4th Grade

Week 1  1.1  the Mystery of the Missing Lunch

TE = Teacher Edition  Whole Group (Grade Level Text)
PB = Student Practice Book  (workbook)  30-45 Minutes  Direct Instruction  Treasures Core Reading Program
RRA = Read Aloud Anthology

Follow the “Suggested Lesson Plan” pages
Before each story for more detail and page number explanation.

Modeled/Shared Reading
Read Aloud: “The Case of the Muscle Maker”

Oral Language
Build Background
Read Aloud TE pg. 17
“The Case of the Muscle Maker”
RRA pg. 9
Expand Vocabulary
Vocabulary Building Activities
TE pg. 43F

“Talk About It” TE pg. 17

Word Work

Phonics
Decode Words with Short Vowel Sounds pg. 43E, 43G, 43H

Prior Knowledge, Word Sorts, Word Meanings, Review/Proofread, Assess/Reteach

Spelling Words pg. 43G - 43H

sum, flat, plum, bell, grim, plot, band, bluff, dock, blot, odd, left, cash, mill, past, shelf, wealth, crunch, hint, build

Review Words
snack, step, pond

Challenge Words
heavy, shovel

Suffix
Words with -ment pg. 43F

Reading

Comprehension TE pg. 19A & 19B
Strategy: Make Inferences and Analyze
Skill: Problem and Solution pg. 19 - 19B PB2
“The Case of the Blurry Board” pg. 18-19
Strategy: Make Inferences and Analyze
Skill: Problem and Solution pg. 20 - 37
Monitor and Clarify PB3

“The Mystery of the Missing Lunch” pg. 20-35
Genre: Mystery
Research Activity

Maintain Skill: Practice/Apply Pair Share Activity pg. 37B
Informational Text pg. 38-41
Science: Magazine Article
Test Feature: Chart
Connect and Compare PB 5

“Putting Together the Pieces of the Puzzle” pg. 38-41

Vocabulary
Words in Context pg. 43C, 43D
assignments, consideration, allergies, accuse, suspicious, evidence, consume PB1

Strategy: Dictionary/Unfamiliar Words 43D PB6

Academic Language
inference, analyze, problem, solution

Content Vocabulary 38
scientific method, secure, survey, testify

Vocabulary Review pg. 43F

Fluency
Repeated Reading: Intonation/Pausing pg. 37A
Transparency 1 Explain/Model PB4
### Small Group Differentiated Instruction

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<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
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<tr>
<td>Leveled Reader</td>
<td>Leveled Reader pg. 43P</td>
<td>Word Work</td>
<td>Word Work</td>
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<tr>
<td>“The Trash Detectives” (on) 43R</td>
<td>“The Mystery of the Lost Glasses”</td>
<td>sum, flat, plum, bell, grim, plot, band,</td>
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<td>“The Case of the Missing Scarf” (beyond) 43T</td>
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<td>bluff, dock, blot, odd, left, cash, mill,</td>
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<td>“Putting Together the Pieces of the Puzzle” 43S</td>
<td>Phonics pg. 43M</td>
<td>past, shelf, wealth, crunch, hint, build</td>
<td>past, shelf, wealth, crunch, hint, build</td>
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<tr>
<td>Extend Vocabulary</td>
<td>Decode one-syllable and multisyllabic words that include short vowel sounds</td>
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<td>Phonics Lessons</td>
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<tr>
<td><strong>Above/On-Level Passages</strong></td>
<td>Decodable Passages pg. 5</td>
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<td><strong>Phonics Lessons</strong></td>
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<td><strong>Library Resources</strong></td>
<td>(Teacher Resource Book)</td>
<td></td>
<td>Decode Words and Short Vowel Sounds</td>
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</table>

### Literacy Centers

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension Content Literacy:</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
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<tbody>
<tr>
<td>Mystery Story Activity</td>
<td><strong>Character Connections</strong></td>
<td><strong>Words in Context</strong></td>
<td>Words with Short Vowel Sounds pg. 16I</td>
<td>Personal Narrative Something’s Missing pg. 16J</td>
<td>Partner Fluency Activities</td>
</tr>
<tr>
<td>Problem/Solution Chart pg. 16I</td>
<td><strong>Suggested Accountability Questions</strong></td>
<td><strong>Phonics Links</strong></td>
<td><strong>Phonics Links</strong></td>
<td>Newspaper/ Magazine Headline pg. 16J</td>
<td><strong>Fluency Activities</strong></td>
</tr>
</tbody>
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### Whole Group Wrap-Up

<table>
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<tr>
<th>10 Minutes</th>
<th>Review</th>
<th>Closure to lesson</th>
<th>Ticket Out - Check for Understanding</th>
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### Strategic Intervention

- **30-45 Minutes Daily**
- **Teacher Directed Explicit Instruction**
- **All Students At-Risk for Reading Difficulties**

### Intensive Intervention

- **30 Minutes**
- **Teacher Directed Explicit Instruction**
- **All Students High At-Risk for Reading Difficulties**

<table>
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<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Write About a Problem pg. 42 - 43B</td>
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</table>

**Personal Narrative**

Write a paragraph about a problem you once solved. Be sure to begin your paragraph with a topic sentence that tells what happened. Then include the details of the story in the sentences that follow.

Prewrite, Draft, Revise

**Apply Vocabulary**

Write a paragraph using at least three Vocabulary Words to write at least one paragraph about a mystery in school.

<table>
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<th>Grammar</th>
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<tr>
<td>Daily Language Activities pg. 43I, 43J</td>
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</table>

Four Types of Sentences: statement, question, command, exclamation,

Mechanics and Usage: Sentence Punctuation

### ELA Standards: P.A.S.S. standards

*Identify and list standards and objectives*
### Oral Language

- **Build Background**
  - Read Aloud pg. TE 45 “The Fox and the Crane” RAA pg. 14
  - Expand Vocabulary Vocabulary Building Activities
  - TE 45 & TE 69F
  - Talk About It TE p45

### Word Work

- **Phonics TE pg. 69E**
  - Decode words with long “A”
  - Recognize and practice using homographs

#### Spelling Words TE pg. 69G, 69H
- pale, today, flame, face, bail, claim, crate, rail, steak, clay, break, neigh, stray, ache, mane, cane, drain, graze, slate, faint

#### Review Words
- grim, plum, cash

#### Challenge Words
- neighbor, railway

### Reading

- **Comprehension TE pg. 47A & 47B**
  - **Strategy:** Summarize
  - **Skill:** Main Idea and Details
    - TE 47A-47B
    - PB 9

- **“Living in Alaska” pg. 46-47**
  - **Strategy:** Summarize
  - **Skill:** Main Idea and Details
    - TE
    - PB 10

- **“A Walk in the Desert” pg. 48-63**
  - **Genre:** Nonfiction
  - **Poetry:** Chinquapin
  - **Assonance and Metaphor**
    - PB 12

