Sample Lessons

Unit 2, Lesson 1

By Unit 2, **Unit 1** activities have already been taught and include the following skills and strategies:



- Text connections
- Decoding-multipart-words strategy
- Oral and silent reading: fluency practice
- Think-pair-share strategy

Unit 2, Lesson 1, includes the following skills and strategies:

TEACHER SUPPORT STRONG MODERATE STUDENT INDEPENDENCE

- Text connections
- Decoding-multipart-words strategy
- Oral reading: fluency practice (cold timing)



- Text structure
- Word-learning strategies (context clues)

Lesson 1 specifics across the **three instructional tracks** include the following:

Part A: Comprehension Strategies: Text Connections

- Using the Content Reader table of contents to find the assigned lesson.
- Working with partners to complete a text-connections chart in the Workbook.

Part A: Comprehension Strategies: Text Structure

• As a class, participating in activities introducing text structure and Description-or-List.

Part B: Vocabulary Strategies: Decoding-Multipart-Words Strategy

• Working with partners to complete a decoding-multipart-words strategy activity in the Workbook.

Part B: Vocabulary Strategies: Word-Learning Strategy: Context Clues

• As a class, participating in activities centered on word-learning strategies (context clues).

Part C: Fluency Strategies: Cold Timing

• Working with partners to complete a cold timing using the Unit 2 fluency passage.



Content Reader



humans have skin cells, muscle cells, and blood cells that perform specific tasks within the body.

Chemicals

All cells contain chemicals necessary for life. Chemicals in the cell's nucleus, or control

center, direct all cell activity. Proteins and fats, or lipids, aid in cell growth and repair.

Energy Starches, or carbohydrates, provide cells

with energy. All the jobs cells do require energy to sustain life for the organism.

Response to Environment

Have you ever looked under a rock in the woods? You probably saw dozens of timy bugs running in all directions. By lifting the rock, you shed light on their dark environment. The light was a **stimulus**, something that changed the bugs' surroundings and caused them to react. Their response was to run away from the light.

Growth and Development

Living things grow as they progress through their life cycle. They go through a series of changes that make them more complex. When living things are fully developed, they are able to reproduce, or produce offspring.



- **7. Point** to the Description-or-List Chart. Description-or-List is the most common way of organizing information in a textbook. That's why you'll learn about this type of text structure first. Description-or-List includes a main idea and supporting details.
- 8. What's a main idea? Idea: *The most important thing a paragraph is about.* Accept reasonable responses.
- **9.** Where does a main idea usually appear in a paragraph? Idea: *In the first sentence in a paragraph.* **Accept** reasonable responses.
- What are supporting details? Idea: Statements that tell more about the main idea. Accept reasonable responses.
- **11.** Where do you usually find supporting details? Idea: *After the main idea.* **Accept** reasonable responses.
- **12. Direct** students to **Content Reader** page 18: Characteristics of Living Things, paragraph 1. Read this paragraph to yourself. **Allow** one minute.

13. Show Transparency 6: Description-or-List Chart (T6).



ROUTINE • Using the Description-or-List Chart

- a. I'll use the Description-or-List Chart for the **Content Reader** information I just read.
- b. **Model** think-aloud for T6.

Think-Aloud Main Idea: First, I need to find the main idea of this paragraph, or the most important thing this paragraph is about. The main idea is usually the first sentence. **Read Content Reader** page 18: *Characteristics of Living Things*, paragraph 1, sentence 1. This sentence is the main idea because the meaning is general and it's also the first sentence. Six basic traits or characteristics should come next. I'll read to see if I'm right. **Read** the rest of paragraph 1. I'm right. The rest of the sentence. The first sentence is the main idea. I'll write *All living things share six basic traits or characteristics* in the box labeled "Main Idea."

Supporting Details: Next I need to find the supporting details about the main idea. Supporting details tell me more about the main idea. Supporting details usually follow the main idea. The main idea says there are six basic traits or characteristics. The rest of the sentences included these six basic traits or characteristics. **Read** the rest of paragraph 1 after sentence 1. I'll write one sentence in each "Supporting Detail" box. Write Living things are made of cells. Their cells of living things use energy to perform life functions. All organisms respond to their environment. Living things grow and develop. All organisms reproduce. \Leftrightarrow

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Teacher's Edition: Unit 2, Lesson 1

Continued: Unit 2 · Lesson 1



Content Reader

still thought living things could arise from nonliving things. In the nineteenth century, a French chemist named Louis Pasteur set up some experiments. He showed that bacteria must already be present for new bacteria to appear. Pasteur's results convinced people that living things come only from other living things. This happens through reproduction.

