence starter: *I observed _____*. (Possible answers: a shooting star, an airplane, a football game)
- 6 material** Remind students that *material* is the stuff used to make something. Ask them to think of the kinds of materials they might need if they were making a poster. Have students use this sentence starter: *One material I need to make a poster is _____*. (Possible answers: poster board, markers, pencil)
- 7 effective** Ask students to describe an *effective* way to get to school. (Possible answers: walk, ride the bus, ride a bike) Have them use this sentence starter: *One effective way to get clean is _____*. (Possible answers: taking a bath, jumping in a pool, taking a shower)
- 8 similar** Hold up or draw: a book, a marble, a cup, and a rock. Ask a students to tell which two items are *similar*. (a marble and a pebble) Use this sentence starter: *A _____ and a _____ are similar*. (Possible answers: car/truck; cup/pool; shoe/sneaker)

High-Frequency Words

Have students look at page 203 in the **Interactive Worktext**. Display the **High-Frequency Word Cards** for: *away, eat, good, other, out, use*. Help students read, spell, and write each word. Guide partners to use each word in a sentence. Then read the story aloud with children. Ask partners to work together to find and circle the high-frequency words. Have them reread the story together aloud.

ELL ENGLISH LANGUAGE LEARNERS

Display the **High-Frequency Word Cards** for: *away, eat, good, other, out, use*. Write a sentence with each word. Have students echo-read each sentence, and point to the high-frequency word. Then ask them to use each word in a new sentence.

READ COMPLEX TEXT

15–20 Minutes

RI.3.1 RI.3.3 L.3.4a

CCSS

Read “Bats Did It First”

- Have students turn to page 204 in the **Interactive Worktext** and read aloud the Essential Question. Explain that “Bats Did It First” is an expository text that gives information about an idea that came from nature.
- Have students look at the photographs on pages 204 and 205. Ask: *What do the pictures show?* (a bat and a boy with a cane) *What is the cane for?* (The boy is blind. It helps him get around safely.)
- Read the selection together. Note that weekly vocabulary words are highlighted in yellow. Expand Vocabulary words are highlighted in blue.
- As you read with students, have them use the “My Notes” section on page 204 to write questions they have, words they don’t understand, and things they want to remember. Model how to use the “My Notes” section. *As I read page 205, I’m not sure I understand how nature inspires inventions. I will make a note. Then when I reread, I will remember to read more closely.*

ELL ENGLISH LANGUAGE LEARNERS

As you read together, have students highlight parts of the story they find confusing or unclear. After reading, help them write questions in the “My Notes” section about the parts of the story they have highlighted. Then help them locate the answers to their questions in the text.



Quick Check Can students understand the weekly vocabulary in context? If not, review vocabulary using the **Visual Vocabulary Cards**.

Can students read high-frequency words in context? If not, review using the Read/Spell/Write routine and the **High-Frequency Word Cards**.

WEEK 4 LESSON

2

Objectives

- Read expository text
- Understand complex text through close reading
- Recognize and understand main idea and key details
- Respond to the selection, using text evidence to support ideas

Scaffolding for



Reading/Writing Workshop

Materials

Interactive Worktext,
pp. 120–127

Go Digital

- Interactive eWorktext
- Main Idea and Key Details Mini-Lesson



REREAD COMPLEX TEXT

15–20 Minutes

SL.3.2 L.3.4a RI.3.2 RI.3.5



Close Reading: “Bats Did It First”

Reread “Bats Did It First” with students. Discuss important passages in the text. Have students respond to text-dependent questions, including those in the **Interactive Worktext**.

Page 205

Expand Vocabulary Reread the first paragraph. Have students point to the word *inspiration*. Explain that *inspiration* is anything that helps you think of something new. Ask: *What words help you know what inspiration is?* Have students read the first sentence aloud, and guide them to circle the context clue. (**great ideas**)

Main Idea and Key Details Remind students that the main idea is the most important point the author makes about a topic. Key details tell about the main idea. Say: *Let’s find key details that tell about how many inventors and scientists get new ideas?* Guide students to underline the details in the first paragraph. (**go outside; imitate, or copy, what they see in nature**)