- **“Three Cinquains: White Swans; Grass Snake; Fat Frog” pg. 66-67**
  - **Vocabulary**
    - shimer, eerie, lurk, swallows, climate, silken, lumbering
  - **Context Clues/Surrounding Words**
    - PB 8
  - **Strategy:** Context Clues/Surrounding Words
    - PB13

- **Academic Language**
  - main idea, supporting details

- **Content Vocabulary**
  - biome, survival, saguaro, nocturnal, crevices

### Fluency

- **model/explain-slow tempo**, 65A
  - transparency 2
  - practice/apply PB 11
  - partner reading, 441
## Small Group Differentiated Instruction

**45-60 Minutes Daily  15-20 Minutes Per Group  Teacher Directed Explicit Instruction**

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<td>Above/On-Level Passages</td>
<td>Phonics Multisyllabic Words with Long a 69M Decodable Passages p6 (Teacher Resource Book)</td>
<td><strong>Phonics Lessons</strong></td>
<td>decode long a words</td>
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<td>Library Resources</td>
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### Literacy Centers

**15-20 Minutes Per Group  Small-Group or Independent Practice to Reinforce Key Skills**

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<tr>
<td>read nonfiction book and make a main idea and details chart 44I</td>
<td>Science and Social Studies Content Literacy: It’s a Fact &amp; Desert Ecosystems TE44J</td>
<td>use each word in a sentence with context clues 44I</td>
<td>long a word sort 44I <strong>Phonics Links</strong></td>
<td>make a Survival in the Desert handbook journal entry: describe a day in your life in the desert 44J</td>
<td>partner read fluency passage in PB <strong>Fluency Activities</strong></td>
</tr>
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### Whole Group Wrap-Up

**10 Minutes**
- Review
- Closure to lesson
- Ticket Out - Check for Understanding

### Strategic Intervention

**30-45 Minutes Daily**  
*Teacher Directed Explicit Instruction*  
*All Students At-Risk for Reading Difficulties*

### Intensive Intervention

**30 Minutes**  
*Teacher Directed Explicit Instruction*  
*All Students High At-Risk for Reading Difficulties*

### Writing

**Write a poem pg. 68-69B**

**Cinquain Poetry**  
Write a cinquain poem describing an animal following the features of a cinquain.  
Use writing transparencies 5, 6, 7 to prewrite, draft, revise.

**Apply Vocabulary**  
Use precise words to add color to poem. Writing Transparency 8 for word choice example.

### Grammar

**Daily Language Activities pg. 69I, 69J**  
Types of Subjects and Predicates: simple and complete  
Mechanics and Usage: Punctuation of simple and complete subjects and predicates

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**ELA Standards: P.A.S.S. standards**

*Identify and list standards and objectives*
### Oral Language
- Build Background
- Read Aloud pg. 71 “Some Rivers” RAA pg. 17
- Expand Vocabulary Vocabulary Building Activates TE pg. 81F
- Talk About It pg. 71

### Word Work
- **Phonics TE pg. 81E**_decode words with long “E”
- **Decode multisyllabic words with prefixes**
- **Spelling Words pg. 81G, 81H**_beam, heal, reef, tea, tease, deed, chief, thief, feet, squeak, deal, breathe, peep, please, speech, weep, leak, wheeze, sleek, league_
- **Review Words**_neigh, pale, bail_
- **Challenge Words**_freedom, appeal_

### Reading
- **Comprehension TE pg. 73A**_Strategy: Summarize_ **Skill: Main Idea and Details**
  - PB pg. 16 “A Prehistoric Park” pg. 72-73
  - **Strategy: Summarize**
  - **Skill: Main Idea and Details**
  - PB pg. 17 “Animals Come Home to Our National Parks” pg. 74-77
  - **Genre: Nonfiction Article**
  - **Test Strategy: Right There** “Saving a National Park” pg. 78-79
  - **Research and Study Skill: Look for Key Words: Dictionary** PB 19

### Vocabulary
- **Words in Context p81C**_roamed, completed, journey, natural, wildlife_ PB 15
  - **Strategy:** Word Parts/Compound Words, 81D PB 20
  - **Academic Language TE73A**_summarize, main idea, supporting details_
  - **Content Vocabulary TE74**_ecosystem, restore, graze, flourish, preyed upon_

### Fluency
- **Repeated Reading : Pronunciation 77A** PO 18 Identify Main Idea and Detail
## Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

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<tr>
<td>The History of Acadia National Park (on)</td>
<td>The Animals of Isle Royale 81P</td>
<td><strong>Phonics</strong></td>
<td>beam, tea, chief, squeak, peep, weep, sleek, heal, tease, thief, deal, please, leak, league, reef, deed, feet, breathe, speech, wheeze</td>
</tr>
<tr>
<td>Preserving Unique Places Our National Parks (beyond) 81-R &amp; T</td>
<td><strong>multisyllabic words</strong></td>
<td><strong>decode words with long e sounds</strong></td>
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</tr>
<tr>
<td>A Prehistoric Park 81O</td>
<td><strong>with long e 81M</strong></td>
<td></td>
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<td><strong>Above/On-Level Passages</strong></td>
<td><strong>Decodable Passages p7</strong></td>
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### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

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<tr>
<th>Independent Reading</th>
<th>Comprehension Content Literacy: Science and SS How Trees Help &amp; Work with Trees pg. 70I</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| Summarize with a Three Picture Storyboard pg. 70I | **Compound Words**  
Use base words to make compound words pg. 70I | Long e Sound word sort pg. 70I  
**rhyming words** | write a poem about an animal that lives in a tree pg. 70J | **write a poem about an animal that lives in a tree pg. 70J** | Partner reading Pg. 70I  
**PB18** |

### Whole Group Wrap-Up

**10 Minutes**

Review  
Closure to lesson  
**Ticket Out - Check for Understanding**
### Strategic Intervention

30-45 Minutes Daily  
Teacher Directed Explicit Instruction  
All Students At-Risk for Reading Difficulties

### Intensive Intervention

30 Minutes  
Teacher Directed Explicit Instruction  
All Students High At-Risk for Reading Difficulties

#### Writing

Write to a Prompt pg. 80-81B

**Tested Writing:** Extended Response to Literature
Write an answer to prompt using details to support your response.

**Apply Vocabulary**

Use related vocabulary in article to help explain your view.