- b. Have students write *organisms* in the "Word" box.
- d. Ask students to discuss and complete Step 1.
- e. Ask students what they did. Write on T7. Review vowel sounds as needed. Organisms.

- vowel sounds as needed. Idea: Or/gan/isms.
- Step 3: Go back to the beginning of the word, and
- k. Ask students what they did. Idea: Or/gan/isms.

Content Reader

The Needs of Living Thinas

Despite the great diversity, or variety, of life, all living things must meet four basic needs to survive. Every organism must have food, water, a place to live, and stable conditions inside its body.

Food

Remember that organisms are made up of cells, and cells need energy. Living things must get energy from food in order to live Some organisms, like green plants, can make their own food. They are called **autotrophs**. All other organisms are heterotrophs Heterotrophs cannot make their own food. Heterotrophs must feed on other organisms for the energy they need. For example, a rabbit is a heterotroph. It eats a dandelion, an autotroph. A hawk is another heterotroph. It eats the rabbit.

Water

Water is important to life. Most organisms cannot live more than a few days without it. Living things need water to grow and to

reproduce. They need water to break down food and to get other chemicals from the

A Place to Live

environment

For an organism to survive, it must live in a place that meets its needs. Its surroundings nust provide food, water, and adequate space Autotrophs must get enough sunlight to make their own food.

Stable Internal Conditions

An organism's environment provides the resources for survival. However, its surroundings may change. An organism must be able to regulate the conditions inside its cells, even if the environment outside its body changes.

Homeostasis is the ability to maintain stable internal conditions within cells. Without homeostasis, living things could not adjust to changes in temperature, moisture, or chemicals in their environment. For example, desert animals conserve water in their bodies. The stored water helps them survive long periods without rain.



1. Read Step 4 to students.

- Step 4: Read the whole word.
- m.Ask students to discuss and complete Step 4.
- n.Ask students what they did. Organisms.

Activity

TEACHER SUPPORT STRONG MODERATE STUDENT

Word-Learning Strategy: Context Clues

- **1.** Direct students to Content Reader page 18.
- 2. Your textbooks often try to define new or difficult words. Sometimes the words are bold and highlighted. Direct students to Content Reader page 18: Living Things, paragraph 1, sentence 1, organisms. These words are bold and highlighted to draw your attention to them. Typically, the definitions of these bold and highlighted words come right before or right after the word.
- **3.** What do you do when you're reading and come across a word you don't know? Accept reasonable responses.

4. 📀 🖕 Show T7. Point to the second activity. Now you'll learn a new strategy to help you figure out what words mean. It's called the context-clues strategy. Context clues are hints in the text that help you figure out the meanings of words. Sometimes these hints are obvious, such as bold and highlighted words. Sometimes these hints are not as obvious. You must continue reading the text to find out what the word means. Other times you must check another source because you can't find the word's meaning.

ROUTINE • Using the Context-Clues Strategy

- a. Read steps 1-3 to students.
- Step 1: Read the sentence containing the word.
- Step 2: Look for a definition or for examples of the word in the sentence.
- Step 3: Read before or after the sentence for a definition or for examples of the word.
- b. Ask students to read aloud steps 1-3.
- c. Direct students to Content Reader page 18: Living Things, paragraph 1, sentence 1, organisms.
- d. I'll use the context-clues strategy for the word organisms. I'll write my answer in the bottom box on this page. **Remind** students that organisms is a bold and highlighted word, so the hints may be obvious.
- e. Model think-aloud for T7: Context-Clues Strategy.

Think-Aloud First, I'll read the sentence containing the word. Read sentence 1. Second, I'll look for a definition or for examples of the word in the sentence. Because organisms is a bold and highlighted word, the definition will be somewhere before or after the word. I see a definition right before the word, so I'll write Living things as the beginning of my definition. I'll write this under "Word Meaning from Context." Read the rest of paragraph 1 after sentence 1. I also see that a whale is an example of an organism, so I'll write such as whales as the end of my definition. The definition of the word organisms is Living things, such as whales. *

- **5.** When could you use the context-clues strategy? **Accept** reasonable responses.
- 6. Why should you use the context-clues strategy? Accept reasonable responses.