Main Idea and Key Details Reread the key details aloud with students. Ask: *What do these details have in common?* (**They tell about how great ideas come from nature.**) *Let’s use what the key details have in common to find the main idea.* (**Nature is full of great ideas.**)

Page 206

Expand Vocabulary Reread the first paragraph with students. Have them point to *locate*. Ask: *Which word helps you figure out what locate means?* Guide students to the word *find* and have them draw a box around it. Ask: *What does locate mean?* (**to find something**)

Main Idea and Key Details Reread “Canes Lead the Way” with students. Ask: *How do blind people use canes?* *Let’s reread to find the key details.* Guide students to underline the key details in the section. (**they tap their canes on the ground in front of them; helps them locate, or find, things; help them move around safely**) Have students tell what the key details have in common. (**They tell how canes help blind people get around safely.**) Then help students figure out the main idea. (**Canes helps blind people get around safely.**)

Sentence Structure **ACT** Reread the third paragraph with students. Say: *The author wants the reader to keep reading. The information about how bats get around is important. Which sentence does the author use to get you to keep reading?* (**“Here’s how it works.”**) Explain that the sentence tells the reader that there will be more information about the topic on the next page.

Page 207


Main Idea and Key Details Reread the page. Say: *Let’s find the key details that tell how bats use sound waves to get around.* Guide students to underline key details. (**Bats send sound waves out their mouth or nose; sound waves hit objects; they bounce back; the echo tells bats how far away an object is.**)

Main Idea and Key Details Reread the key details aloud with students. Remind them that they can find the main idea by thinking about what the key details have in common. Ask: *What do these key details have in common?* (**They tell about how bats get around**) *What is the main idea?* (**Bats use sound waves to help them get around.**)

Sentence Structure **ACT** Reread the caption with students. Remind them to look for time order words to show sequence of events. Ask: *Which time order words help you figure out what bats do after they send out sound waves?* (**then**)

 Page 208


Expand Vocabulary Reread the first paragraph with students. Have them point to the word *ordinary*. Say: *The scientist invented a new cane. But he started with an ordinary cane.* Guide students to find a synonym for *ordinary*. (simple)

Sentence Structure  Reread the first paragraph. Point out that sometimes readers can figure out what an author thinks about a topic by looking at the types of sentences in the selection. Ask: *Which sentence shows what the author thinks of the new cane?* (It worked!) Point out the exclamation point. Ask: *What does the author think about the new cane?* (He thinks it is exciting.)

Main Idea and Key Details Reread the second paragraph. Ask: *What are the key details that tell how the cane works?* Guide students to underline the key details. (handle of the cane sends out signals; signals bounce off objects; an echo bounces back to the cane; causes the handle to shake) Say: *What do the key details have in common?* (They describe how the new cane works.) Let's use the key details to tell the main idea. (The new cane uses signals to work.)

 Page 209

Expand Vocabulary Reread the page. Say: *Amazing means incredible or really great. The author tells about an amazing idea from nature. What is an example of an amazing idea?* (cane) Help students find the synonym for amazing. (wonderful)

Sentence Structure  Reread the paragraph with students. Ask: *What does the author think about the new cane?* (it is amazing and wonderful, a good example) *What words help you figure out the author's point of view?* (amazing and wonderful ideas, good example)

Main Idea and Key Details Have students reread the key details in the selection. Say: *Let's look back at all the key details we found in "Bats Did It First." What do they have in common?* (They tell about a new cane that copies the way bats get around.) *What is the main idea?* (Good ideas come from nature.)

RESPOND TO READING

15–20 Minutes

SL.3.1d RI.3.2 RI.3.5

CCSS

Respond to "Bats Did It First"

Have students summarize "Bats Did It First" orally to demonstrate comprehension. Then have partners answer the questions on page 210 of the **Interactive Worktext**. Tell them to use text evidence to support their answers. Have students write the page number(s) on which they found text evidence for each question.

1. *How do scientists get ideas from nature?* (Possible answers: Many inventors look outside for inspiration; These inventors imitate what they see in nature; I read that one invention that came from nature is a special cane; Text Evidence: pp. 205, 206)
2. *How did bats inspire a cane to help blind people?* (Possible answers: Scientists observed how bats get around. When bats fly, they use sound waves. I read that scientists observed bats and then invented the new cane.; Text Evidence: pp. 206, 207)
3. *How does the new invention work?* (Possible answer: The handle of the cane sends out signals. The person holding the cane knows where something is and how big it is. I know this because I read the text and looked at the diagram; Text Evidence: p. 208)

After students discuss the questions, have them use the sentence starters to answer the question on page 211. Circulate and provide guidance.