#### Grammar

Daily Language Activities pg. 81I, 81J

Simple and compound Sentences

Mechanics and Usage: Punctuation of simple and compound sentences: semicolon and comma

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**ELA Standards: P.A.S.S. standards**

*Identify and list standards and objectives*
## Oral Language

**Build Background**
- Read Aloud pg. TE 83 "Persistence" RAA pg. 20

**Expand Vocabulary**
- Vocabulary Building Activities
  - TE pg. 107F

**Talk About It**
- TE pg. 83

## Word Work

**Phonics** TE pg. 107E
- Decode Words with long ‘i’

**Spelling Words** TE107G, 107H
- file, height, pry, drive, pride, climb, kite, spy, minding, pies, sigh, fright, die, shy, twice, wipe, prime, slight, inside, sly

**Review Words**
- chief, please, sleek

**Challenge Words**
- highway, wildlife

## Reading

**Comprehension** TE pg. 85A & 85B
- **Strategy:** Making Inferences and Analyze
- **Skill:** Character
  - PB 23
  - "Astronauts in Training" pg. 84-85
- **Strategy:** Make Inferences and Analyze
  - **Skill:** Character
  - PO 24
  - Analyze Character
  - 101B
  - "The Astronaut and the Onion" pg. 86-99
  - Genre: Realistic Fiction
  - Science: Nonfiction Article-Diagram
  - PB 102
  - "The Solar System" pg. 102-105

**Vocabulary**
- **Words in Context** 84
  - endless, realistic, universe, astronaut, sensible, protested, paralyzed
  - PB 22
- **Strategy:** Using a Dictionary, 85
  - PB 27
- **Academic Language**
  - analyze, character

**Content Vocabulary** TE102
- craters, exploration, orbits, rotate, pennants, time warp
  - Greek Roots 107F

## Fluency

**Repeated Reading**
- : Intonation/Pausing
  - Transparency 4
  - PB 25
### Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

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<td>Word Work</td>
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<tr>
<td>Summer in Space (on)</td>
<td>Elevator to Trouble</td>
<td>file, drive, kite, pies, die, wipe, inside, height, pride, spy, sigh, shy, prime, sly, pry, climb, minding, fright, twice, slight</td>
<td>tile, drive, kite, pies, die, wipe, inside, height, pride, spy, sigh, shy, prime, sly, pry, climb, minding, fright, twice, slight</td>
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<td>Back to School (beyond)</td>
<td>p107-Q &amp; R</td>
<td>p107M</td>
<td><strong>Phonics Lessons</strong></td>
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<td>p107Q &amp; R</td>
<td><strong>Phonics</strong></td>
<td>multisyllabic words with long i</td>
<td>decode long i words</td>
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<td><strong>Above/On-Level Passages</strong></td>
<td><strong>Decodable Passages p8</strong></td>
<td><strong>Decodable Passages</strong></td>
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### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

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<tbody>
<tr>
<td>Pg. 82I</td>
<td>Science connection</td>
<td>Pronouncing Words Pg. 82I</td>
<td>Long i words pg. 82I</td>
<td>Personal Letter pg. 82J</td>
<td>Partner Reading Pg. 82I</td>
</tr>
<tr>
<td>Response journal activity</td>
<td>The Solar System pg. 82J</td>
<td>Use dictionary to find correct pronouncing words</td>
<td>Spelling pattern column activity</td>
<td>Write a personal letter to someone you admire/create character web about that person or write a paragraph about a career you would like to have in the future.</td>
<td><strong>PB pg. 25</strong></td>
</tr>
</tbody>
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### Whole Group Wrap-Up

**10 Minutes**

- Review
- Closure to lesson
- Ticket Out - Check for Understanding
### Strategic Intervention

**30-45 Minutes Daily**  
*Teacher Directed Explicit Instruction*  
*All Students At-Risk for Reading Difficulties*

### Intensive Intervention

**30 Minutes**  
*Teacher Directed Explicit Instruction*  
*All Students High At-Risk for Reading Difficulties*

### Writing

Write an E-Mail pg. 106-107B  
Personal narrative: Topic Sentence  
Write an E-Mail to a friend or family member about an experience that you have had. Include a topic sentence. Use lots of details

### Apply Vocabulary

Use choice vocabulary words in your E-mail. Transparencies 7-8 pg. 107C, 107D

### Grammar

Daily Language Activities pg. 107I-107J  
Complex sentences  
Independent and dependent clauses  
Mechanics and Usage: Punctuate clauses and complex sentences Grammar Transparencies 16, 20, 21

### ELA Standards: P.A.S.S. standards

**Identify and list standards and objectives**
### Oral Language
- **Build Background**
- **Read Aloud**
  - "Wild and Swampy"
  - RAA pg. 24
- **Expand Vocabulary**
  - TE pg. 81F
  - Vocabulary Building Activities
- **Talk About It**
  - TE pg. 109

### Word Work
- **Phonics**
  - TE pg. 81E
  - Decode words with long "E"
  - Decode multisyllabic words with prefixes
- **Spelling Words**
  - TE pg. 81G, 81H
  - beam, heal, reef, tea, tease, deed, chief, thief, feet, squeak, deal, breathe, peep, please, speech, weep, leak, wheeze, sleek, league

**Review Words**
- neigh, pale, bail

**Challenge Words**
- freedom, appeal

### Reading
- **Comprehension**
  - TE pg. 111A & 111B
  - Strategy: Make Inferences and Analyze
  - Skill: Character, Setting, Plot
  - PB 30
  - “Rafting: Ready or Not” pg. 110-111
  - Strategy: Make Inferences and Analyze
  - Skill: Character, Setting, Plot
  - PO31
  - “The Raft” pg. 112-135
  - Genre: Realistic Fiction

**Social Studies: Magazine Article**
- Maps
  - PB 33
  - “Into the Swamp” pg. 138-141

**Vocabulary**
- **Words in Context** p110
  - disgusted, raft, scattered, cluttered, downstream, nuzzle
  - PB 29
  - Strategy: Context Clues/Paragraph Clues, 143D
  - PB 34

**Academic Language**
- TE111A
  - inference, analyze, character, setting, plot

**Content Vocabulary**
- TE74
  - ancient, bayous, guide, swamp, 138

### Fluency
- **Repeated Reading**
  - Tempo/Pacing TE137A
  - PB 32
  - Transparency 5
**Small Group Differentiated Instruction**

45-60 Minutes Daily   15-20 Minutes Per Group   Teacher Directed Explicit Instruction

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<tr>
<td>X Marks the Spot (on) p143R</td>
<td>The Secret Code p143P</td>
<td>goal,mole,stone,stone,chose,own,fold,flow,mold,toll,groan,stoal,foam,mows,roasting,lower,sole,blown,bolt,quote</td>
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**Literacy Centers**

15-20 Minutes Per Group   Small-Group or Independent Practice to Reinforce Key Skills

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<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a book and write a prediction of the ending. pg108I</td>
<td><strong>Content Literacy</strong></td>
<td>play word clues game with vocabulary words pg. 108I</td>
<td>spell long o words pg. 108I</td>
<td><strong>write a personal narrative about an outdoor experience pg. 108J</strong></td>
<td>partner read pg. 108l PB p32</td>
</tr>
<tr>
<td></td>
<td><strong>Science &amp; SS: How to Build a Raft; The River’s Name pg. 108J</strong></td>
<td></td>
<td>Phonics Links</td>
<td></td>
<td><strong>Fluency Activities</strong></td>
</tr>
</tbody>
</table>