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Teacher's Edition: Unit 2, Lesson 1





Fluency Nam	e	Date
Check box: = Cold Ti	ming — Hot Timing	Word
The Basics of Bird F	lu	5
Bird flu is an infection caused	by a virus. Bird flu is also called avian flu	ı. 21
It occurs naturally in birds, but most wild birds don't become sick from		34
it. It spreads easily to domestic b	irds. Chickens, turkeys, and geese can	46
become quite ill. In rare cases, hi	umans can catch the disease from infected	d 59
birds. Millions of birds and sever	ral humans have died from bird flu.	71
How the Virus Spreads		75
Strains of the bird flu virus are	often carried by ducks and other waterbird	s. 89
These birds pass the virus to othe	r birds. The virus spreads through saliva,	102
mucus, and airborne particles. Th	ne virus can be carried on tractors, cages,	114
and clothing. Outdoor markets fu	Ill of birds and people are a good place for	128
spreading the disease. People who	have contact with sick birds may become	140
infected. One infected person ma	y spread the disease to another person.	151
Symptoms and Treatments		154
Bird flu symptoms are like the	ose of the common flu. They are cough,	10/
fever, muscle pain, and sore thro	at. People infected with a weak strain	1/9
powerful strain may develop ser	ious respiratory problems. Lung problems	202
are the most common cause of d	eath in patients	202
The Federal Drug Administrat	ion has approved four drugs for the	221
treatment of bird flu. However, v	iruses can change their genetic makeup.	232
They may become resistant to the	e drugs. Then the drugs will no longer wor	k. 246
Prevention	0 0 0	247
There is now a vaccine to prot	ect against the most dangerous strain	259
of bird flu. So far, it seems to be working. However, scientists worry		272
that someday the virus may becc	ome immune to this vaccine. The first	284
defense against avian flu is to avoid travel to regions where outbreaks have		e 297
occurred. Here's what you can de	o to prevent the spread of the disease.	310
Wash your hands often. Don't ea	at raw eggs. Be sure the poultry you eat is	325
fully cooked. These steps will he	lp keep you safe.	334
	Total Words Read	
	Total Errors —	



4 Unit 2 + Fluency

Assessment Masters: Unit 2 Fluency

What's the topic of the lesson?	
2 What's your purpose for reading?	
3	
What do you know about the topic?	

Fluency Sample

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Dian Foss Dian Fossey She had been	sey		Couli
Dian Fosse She had been	-		2
She had been	z was a famous scientist wł	no studied mountain gorillas.	12
one nud been	interested in animals her w	whole life. She went to college as a	27
preveterinary	student. But then Fossey c	hanged her major to occupational	37
therapy so she	could help people learn to	live and work independently.	49
Fossey worked	l for many years as an occu	ipational therapist.	58
Fossey beca	me interested in gorillas at	fter she read a book about them by	71
a zoologist. A	zoologist is a scientist who	studies animals. Fossey traveled	83
to Africa and	spent six weeks there. Whi	le in Africa, she met Dr. Louis	97
Leakey, a fame	ous scientist, who later ask	ed her to return to Africa to study	111
gorillas. Fosse	y agreed. Her life would fo	rever be changed.	120
Fossey lived	among the gorillas for alr	nost eighteen years. She spent	131
countless hou	rs watching the gorillas, liv	ving among them, and imitating	141
their behavior	s and sounds so she could	earn their trust. Fossey was	153
so interested i	n gorillas she studied abou	t them intensely, earning her	164
doctorate from	n Cambridge University in	1976. She later became a professor	175
at Cornell Un	versity and wrote a book a	bout her experiences, Gorillas in	187
the Mist. This	book is one of the best-sell	ing books about gorillas of all	201
time. In fact, t	he book was so popular it	became a movie.	213
One day, w	nen a gorilla touched Fosse	y's hand, she became the first	225
known persor	ever to have voluntary con	ntact with a gorilla. She became	237
very close to o	ne gorilla. She named this	gorilla Digit. Fossey watched	249
Digit grow, and the two of them became very close. Digit was later killed		263	
by poachers. Poachers are people who kill animals that are endangered		274	
or that live on protected land. Fossey was so upset over Digit's death she		288	
developed the Digit Fund (now called the Dian Fossey Gorilla Fund) to		300	
raise money for the protection of gorillas.		307	
In 1985, Fo	ssey was killed. Her death i	is still considered an unsolved	319
mystery. Her o	lream was to preserve the	safety of gorillas and to watch	332
their numbers	grow.		335



Transparency 3



Transparency 4









Living things, or **organisms**, can be as large as whales or so small you can't see them without a microscope. All the organisms on Earth are different. What do you think they have in common?