Quick Check Do students understand vocabulary in context? If not, review and reteach using the instruction on page 166.

Can students use key details to tell the main idea? If not, review and reteach using the instruction on page 166 and assign the Unit 3 Week 4 digital Main Idea and Key Details mini-lesson.

Can students write a response to "Bats Did it First"? If not, review the sentence starters and prompt children to respond orally. Help them write their responses.

WEEK 4 LESSON

3

Objectives

- Understand and use new vocabulary words
- Read expository text
- Recognize and understand main idea and key details
- Understand complex text through close reading

Scaffolding for **Wonders** Approaching Levelled Reader



Materials

- "Inspired by Nature" Apprenticeship Levelled Reader: pp. 2–9
- Graphic Organizer: Main Idea and Key Details

Go Digital

- Apprenticeship Levelled Reader eBook
- Downloadable Graphic Organizer
- Main Idea and Key Details Mini-Lesson

BEFORE READING

10–15 Minutes SL.3.1b SL.3.1c SL.3.3 SL.3.6 L.3.6



Introduce "Inspired by Nature"

- Read the Essential Question on the title page of "Inspired by Nature" **Apprenticeship Levelled Reader**: *What ideas can we get from nature? We will read about some ways that people have been inspired by nature. Scientists and engineers have modeled many new products after things they see in nature.*
- Read the title aloud. Point to the photographs and captions. Ask: *Is this text fiction or nonfiction?* (**nonfiction**) *This nonfiction text begins with an introduction that shows how scientists get new ideas from nature. Let's read about some new products.*

Expand Vocabulary

Display each word below. Say the words and have students repeat them. Then use the Define/Example/Ask routine to introduce each word.

2 **tiny** (page 2)

Define: very small

Example: My science partner and I looked through a microscope to see the *tiny* hairs on the leaf.

Ask: Are a baby's fingers likely to be *tiny* or enormous?

1 **copy** (page 3)

Define: to do something the same way

Example: In dance class, we *copy* the teacher's steps.

Ask: What is something good that a friend does that you would like to *copy*?

3 **trap** (page 2)

Define: to catch and not let go

Example: I shut the windows to *trap* the cool air in the house.

Ask: How can a sticky object help *trap* something?

DURING READING

20–30 Minutes

RI.3.2 RI.3.3 RI.3.5 L.3.4a



Close Reading

Pages 2–3


Sentence Structure **ACT** Read page 2 with students. Point to the second sentence. Say: *The author starts the sentence with the word yet to tell us that this sentence is related to the previous one. It also tells us that something is the opposite of what we would think: Lotus plants live in muddy ponds, but their leaves are clean and dry.* Reread the first two sentences. Explain that thinking about how two or more sentences work together can help students better understand what they read.

Vocabulary Have students find the word *grooves* in the third sentence on page 2. Tell students that they can use the photograph on page 3 to help them figure out the meaning. Ask: *What are grooves?* (**thin dents or cuts on the surface of something**) Have students use a print or digital dictionary to confirm the meaning of *grooves*.

Connection of Ideas **ACT** Read page 3 with students. Say: *We read that scientists study plants and animals. What is one reason?* (**Plants and animals have useful features.**) *What feature does a lotus leaf have?* (**It has grooves to trap air bubbles and keep the leaf clean.**) *Why did scientists create paint that copies the lotus plant?* (**so that objects painted with the paint would stay clean**) Have students point to the text evidence.

STOP AND CHECK Read the question in the Stop and Check box on page 3. (Possible answer: Plants and animals have some useful features. People can copy these ideas to make better products.)