**Whole Group Wrap-Up**

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30-45 Minutes Daily</strong></td>
</tr>
<tr>
<td><strong>Teacher Directed Explicit Instruction</strong></td>
</tr>
<tr>
<td><strong>All Students At-Risk for Reading Difficulties</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intensive Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 Minutes</strong></td>
</tr>
<tr>
<td><strong>Teacher Directed Explicit Instruction</strong></td>
</tr>
<tr>
<td><strong>All Students High At-Risk for Reading Difficulties</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write to a Prompt pg. 80-81B</td>
</tr>
<tr>
<td><strong>Tested Writing:</strong> Extended Response to Literature</td>
</tr>
<tr>
<td>Write an answer to prompt using details to support your response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Apply Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use related vocabulary in article to help explain your view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Language Activities pg. 81I, 81J</td>
</tr>
</tbody>
</table>

**ELA Standards: P.A.S.S. standards**  
**Identify and list standards and objectives**
<table>
<thead>
<tr>
<th><strong>Oral Language</strong></th>
<th><strong>Word Work</strong></th>
<th><strong>Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td><strong>Phonics TE 175E</strong></td>
<td><strong>Comprehension pg. 151A &amp; 151B</strong></td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Decode digraphs <em>ch</em> and <em>tch</em> in the beginning, middle and end positions of words. pg 175E, PB pg. 10</td>
<td><strong>Strategy</strong>: Make Inferences and Analyze</td>
</tr>
<tr>
<td></td>
<td><strong>Spelling Words TE pg. 175G, 175H</strong></td>
<td><strong>Skill</strong>: Author’s Purpose</td>
</tr>
<tr>
<td></td>
<td>choose, chance, chef, kitchen, branch, patch, marching, hitch, snatch, touch, ketchup, arch, chatter, cheap, stretching, sketched chopped pitcher, chant, latch</td>
<td><strong>PB</strong> 39</td>
</tr>
<tr>
<td></td>
<td><strong>Review Words</strong></td>
<td>“Women Pick Up the Ball” pg. 150-151</td>
</tr>
<tr>
<td></td>
<td>stove, goal, mows</td>
<td><strong>Strategy</strong>: Make Inferences and Analyze</td>
</tr>
<tr>
<td></td>
<td><strong>Challenge Words</strong></td>
<td><strong>Skill</strong>: Author’s Purpose</td>
</tr>
<tr>
<td></td>
<td>chemical, checkers</td>
<td><strong>PB</strong> 40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Mighty Jackie: The Strike-out Queen” pg. 152-167</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Genre: Historical Fiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Social Studies: Almanac Table 170</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PB</strong> 42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Baseball Greats” pg. 170-173</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Words in Context</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>legendary, muttered, gaped, snickering, insult, fluke, flinched</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strategy</strong>: Context Clues/Descriptions, 151</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PB</strong> 38</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Academic Language TE151A</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>inference, analyze, author’s purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Content Vocabulary TE152</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>exhibition, pitcher, major-league</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeated Reading: Intonation/Pausing p169A</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PB</strong> pg. 41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transparency 6</td>
</tr>
<tr>
<td>Small Group Differentiated Instruction</td>
<td>45-60 Minutes Daily</td>
<td>15-20 Minutes Per Group</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>

**Group 1**

**Above / On-Level**

Leveled Reader
Determine to Win (on) pg175R
Jackie Robinson A Man Who Stood So Tall (beyond) pg. 175T

**Group 2**

**Approaching / Strategic**

Leveled Reader
Wilma Rudolph: A True Warrior 175P

**Group 3**

**Intensive / Below**

Word Work
choose, kitchen, marching, touch, chatter, sketch
ed, chant, chance, branch, hitch, ketchup, cheap, cheap,
hopped, latch, chef, patch, snatch, arch, stretching,
pitcher

**Group 4**

**Intensive / Far Below**

Word Work
choose, kitchen, marching, touch, chatter, sketch
ed, chant, chance, branch, hitch, ketchup, cheap, cheap,
hopped, latch, chef, patch, snatch, arch, stretching,
pitcher

**Above/On-Level Passages**

Library Resources

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
</table>
| **Phonics**
| multisyllabic words with -ch and -tch 175M decodable passage p10 (Teacher’s Resource Book) | **Phonics Lessons** |

**Literacy Centers**

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a book and write a paragraph explaining how you decided the author’s purpose. TE 148R</td>
<td>Content Literacy: Science/SS Batter Up! &amp; Game Time TE 148S</td>
<td>Use vocabulary words in sentences with context clues. TE 148R</td>
<td>sort words with -ch and -tch TE 148R</td>
<td>Write a persuasive letter telling why your team is a great team. TE 148S</td>
<td>Partner reading TE 148R PB 41</td>
</tr>
</tbody>
</table>

**Whole Group Wrap-Up**

10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding

Phonics Links

Fluency Activities

Practice fluency with the play “The Nightingale” in Read Aloud Anthology p153
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

**Writing**
Write a Persuasive Letter TE Pg 174-175B
Choose a good topic; write a letter to convince a friend or family member to do something. Writing Transparency 24

**Vocabulary**
Vocabulary Transparency 11

**Grammar**
Daily Language Activities TE pg. 175I-175J
Introduce common and Proper nouns
Mechanics and usage: Correct capitalization of common and proper nouns

**ELA Standards: P.A.S.S. standards**
Identify and list standards and objectives
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Spell words with digraphs ( th, sh, wh, and ) ph</td>
<td>Comprehension TE pg. 179A &amp; 179B</td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Spelling Words TE pg. 206G, 207H</td>
<td>Strategy: Generate Questions</td>
</tr>
<tr>
<td>“The Present from France” or “Lily or Miss Liberty”</td>
<td>rush, graph, shove, northern, whole, phrase, brush, these, headphone, shed, fifth, width, thanks, whisk, nowhere, washer, thirty, whirl, photo, bother</td>
<td>Skill: Make Inferences</td>
</tr>
<tr>
<td>RAA pg. 31</td>
<td>Review Words</td>
<td>PB 46</td>
</tr>
<tr>
<td>Expand Vocabulary</td>
<td>arch, ketchup, cheap</td>
<td>“Mexico: My New Home” pg. 178-179</td>
</tr>
<tr>
<td>Building Vocabulary Activities</td>
<td></td>
<td>Strategy: Generate Questions</td>
</tr>
<tr>
<td>TE pg. 207F</td>
<td>Challenge Words</td>
<td>Skill: Make Inferences</td>
</tr>
<tr>
<td>Talk About It</td>
<td>theater, wherever</td>
<td>PB 47</td>
</tr>
<tr>
<td>TE pg. 177</td>
<td></td>
<td>“My Diary From Here to There” pg. 180-199</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genre: Realistic Fiction</th>
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<table>
<thead>
<tr>
<th>Social Studies: Textbook Excerpt</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>PB 49</td>
<td>Words in Context</td>
</tr>
<tr>
<td>“Immigrants in the Northeast” pg. 202-205</td>
<td>overheard,opportunities,border,union,strikes,citizen,boycotts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy: Dictionary/Word Origins, 179</th>
<th>Academic Language</th>
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</thead>
<tbody>
<tr>
<td>PB 50</td>
<td>generate, inferences 179A</td>
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</table>