Characteristics of Living Things

All living things share six basic traits, or characteristics. First, living things are made

of cells. Second, their cells contain chemicals that carry out various activities. Third, the cells of living things use energy to perform life functions. Fourth, all organisms respond to their environment. Fifth,

> A paramecium contains only one cell.

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living things grow and develop. Sixth, all organisms reproduce.

Cellular Organization

Cells are the smallest parts of living things. They make up the form of an organism and carry out all the functions in the organism's body. Organisms may contain only one cell, or they may contain many cells. In multicelled organisms, cells are specially designed to do certain jobs. For example,



Content Reader: Unit 2, Lesson 1



A Human skin is made up of many cells.

humans have skin cells, muscle cells, and blood cells that perform specific tasks within the body.

Chemicals

All cells contain chemicals necessary for life. Chemicals in the cell's nucleus, or control

center, direct all cell activity. Proteins and fats, or lipids, aid in cell growth and repair.

Energy

Starches, or carbohydrates, provide cells with energy. All the jobs cells do require energy to sustain life for the organism.

Response to Environment

Have you ever looked under a rock in the woods? You probably saw dozens of tiny bugs running in all directions. By lifting the rock, you shed light on their dark environment. The light was a **stimulus**, something that changed the bugs' surroundings and caused them to react. Their response was to run away from the light.

Growth and Development

Living things grow as they progress through their life cycle. They go through a series of changes that make them more complex. When living things are fully developed, they are able to reproduce, or produce offspring.





Life Comes from Life

Long ago, people believed living things could come from nonliving things. This idea was disproved in 1668. At that time, people believed flies could spontaneously arise from meat. An Italian doctor named Francesco Redi conducted a controlled experiment. He covered one jar of meat. Another jar was left uncovered. Flies laid eggs on the uncovered meat. The eggs hatched into young flies called maggots. The covered meat showed no signs of maggots because flies could not enter the jar. Even after Redi's experiment, many people still thought living things could arise from nonliving things. In the nineteenth century, a French chemist named Louis Pasteur set up some experiments. He showed that bacteria must already be present for new bacteria to appear. Pasteur's results convinced people that living things come only from other living things. This happens through reproduction.

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The Needs of Living Things

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Food

Remember that organisms are made up of cells, and cells need energy. Living things must get energy from food in order to live. Some organisms, like green plants, can make their own food. They are called **autotrophs**. All other organisms are **heterotrophs**. Heterotrophs cannot make their own food. Heterotrophs must feed on other organisms for the energy they need. For example, a rabbit is a heterotroph. It eats a dandelion, an autotroph. A hawk is another heterotroph. It eats the rabbit.

Water

Water is important to life. Most organisms cannot live more than a few days without it. Living things need water to grow and to reproduce. They need water to break down food and to get other chemicals from the environment.

A Place to Live

For an organism to survive, it must live in a place that meets its needs. Its surroundings must provide food, water, and adequate space. Autotrophs must get enough sunlight to make their own food.

Stable Internal Conditions

An organism's environment provides the resources for survival. However, its surroundings may change. An organism must be able to regulate the conditions inside its cells, even if the environment outside its body changes.

Homeostasis is the ability to maintain stable internal conditions within cells. Without homeostasis, living things could not adjust to changes in temperature, moisture, or chemicals in their environment. For example, desert animals conserve water in their bodies. The stored water helps them survive long periods without rain.



:	Unit 2 Science Activity 1	
	Lesson Text-Connections Chart Name Date	
	What's the topic of the lesson?	
	2 What's your purpose for reading?	
	3 What do you know about the topic?	
	Unit 2 + Lesson 1 + Activity 1 Text-Connections Chart]

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Science	Activity 2	
Lesson	Contaut Cluse Strategy	
i L j j	Lontext-Lives Strategy	
	Name Date	
Step 1: Underline all	Is Strategy	
Step 2: Make a slash	between the word parts so each part has one vowel sound.	
•		
Step 3: Go back to th	e beginning of the word, and read the parts in order.	
Step 4: Read the who	le word.	
	J	
Context-Clues Strategy	es a word von don't know	
Stop 1: Dead the cont	ss a word you don't know,	
Step 1. Read the sente	ence containing the word.	
Step 2: Look for a det	finition or for examples of the word in the sentence.	
Step 3: Read before o	r after the sentence for a definition or for examples of the word.	
Word Meaning from Cont	ext	
14 Unit 2 + Lesson 1 +	Activity 2 Context-Clues Strategy	