Pages 4–5

Sentence Structure  Tell students that authors may use longer sentences to explain and short sentences to stress something or sum up. Read the last sentence on page 4. Ask: *Is this a short or long sentence?* (short) *Why do you think the author uses a short sentence here?* (to sum up what happened when the change was made)


Vocabulary Have students find the word *scales* on page 5. Tell them they can use the photo and text to help them find its meaning. Ask: *What are scales?* (Possible answer: overlapping skin parts on fish, lizards, or snakes) *Which word helped you figure out what scales are?* (skin)

Main Idea and Key Details Read pages 4 and 5 with students. Say: *Remember that the main idea is the most important point an author makes. Key details support the main idea. Key details on these pages are about how ideas from nature were used to make trains, planes, and swimmers go faster. The main idea is that we can use ideas from nature to improve things for people. Let's look for more key details as we read. Help students record main ideas and key details on their Main Idea and Key Details charts as they read.*


Pages 6–7


Main Idea and Key Details Read page 6 with students. Say: *What key details tell about insects?* (Bees can see all around. This stops bees from hitting things. Locusts fly in large groups, but they never hit each other. People want to build cars with similar features.) *What do these details have in common?* (They tell about how people who make cars get their ideas from insects.) *What is the main idea?* (Car designers use ideas from nature.)

STOP AND CHECK Read the question in the Stop and Check box on page 6. (Possible answers: Scientists changed the shape of a train to look like a kingfisher and copied shark's scales to make swimsuits and airplanes. Car designers want to add insect features to cars.)

Organization  Read page 7 with students. Say: *One way that authors can organize a text is by telling a problem and then stating how it is solved. What problem does the author tell about?* (When scientists track tsunamis, sometimes the sounds are not clear.)

Pages 8–9

Organization  Read page 8. Ask: *What is the solution to the problem on page 7?* (Scientists observed dolphins and copied how they talk.) *How did they use this idea?* (They made a new way to track tsunami waves.)

Genre  Read page 8 with students. Say: *Diagrams use pictures and words to show how something works. What does this diagram show?* (how the tsunami warning system works) *First, machines gather information and send it to the surface. What happens next?* (Information is sent to the satellite.) *What happens last?* (The satellite sends information to the warning center.)

Main Idea and Key Details Read page 9 with students. Ask: *What are the key details?* (A Morpho butterfly's wings have a special pattern. It makes the wings look bright blue. A new cell phone uses the pattern of this butterfly's wings. Colors on the phone screen will look brighter.) *What do these details have in common?* (They tell how scientists used a butterfly's wings to improve cell phone screens.) *Use the details to tell the main idea.* (Scientists use ideas from nature to improve cell phones.)

STOP AND CHECK Read the question in the Stop and Check box on page 9. (Possible answer: Scientists solved the problem of tsunami information not being clear.)

Have partners review their Main Idea and Key Detail charts for pages 2–9 and discuss what they learned.



Quick Check Do students understand weekly vocabulary in context? If not, review and reteach using the instruction on page 166.

Can students identify main ideas and key details? If not, review and reteach using the instruction on page 166 and assign the Unit 3 Week 4 digital mini-lesson.

WEEK 4 LESSON

4

Objectives

- Understand and use new vocabulary words
- Read expository text
- Understand complex text through close reading
- Understand main idea and key details
- Respond to the selection using text evidence to support ideas

Scaffolding for **Wonders** Approaching Levelled Reader



Materials

- "Inspired by Nature" Apprentice Levelled Reader: pp. 10–19
- Graphic Organizer: Main Idea and Key Details

Go Digital

- Apprentice Levelled Reader eBook
- Downloadable Graphic Organizer
- Main Idea and Key Details Mini-Lesson

BEFORE READING

5–10 Minutes

SL.3.1b SL.3.1c SL.3.6 L.3.6



Expand Vocabulary

Display each word below. Say the words and have students repeat them. Then use the Define/Example/Ask routine to introduce each word.

1 borrow (page 14)

Define: to use something that belongs to someone else, copy

Example: Many families *borrow* the tradition of having piñatas at birthday parties from Mexico.

Ask: What is a good idea that you might want to *borrow*?

2 future (page 10)

Define: a time that has not yet come

Example: In the *future*, maybe we will live on the moon or on another planet.

Ask: What is something you hope to do in the *future*?

3 grip (page 11)

Define: to hold on tight to something

Example: Ava put chalk on the palms of her hands to help her *grip* the exercise bar.

Ask: How do you *grip* the handle of a bicycle?