<table>
<thead>
<tr>
<th>Content Vocabulary</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>immigrants,region,ethnic,overcrowded, 202</td>
<td>Repeated Reading : Punctuation/Quotation Marks 201A</td>
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<tr>
<td></td>
<td>Transparency 7</td>
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<tr>
<td></td>
<td>PB48</td>
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</tbody>
</table>
### Small Group Differentiated Instruction

**45-60 Minutes Daily  15-20 Minutes Per Group  Teacher Directed Explicit Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader</td>
<td>Leveled Reader</td>
<td>Word Work</td>
<td>Word Work</td>
</tr>
<tr>
<td>“Paolo” (on) TE207R</td>
<td>“Lili Kat” TE207P</td>
<td>rush, graph, shove, northern, whole, phrase, brush, these, headphone, shed, fifth, width, thanks, whisk, nowhere,</td>
<td>rush, graph, shove, northern, whole, phrase, brush, these, headphone, shed, fifth, width, thanks, whisk, nowhere,</td>
</tr>
<tr>
<td>“Jin” (beyond) TE207T</td>
<td><strong>Phonics pg. 175M</strong></td>
<td>washer, thirty, whirl, photo, bother</td>
<td>washer, thirty, whirl, photo, bother</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Above/On-Level Passages</strong></td>
<td><strong>Decode and sort multisyllabic words with ch and th</strong></td>
<td><strong>Decodable Passages pg 11</strong></td>
<td><strong>Decode and sort multisyllabic words with ch and th</strong></td>
</tr>
<tr>
<td><strong>Library Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Literacy Centers

**15-20 Minutes Per Group  Small-Group or Independent Practice to Reinforce Key Skills**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make inferences about a character’s feelings. TE pg 176I</td>
<td>Content Literacy: Science &amp; SS: Rock Study and Interview a Newcomer TE pg. 176J</td>
<td>Use a dictionary to find word histories. TE pg. 176I</td>
<td>Word Sort words with digraphs TE pg. 176</td>
<td>Research about a place you’d like to visit and write details on note cards. Write a persuasive ad about that place. TE pg. 176J</td>
<td>Partner reading TE pg. 176I PB48</td>
</tr>
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</tbody>
</table>

### Whole Group Wrap-Up

**10 Minutes**
- Review
- Closure to lesson
- Ticket Out - Check for Understanding

### Strategic Intervention

**30-45 Minutes Daily  Teacher Directed Explicit Instruction  All Students At-Risk for Reading Difficulties**

### Intensive Intervention

**30 Minutes  Teacher Directed Explicit Instruction  All Students High At-Risk for Reading Difficulties**

### Writing
### Transitions TE pg. 206-207B

Write a Radio Ad. Write a radio ad to advertise a great place to visit

**Apply Vocabulary**

Use precise nouns as well as transition words

writing Transparencies 27 and 28.

---

### Grammar

Daily Language Activities TE pg. 206I, 207J

Introduce and expand on singular and plural nouns and correct spelling

Mechanics and Usage: Commas in a series

---

### ELA Standards: P.A.S.S. standards

*Identify and list standards and objectives*
### Oral Language
- Build Background
- Read aloud TE pg. 209 “Erh-Lang and the Suns” RAA pg. 35
- Expand Vocabulary Vocabulary Building Activities TE pg. 219F
- Talk About It TE pg. 209

### Word Work
- **Phonics pg. 219E, 219F**
  - Complex Consonant Clusters
  - Decode multisyllabic words with 3 letter consonant clusters \( str, thr, spr, scr, spl, shr \)

- **Spelling Words pg. 219G, 219H**
  - shred, shrink, splashing, through, screw, straps, sprout, shrimp, strain, sprawl, screech, strand, split, straighten, script, throb, sprang, thrill, throat, shriek

- **Review Words**
  - graph, brush, these

- **Challenge Words**
  - threaten, strictly

### Reading
- **Comprehension TE pg. 211A & 211B**
  - Strategy: Make Inferences and analyze
  - Skill: TE pg. 211A, 211B PB 53
  - “Welcome to China” pg. 210-211

  - Strategy: Make Inferences and Analyze
  - Skill: Fact and Opinion PB 54
  - “Stealing Beauty” pg. 212-215

  - Maintain Skill: Main Idea and Details PB 55
  - “So Far from Home” pg. 216-217
    - Genre: Nonfiction Article

  - Research and Study Skill: Using Parts of a Book PB 56

### Vocabulary
- **Words in Context TE p219C**
  - temples, dynasties, heritage, preserve, overjoyed

  - Strategy: Word Parts/Plural/Endings TE219D PB 57

### Academic Language: Test Strategy-Author and Me

### Content Vocabulary
- “So Far from Home” pg. 216-217

### Fluency
- Repeated Reading: Correct pronunciation TE pg. 215A
### Small Group Differentiated Instruction

45-60 Minutes Daily  15-20 Minutes Per Group  Teacher Directed Explicit Instruction

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Leveled Reader</strong></td>
<td><strong>Leveled Reader</strong></td>
<td><strong>Word Work</strong></td>
<td><strong>Word Work</strong></td>
</tr>
<tr>
<td>“The Story of Silk” pg. 219R</td>
<td>“The Bamboo Eaters” pg. 219P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Three Gorges Dam” pg. 219T</td>
<td>“Welcome to China” pg. 210 (student book)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above/On-Level Passages</td>
<td>Phonics pg. 219M</td>
<td>Decodable passages pg. 12</td>
<td></td>
</tr>
<tr>
<td>Library Resources</td>
<td>(Teacher’s Resource Book)</td>
<td></td>
<td></td>
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</tbody>
</table>

#### Above/On-Level Passages

- Library Resources

#### 15-20 Minutes Per Group  Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact/opinion</td>
<td>Content Literacy Science and SS: A Chinese Invention and Different Homes TE pg. 208J</td>
<td>Vocabulary Words TE pg. 208I</td>
<td>Consonant Clusters TE pg. 208I</td>
<td>Personal Narrative TE pg. 208J</td>
<td>Partner reading activity TE pg. 208I PB pg. 55</td>
</tr>
</tbody>
</table>

#### Whole Group Wrap-Up

10 Minutes
- Review
- Closure to lesson

**Ticket Out - Check for Understanding**
### Strategic Intervention

**30-45 Minutes Daily**  
**Teacher Directed Explicit Instruction**  
**All Students At-Risk for Reading Difficulties**

### Intensive Intervention

**30 Minutes**  
**Teacher Directed Explicit Instruction**  
**All Students High At-Risk for Reading Difficulties**

#### Writing

Write to a Prompt TE pg. 218-219B  
Personal Narrative  
Write a one-page journal entry about a time when something of yours was lost or stolen. Tell your story in sequence.

