

Resources:

- *Sound/Spelling Card* 40
- Routines 4 and 5
- *Lesson and Unit Assessment I*, pp. 140–144

Objectives: Students will

- review words with /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew*, plus homographs and multiple-meaning words.
- build writing skills.

CCSS

RF.3.3.C Decode multisyllable words.

L.3.1.I Produce simple, compound, and complex sentences. L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Phonics and Decoding

Review Lesson 5 Sound/Spellings

Blending

ROUTINE
4ROUTINE
5

CCSS RF.3.3.C

REVIEW /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew* using *Sound/Spelling Card* 40.Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Word Analysis

Review Lesson 5 Concepts

Decoding

CCSS RF.3.3.C

REVIEW the difference between homographs and multiple-meaning words. Have students also explain the difference between a homograph and a homophone. *Homographs are words that are spelled the same way, and homophones are words that are pronounced the same way.*

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

CCSS L.3.1.I, L.3.5.B

HAVE students write at least ten sentences using words from the word lines. For multiple-meaning words and homographs, tell students to make sure the context of the sentence conveys the intended meaning of the word. *Jamal has a low voice and sings the bass part in the school choir.*

Unit Assessment

FORMAL ASSESSMENT Use *Lesson and Unit Assessment* pages 140–144 to assess students' understanding of the foundational skills taught in this unit.

Differentiated Instruction

AL MULTIPLE-MEANING WORDS Help students determine the different meanings for any multiple-meaning words that cause difficulty. Have them use print or digital dictionaries as necessary to confirm the definitions they come up with.

ePresentation

Blending

Words

1	spooky	smooth	doodle	shampoo
2	clue	subdue	duty	numeral
3	reduce	salute	include	absolute
4	threw	chewing	jewel	cashew

Blending

Sentences

- 1 You should see the cool cartoon that June drew!
- 2 To find food, the blue jay flew all the way to the end of the lake.

Decoding

Words

1	tire	squash	bass	desert
2	fair	bank	wound	pitcher
3	strike	strand	record	park
4	state	right	watch	patient

Decoding

Sentences

- 1 The teacher will record our grades in her record book.
- 2 The hospital patient was very patient as she waited for her test results.

Resources:

- *Student Anthology I*, pp. 156–311
- *Lesson and Unit Assessment I*, pp. 135–139

Objectives: Students will

- discuss the unit reading selections.
- discuss the unit theme.

CCSS SL.3.I.B. Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics under discussion). SL.3.I.D. Explain their own ideas and understanding in light of the discussion. SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Theme Wrap-Up and Review

Discussion

CCSS SL.3.I.B., SL.3.I.D., SL.3.3.

HAVE students look in *Student Anthology I* at the selections and poems for Unit 2. Have them choose the selection they like best. Organize students into small groups based on the selection they chose. Review the rules for collaborative conversations, such as listening to others and speaking one at a time, and then have the small groups use the following activities to discuss and review the unit selections:

- Retell the selection.
- Explain why you liked the selection.
- Explain how various text features (i.e. graphs, photos, etc.) help you more easily understand the selection.
- Once one of the other members of your group is done speaking, respond to their answers by saying if you agree or disagree.
- Ask questions you had about the selection to the other members of your small group.

Have each group share its responses with the class. After each group has presented, tell students in the audience to ask the group questions in order to clarify or gather additional information.

Continue the discussion about the unit theme by asking students the following questions:

- How does weather affect people every day?
- How can weather be destructive?
- How does weather benefit people, plants, and animals?
- What new information did you learn about weather?

BIG Idea: How can we prepare for weather?

DISPLAY the BIG Idea question and have students suggest answers to the question. Ask students to explain how the selections in the unit helped them answer the BIG Idea question.

ePresentation

BIG Idea

BIG Idea

How can we prepare for weather?



Teacher Tip

DISCUSSION Be sure that each student has an opportunity to share his or her thoughts and ideas about the selections and the unit theme and that students were able to respond to the opinions of others.

Reading and Responding

Concept/Question Board

REVIEW the items on the Extreme Weather **Concept/Question Board** and have students discuss what they have learned about weather. Read each question to see if there are any that have been answered and can be moved to the Concept side of the Board. Discuss how their ideas about extreme weather have changed since the beginning of the unit. Ask students to suggest other questions and ideas about weather that they have.

Additional Reading

PROVIDE additional books about extreme weather to help students find further information and answer their new questions. Use books such as the following:

Flash, Crash, Rumble and Roll by Franklyn Branley

On the Same Day in March: A Tour of the World's Weather by Marilyn Singer

A Storm Called Katrina by Myron Uhlberg

Weather Legends by Carole G. Vogel

Come On, Rain! by Karen Hesse

To enhance students' comprehension, fluency, vocabulary, and word analysis skills, have students use **SRA Reading Laboratory 2.0**. This component will help to develop independent, confident readers. Go to sreadinglabs.com for further details.



Teacher Tip

PREVIEW You should preview any trade books for appropriateness in your classroom before recommending them to students.



Monitor Progress

FORMAL ASSESSMENT Use *Lesson and Unit Assessment 1* pages 135–139 to assess students' understanding of the skills taught in this part of the lesson.

Resources:

- *Lesson and Unit Assessment I*
pp. 150-155
- *eGames*

Objective: Students will publish their informative/explanatory writing.

CCSS **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing to Inform

Publishing

CCSS SL.3.4, SL.3.6

ii HAVE students take turns presenting their pieces orally to the class. Have students display their drawings or photographs, and tell students to refer to these visuals while presenting to add interest. Instruct students to read each informative/explanatory piece with expression to hold the audience’s attention. Remind students that their presentations should include appropriate facts and relevant, descriptive details. Tell students it is also helpful to maintain eye contact with their audience if possible, and that it is important to read at an understandable pace and speak in complete sentences.

Remind the other students to listen carefully. Instruct students that they can show respect to the speaker by using their senses: keep their eyes on the speaker; keep their ears open; keep their mouth closed; and keeping their hands still.

Give time for students to ask questions about what the speaker says in order to clarify comprehension, gather additional information, or deepen understanding of the written piece. Instruct students to give examples about what they liked about the piece of writing after the speaker is finished, and then tell them to identify:

- the topic sentence.
- one fact or explanation about the topic.
- the concluding statement.
- place and location words.
- adjectives.

ePresentation

Writing

- ▶ the topic sentence.
- ▶ one fact or explanation about the topic.
- ▶ the concluding statement.
- ▶ place and location words.
- ▶ adjectives.



Differentiated Instruction

AL RETEACH For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the writing skills taught in this lesson.



Monitor Progress

FORMAL ASSESSMENT Use *Lesson and Unit Assessment I* pages 150-155 to assess students’ understanding of the skills taught in this part of the unit.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this part of the lesson.