DURING READING

15–20 Minutes

RI.3.2 RI.3.3 RI.3.5 L.3.4b



Close Reading

Pages 10–11


Genre **ACT** Read the title of Chapter 3. Say: *When we read expository texts, it is important to read the chapter titles. They give a clue to what the chapter will be about. Are the inventions we are about to read about already being used? (no) How do you know? (The chapter is called "Into the Future." These inventions aren't being used yet.)*

Main Idea and Key Details Read page 10 with students. Say: *Remember that the main idea is the most important point the author makes about a topic. What key details tell about the sandcastle worm? (The worm makes glue that works in water. Scientists made a new glue like the worm's.) What do the details have in common? (They tell how scientists copied the sandcastle worm and made a new glue to fix broken bones.) What is the main idea of this section? (Scientists can use nature as a model for new ideas.)* Have students add main ideas and details to their Main Idea and Details charts as they read.

Sentence Structure **ACT** Read page 11 with students. Point to the first sentence. Ask: *What kind of sentence is this? (a question) Yes, it's a question. Most authors use different kinds of sentences. When the author asks a question, he or she wants the reader to think about something. The information that follows may answer the question. What does the author want readers to think about by asking this question? (what scientists can learn from a gecko) What should you look for as you read more? (information about the gecko that answers the question)*

STOP AND CHECK Read the question in the Stop and Check box on page 11. *(Possible answer: A gecko's feet are covered in tiny hairs that can grip any surface.)*

 Pages 12–13


Connection of Ideas  Read page 12 with students. Have students look at the photograph and caption. Ask: *How is the Stickybot like a gecko?* (It has the same shape. Its feet are like a gecko's. It can climb walls.)

Vocabulary Have students find the word *skyscraper* on page 12. Say: *Skyscraper is a compound word. It is two smaller words that make a longer word. The smaller words can help you find the meaning. What two words do you see in skyscraper?* (sky and scraper) *What is a skyscraper?* (a building that is so tall that it looks like it can scrape the sky) Repeat this procedure for the compound word *tumbleweeds* on page 13.

Main Idea and Key Details Read page 13 with students. Ask: *What are the key details about Mars?* (Mars is dry and windy. Tumbleweeds grow in dry and windy places. Scientists made a new robot like a tumbleweed.) *What do the key details have in common?* (They tell how scientists used what they know about Mars and tumbleweeds to make a new robot.) *Use what the details have in common to tell the main idea.* (Scientists use what they know and ideas from nature to invent new things.)

STOP AND CHECK Read the question in the Stop and Check box on page 13. (Possible answer: Tumbleweeds are a good model because they travel long distances in dry, windy places. Robots on Mars need to do the same.)

 Page 14

Genre  Read the heading of this section. Say: *Expository texts sometimes start with an introduction and end with a conclusion. The conclusion sums up the main idea of the whole text. It may end with a question that gives the reader something to think about.*

Main Idea and Key Details Read page 14 with students. Say: *We just talked about the conclusion and how it sums up the main idea of the whole text. All the different examples we've read about show ways that people have used nature to make our lives better. How could we state the main idea of this whole selection?* (Possible answer: People borrow ideas from nature to make products that improve our lives.)

AFTER READING

10–15 Minutes

RI.3.2 RI.3.4 RI.3.9 L.3.4a

CCSS

Respond to Reading

Compare Texts Ask students to compare how scientists are influenced and inspired by nature in “Bats Did It First” and “Inspired by Nature.” What are some ways that nature inspires you? Discuss with a partner.

Summarize Have students turn to page 15 and summarize the selection. Answers should include details from the selection that describe the ideas from nature and the new products.

 Text Evidence

Have partners work together to answer the questions on page 15. Remind students to use their Main Idea and Key Details charts.

Main Idea and Key Details (Main idea: Scientists have built a robot that mimics a gecko. Details: Its name is Stickybot, and its feet are like a gecko's feet and can grip any surface.)

Vocabulary (Track means “to follow.” Evidence: Scientists try to track, or follow, these huge waves.)

Write About Reading (Answers will vary but should include two or more details of one of the products.)

Independent Reading

Encourage students to read the paired selection “Hermes and the Lyre” on pages 16–18. Have them summarize the selection and compare it to “Inspired by Nature.” Have partners work to answer the questions on page 18.