#### Apply Vocabulary

Use precise vocabulary and sequence words

#### Grammar

Daily Language Activities TE pg. 219I, 219J  
Irregular plural nouns  
Introduce irregular nouns and spelling rules for plural spellings  
Grammar transparencies pgs. 45, 46  
Mechanics and usage: memorize plural irregular nouns, follow rules for forming plurals

---

**ELA Standards: P.A.S.S. standards**

**Identify and list standards and objectives**
4th Grade

**Week 10**

**2.4 How Ben Franklin Stole the Lightning**

Whole Group (Grade Level Text)

- **30-45 Minutes**
- **Direct Instruction**
- **Treasures Core Reading Program**
- **Moded/Shared Reading**

Read Aloud: “What REA Service Means to Our Farm Home”

<table>
<thead>
<tr>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
</tr>
<tr>
<td>Read Aloud</td>
</tr>
<tr>
<td>“What REA Service Means to Our Farm Home” TE pg. 221</td>
</tr>
<tr>
<td>RAA pg. 40</td>
</tr>
<tr>
<td>Expand Vocabulary</td>
</tr>
<tr>
<td>Oral Language Activity</td>
</tr>
<tr>
<td>Vocabulary Building Activities</td>
</tr>
<tr>
<td>TE pg. 247F</td>
</tr>
<tr>
<td>Talk About it TE pg. 221</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td>Decode words with /ar/ and /ôr/ sounds</td>
</tr>
<tr>
<td>TE pg. 247E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling Words TE pg. 247G, 247H</th>
</tr>
</thead>
<tbody>
<tr>
<td>door, cord, stormy, dart, spark, bore, fort, award, guard, morning, smart, ward, carpet, charge, warp, ford, worn, barnyard, core, argue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>screech, shrimp, throat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>charcoal, forecast</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
</tr>
</thead>
</table>

**Reading**

- **Comprehension TE pg. 223 & 233B**
- **Strategy:** Generate Questions
- **Skill:** Problem and Solution
  - PB pg. 60
- “He Made the World Brighter” pg. 222-223
  - :Strategy: Generate Questions
  - :Skill: Problem And Solution
  - PB pg. 61
- “How Ben Franklin Stole the Lightning” pg. 224-241
  - Genre: Biography
- **Maintain Skill:** Fact and Opinion
- **Poetry:** Concrete Poem
  - “Light Bulb” and “Lightning Bolt” pg 244-245
  - Test Feature: Literary Elements
  - Figurative Language and Alliteration
  - PB pg 63
  - **Vocabulary**
  - Words in Context pg. 247C, 247D
  - independence, hilarious, dizzy, nowadays, whirlwind, handy, mischief, convinced
  - PB pg. 59
  - **Academic Language TE pg. 223A**
  - generate, problem, solution
  - **Content Vocabulary**
  - TE pg. 244

<table>
<thead>
<tr>
<th>Fluency</th>
</tr>
</thead>
</table>
| Repeated Reading: Read accurately with Good tempo.
  - TE pg. 243A |
| Fluency Transparency 91 Explain/Model
  - PB pg. 62 |

**Small Group Differentiated Instruction**
### Group 1
**Above / On-Level**

- Leveled Reader
  - “Thomas Alva Edison”
    - TE pg. 247R
  - “Alexander Graham Bell”
    - TE pg. 247T
  - “Lightning Bolt” TE pg. 247Q
    - (Student Book)
- Extend Vocabulary
- Above/On-Level Passages
- Library Resources

### Group 2
**Approaching / Strategic**

- Leveled Reader TE pg. 247P
  - “Clara Barton”
  - “He Made the World Brighter”
    - TE pg. 247O (Student Book)
- Idioms Review TE pg. 247O
- Phonics
  - Words with /ä/ and /ô/
  - Decodable Passages pg. 13
    - (Teacher Resource Book)

### Group 3
**Intensive / Below**

- Word Work
  - door, cord, stormy, dart, spark, bore, fort, award, guard, morning, smart, ward, carpet, charge, warp, ford, worn, barnyard, core, argue
  - Phonics Lessons
  - Decode Words with /ä/ and ô sounds

### Group 4
**Intensive / Far Below**

- Word Work
  - door, cord, stormy, dart, spark, bore, fort, award, guard, morning, smart, ward, carpet, charge, warp, ford, worn, barnyard, core, argue
  - Phonics Lessons
  - Decode Words with /ä/ and /ô/ sounds

### Literacy Centers
**15-20 Minutes Per Group**

- **Independent Reading**
  - Identify problem and solution
    - TE pg. 220I
- **Comprehension**
  - Content Literacy Science and SS
    - The Light Bulb and Streetlights
      - TE pg. 220J
- **Vocabulary**
  - Use dictionary to find definitions
    - Word Clues
      - TE pg. 220I
- **Word Study**
  - The /ä/ and /ô/ Sounds
    - Word sort activity with vowel sounds
      - TE pg. 220I
- **Writing**
  - Book Review
    - TE pg. 220J
  - The Moon TE pg. 220J
- **Phonics Links**

### Fluency
**Partner Fluency Activity**
- TE pg. 220I
- PB pg. 62

### Whole Group Wrap-Up
**10 Minutes**
- Review
- Closure to lesson
- Ticket Out - Check for Understanding
### Strategic Intervention

30-45 Minutes Daily  
Teacher Directed Explicit Instruction  
All Students At-Risk for Reading Difficulties

### Intensive Intervention

30 Minutes  
Teacher Directed Explicit Instruction  
All Students High At-Risk for Reading Difficulties

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
</table>
| Write a Book Review TE pg. 246-247  
Strong Opening pg. 246-247B  
Writing Transparency pg. 36 |

**Persuasive Writing**

Write a Book Review following Book Review Features chart TE pg. 246

**Apply Vocabulary**

Use strong, definite or specific words as you write.