Quick Check Can students identify main ideas and key details? If not, review and reteach using the instruction on page 166 and assign the Unit 3 Week 4 digital mini-lesson.

Can students respond to the selection using text evidence? If not, provide sentence frames to help them organize their ideas.

WEEK 4
LESSON

5

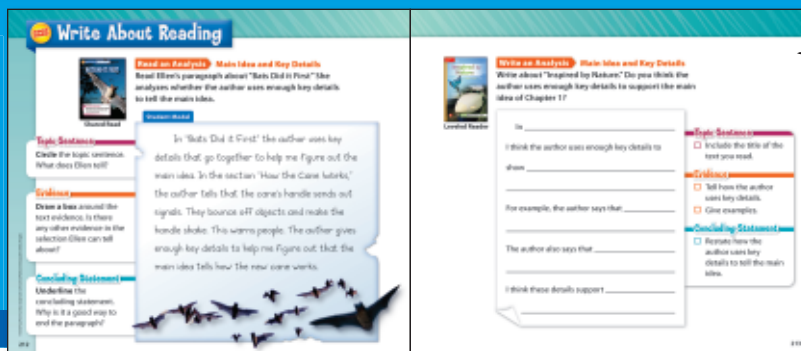
Objectives

- Review weekly vocabulary words
- Review sequence
- Write an opinion about the author's use of key details to tell the main idea

Scaffolding for



Reading/Writing Workshop



Materials

- Visual Vocabulary Cards, 101–108
- Interactive Worktext, pp. 212–213
- Assessment Book, pp. 36–37

Go Digital

- Visual Vocabulary Cards
- Main Idea Mini-Lesson
- Interactive eWorktext

REVIEW AND RETEACH

5–10 Minutes

L.3.6 RI.3.2 RI.3.3



Weekly Vocabulary

Display one **Visual Vocabulary Card** at a time and ask students to use the vocabulary word in a sentence. If students have difficulty creating a sentence, have them find the word in “Bats Did It First” and use the context clues in the passage to define the word.

Comprehension: Main Idea and Key Details

I Do Write these sentences, then read them aloud:

Firefighters keep people safe from fires. Police officers protect people from danger. Hospital workers help people when they are sick. Say: The main idea is the most important point the author makes. Key details tell about the main idea. I can think about what the key details have in common to tell the main idea. I see that firefighters, police officers, and hospital workers all help people in a community. The main idea is community workers helps keep people safe.

We Do Write: People use canoes on lakes and rivers.

Boats with motors travel faster across water. Big ships carry people across the ocean. Say: Let's find the key details. (people use canoes on lakes and rivers; boats travel across water; big ship travel across the ocean) What do these key details have in common? (They show how boats are used on water.) What is the main idea? (Boats go on water.)

You Do Write several sentences. Have partners identify key details that give clues about the main idea. Then have partners identify the main idea of each paragraph.

WRITE ABOUT READING

20–35 Minutes

W.4.9



Read an Analysis

- Ask students to look back at “Bats Did It First” on pages 204–209 of the **Interactive Worktext**. Have volunteers reread the key details.
- Read aloud the directions on page 212. Then read aloud the student model. Explain to students that Ellen wrote her opinion of “Bats Did It First.” Say: *In this paragraph, Ellen wrote about whether the author uses enough key details to help her figure out the main idea.* Tell students there are three parts to an analysis. The first part is the topic sentence. The topic sentence tells what the writing is about. Read the beginning of the paragraph and circle the topic sentence. **(Circle the first sentence.)** What important piece of information has Ellen included in the topic sentence? **(The author uses key details that go together.)**
- *The next part of an analysis is text evidence. Ellen went back into the selection to find examples that support her topic sentence. She wrote about how the author gives enough key details to tell the main idea. Reread the model and draw a box around the text evidence. (sentences 2–4)* Ask students if there is any other evidence Ellen could write about. **(how bats use sound waves)** Ask: How does the author use key details to help me figure out the main idea? **(The author gives many key details that go together.)**
- *The third part of an analysis is the concluding statement. This statement sums up the paragraph and gives the reader closure. Tell students to underline the concluding statement. Ask: Why is it a good way to end the paragraph? (It tells that there are enough key details that go together to help tell the main idea.)*