<table>
<thead>
<tr>
<th>Grammar</th>
</tr>
</thead>
</table>
| Daily Language Activities TE pg. 247I and 247J  
Mechanics and Usage: proper capitalization and punctuation of titles pg. 247J |

**ELA Standards: P.A.S.S. standards**

**Identify and list standards and objectives**
4th Grade

Week 2.5

**Dear Mr. Winston**

**Whole Group (Grade Level Text)**

30-45 Minutes Direct Instruction Treasures Core Reading Program

**Modeled/Shared Reading**

Read Aloud: “A Word to the Wise”

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Background</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Comprehension TE pg. 251A &amp; 251B</strong></td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Decode Words with /är/ and /îr/</td>
<td><strong>Strategy:</strong> Generate Questions</td>
</tr>
<tr>
<td>“A Word to the Wise”</td>
<td><strong>Spelling Words TE pg 271g and 271H</strong></td>
<td><strong>Skill:</strong> Make Inferences</td>
</tr>
<tr>
<td>TE pg. 249</td>
<td>gear, stair, appear, scare, airfare, yearly, fear,</td>
<td>PB pg. 67</td>
</tr>
<tr>
<td>Expand Vocabulary</td>
<td>career, tear, cheer, compare, lair, spare, spear,</td>
<td>“Name That Reptile” pg. 250-251</td>
</tr>
<tr>
<td>Vocabulary Building</td>
<td>mere, hear, beard, snare, rear, area</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td><strong>Review Words</strong></td>
<td><strong>Strategy:</strong> Generate Questions</td>
</tr>
<tr>
<td>TE pg. 271F</td>
<td>fort, dart, worn</td>
<td><strong>Skill:</strong> Make Inferences</td>
</tr>
<tr>
<td>“Talk About It”</td>
<td><strong>Challenge Words</strong></td>
<td>PB 68</td>
</tr>
<tr>
<td>TE pg. 249</td>
<td>sincere, staircase</td>
<td>“Dear Mr. Winston” pg. 252-263</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Genre:</strong> Humorous Fiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Maintain Skill:</strong> Character and Plot TE pg. 265B</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Informational Text:</strong> Science - pg. 266-269</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Text Feature:</strong> Toolbar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB pg. 70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Snakes” pg. 266-269</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suffix</strong></td>
<td><strong>Words in Context pg. 271C, 271D</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>weekdays, cardboard, slithered, genuine, apologize,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>harmless, ambulance</td>
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<tr>
<td></td>
<td></td>
<td><strong>Academic Language</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>generate, inference TE pg. 251A</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Content Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>reptiles, camouflage, hibernate, digested TE pg. 266</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fluency</strong></td>
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<tr>
<td></td>
<td></td>
<td>Repeated Reading: Reading accurately with good prosody or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>expression (intonation, rhythm, and emphasis)</td>
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<tr>
<td></td>
<td></td>
<td>pg. 265A</td>
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<tr>
<td></td>
<td></td>
<td>Transparency 10 Explain/Model</td>
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<tr>
<td></td>
<td></td>
<td>PB pg. 69</td>
</tr>
</tbody>
</table>
**Small Group Differentiated Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>

**Literacy Centers**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make inferences based on reading pg. 248I  links</td>
<td>Content literacy  Science/SS pg. 248J  Research reptiles and tropical rain forests  links</td>
<td>Use a dictionary to find definitions of words pg. 248I  links</td>
<td>Sort words according to patterns pg. 248I  Phonics Links</td>
<td>Write a letter to make a request/ a persuasive paragraph pg. 248J  links</td>
<td>Partner Fluency Activity 248I  PB pg. 69  Fluency Activities</td>
</tr>
</tbody>
</table>

**Whole Group Wrap-Up**

<table>
<thead>
<tr>
<th>10 Minutes</th>
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</thead>
<tbody>
<tr>
<td>Review  Closure to lesson  Ticket Out - Check for Understanding</td>
</tr>
<tr>
<td><strong>Strategic Intervention</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Intensive Intervention</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>We Need More Books</strong></td>
</tr>
<tr>
<td><strong>Snakes Are Good TE pg. 248J</strong></td>
</tr>
<tr>
<td>Write a letter to make a request. Research snakes, create poster and write a persuasive paragraph. Create a message that is clear and interesting saying why they should change their opinion about snakes</td>
</tr>
<tr>
<td><strong>Apply Vocabulary</strong></td>
</tr>
<tr>
<td>Use precise words that can be strong, and convincing.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>Daily Language Activities TE pg. 271I and 271J</strong></td>
</tr>
<tr>
<td>Introduce plurals and singular possessives</td>
</tr>
<tr>
<td>Mechanics and usage: Punctuation in letters</td>
</tr>
<tr>
<td><strong>ELA Standards: P.A.S.S. standards</strong></td>
</tr>
</tbody>
</table>
# 4th Grade

**Roadrunner’s Dance**

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Background</strong></td>
<td><strong>Phonics TE pg. 303E</strong></td>
<td><strong>Comprehension TE pg. 279A &amp; 279B</strong></td>
</tr>
<tr>
<td>Read Aloud pg. 277 “Amazing Animals” RAA pg. 47</td>
<td><strong>Decode words with /ûr/ sound</strong></td>
<td><strong>Strategy:</strong> Evaluate</td>
</tr>
<tr>
<td>Expand Vocabulary Vocabulary Building Activities pg. 303F</td>
<td><strong>Spelling Words TE pg. 303G-303H</strong></td>
<td><strong>Skill:</strong> Author’s Purpose</td>
</tr>
<tr>
<td>“Talk About It” pg. 277</td>
<td>dirty, shirt, turnip, purge, worse, purpose, birth, hurl, blurred, curl, twirl, sternly, curve, swirl, serpent, curb, herb, pearl, person, turkey</td>
<td>PB 76</td>
</tr>
<tr>
<td><strong>Review Words</strong></td>
<td><strong>Read Aloud: “Amazing Animals”</strong></td>
<td>“Roadrunners: Surprising Birds” pg. 278-279</td>
</tr>
<tr>
<td>hear, spare, lair</td>
<td><strong>Challenge Words</strong></td>
<td><strong>Strategy:</strong> Evaluate</td>
</tr>
<tr>
<td>spurt, further</td>
<td><strong>Suffix</strong></td>
<td><strong>Skill:</strong> Author’s Purpose</td>
</tr>
<tr>
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<td>PB 77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Roadrunner’s Dance” pg. 280-295</td>
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<tr>
<td></td>
<td></td>
<td><strong>Genre:</strong> Folktales</td>
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<tr>
<td></td>
<td></td>
<td>Folk Tale: Trickster Tale</td>
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<tr>
<td></td>
<td></td>
<td>Foreshadowing and Symbolism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Flycatcher and Coyote” pg. 298-301</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strategy:</strong> Using a Thesaurus/Synonyms pg. 279</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB80</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Words in Context</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>interfere, awkward, proclaimed, agile, guardian, tottered p278</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Academic Language</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate author’s purpose TE pg. 279A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>foreshadowing, symbolism 299</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Content Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB79</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeated Reading: Intonation/Pausing TE pg. 297A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transparency 11 Explain/Model PB 78</td>
</tr>
</tbody>
</table>
### Small Group Differentiated Instruction

**45-60 Minutes Daily**   **15-20 Minutes Per Group**   **Teacher Directed Explicit Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader</td>
<td>Leveled Reader</td>
<td>Word Work</td>
<td>Word Work</td>
</tr>
<tr>
<td>“Three Tricky Tales” (on)</td>
<td>“The Mud Monster”TE pg. 303P</td>
<td>dirty, purse, birth, curl, curve, curb, person, shirt, worse, hurl, twirl, swirl, herb, turkey, turnip, purpose, blurred, sternly, serpent, pearl</td>
<td>dirty, purse, birth, curl, curve, curb, person, shirt, worse, hurl, twirl, swirl, herb, turkey, turnip, purpose, blurred, sternly, serpent, pearl</td>
</tr>
<tr>
<td>“Meiki and the North Wind” (beyond) TE pg. 303Q, 303S, 303T</td>
<td>Phonics TE pg. 303M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Flycatcher and Coyote” (Student Book)</td>
<td>Decode one-syllable and multisyllabic r-controlled words</td>
<td>Phonics Lessons</td>
<td>Phonics Lessons</td>
</tr>
<tr>
<td><strong>Extend Vocabulary</strong></td>
<td><strong>Above/On-Level Passages</strong></td>
<td><strong>Library Resources</strong></td>
<td><strong>Decode Words and Short Vowel Sounds</strong></td>
</tr>
<tr>
<td><strong>Above/On-Level Passages</strong></td>
<td>Library Resources</td>
<td>Phonics Lessons</td>
<td><strong>Library Resources</strong></td>
</tr>
</tbody>
</table>

### Literacy Centers

**15-20 Minutes Per Group**   **Small-Group or Independent Practice to Reinforce Key Skills**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Content Literacy-Science and SS: Study an Animal, Habitat of the Coyote TE 276S</td>
<td>Use a thesaurus to find synonyms of given words. TE pg. 276R</td>
<td>Word sort different r-controlled spellings. TE pg. 276R</td>
<td>Write a dialog between two characters TE pg. 276S. links</td>
<td>Partner Fluency Activity TE pg. 276R PB78</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>Phonics Links</td>
<td></td>
<td>Fluency Activities</td>
</tr>
</tbody>
</table>

### Whole Group Wrap-Up

**10 Minutes**

Review
Closure to lesson
Ticket Out - Check for Understanding
**Strategic Intervention**  
*30-45 Minutes Daily  Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties*

**Intensive Intervention**  
*30 Minutes  Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties*

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
</tr>
</thead>
</table>
| Write dialogue/Cause and effect using transition words TE pg. 302-303B  
Use dialogue chart and Writing transparency 44 |  
| **Apply Vocabulary** |  
| Use transition words to make your writing convincing and clear. |  

<table>
<thead>
<tr>
<th><strong>Grammar</strong></th>
</tr>
</thead>
</table>
| Daily Language Activities TE pg. 303I-303J Action Verbs -Introduce with Grammar Transparency 51  
Mechanics and Usage: Punctuating Dialogue, commas and quotation marks |  

**ELA Standards: P.A.S.S. standards**  
**Identify and list standards and objectives**
Unit 3/Week 1

**Title:** Roadrunner’s Dance

**Suggested Time:** 5 days (45 minutes per day)

**Teacher Instructions**

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

   **Big Ideas and Key Understandings**

   There are a variety of Big Ideas that could be applicable to this story: You don’t have to fight fire with fire in order to win a conflict. Two heads are better than one. With practice, you can accomplish many things. Share your gifts with others. Some lessons have to be taught through experience.

   **Synopsis**

   A Rattlesnake proclaims that he is king of the road. He terrorizes villagers and refuses to let them pass on the road. The villagers seek the help of the Desert Woman. With the help of the other animals, she creates the Roadrunner to teach Rattlesnake a lesson.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

<table>
<thead>
<tr>
<th>Text-dependent Questions</th>
<th>Evidence-based Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread page 282. What genre is this story? Use details/evidence can you find from the story to support your answer.</td>
<td>Folk tale, fiction; The snake speaks. (It has talking animals, it has a problem, it has a snake threatening people on the road, etc.)</td>
</tr>
<tr>
<td>Why are the elders unable to pass on the road and need to go to Sacred Mountain to speak to Desert Woman? (Pg. 283)</td>
<td>Rattlesnake proclaims he is the king of the road and refuses to allow the elders to pass on the road. The elders went to Sacred Mountain to speak with Desert Woman because she created all the desert creatures and they wanted her help to stop the snake from making it impossible for them to visit their neighbors and fields across the road.</td>
</tr>
<tr>
<td>What evidence from the text show that the Desert Woman was hesitant about helping the elders try to solve their problem? (Pg. 284)</td>
<td>“Desert Woman thought for a long time. She did not like to interfere in the lives of the people and animals, but she knew that something must be done.”</td>
</tr>
<tr>
<td>The villagers complained to the desert Woman about Snake not allowing them to pass on the road. What did the Desert Woman do in order to help the village people? (Pg. 284)</td>
<td>“While the snake slept under a rocky ledge..., And she placed a rattle on the tip of Snake’s tail... Now you are Rattlesnake. When anyone approaches, you will rattle a warning.”</td>
</tr>
</tbody>
</table>
| Inhibit means to prevent or hinder. Did the Desert Woman’s first solution inhibit the rattlesnake and make him more threatening to the village people? Why or why not? Cite evidence from the text to support your reasoning. (Pg. 286) | No Deserts Woman’s first solution to add a rattle to the snake’s tale did not inhibit the rattlesnake. The rattle snake was more threatening to the village people because now snake would use his rattle to frighten the village people as he approached. “Since you gave Rattlesnake his rattle, he is even more of a bully. He will not
All of the animals are gathered and the Desert Woman said that “one of you must make him behave” on page 286. Owl admitted, “We are all afraid of him.” What evidence in the text supports this comment?

“The animals looked at one another. They looked up, they looked down, but not one looked at the Desert Woman. I am too timid to stand up to Rattlesnake, Quail whispered. He would gobble me up, Lizard cried and darted away.”

“If you help me, together we can make a guardian of the road.” From our vocabulary, we know that a guardian is one who protects. What are characteristics that the animals want the guardian to have in order to protect the road? Who gave what gifts to help the new creature protect the road from the snake? What was the purpose of each gift?

What is the next step to make the snake learn that he is not king of the road?

Deer 287
- Slender branches for legs – to run fast

Raven 287
- A black tail feathers – for balance

Eagle 288
- Dark wing feathers – for strength

Heron 288
- A long, thin reed – beak to peak

Coyote 288
- Two shiny stones – sharp eyes

Pg. 287-288 The animals work with Desert woman to create a guardian of the road.

The Desert Woman gave the Roadrunner a gift. Initially, the Roadrunner does not know how to use the gift the Desert Woman gives him. Using vocabulary from the text, describe the Roadrunner’s first steps. (Pg. 288)

“He tottered forward, then backward, then forward, and fell on his face.” “This bird was not agile.” “He was too awkward.” “Disappointing” (“Disappointed, the animals made their way home.”)

How did the Roadrunner perfect his gift? (Pg. 290)

¶ 3 He practiced and practiced. Running back and forth learning to balance his feathers.

What did the roadrunner have to learn and gain in order to be guardian of the road? (Pg. 290)

He first had to learn how to balance himself, walk, and run. Then he had gain confidence.

Look at page 290 and page 292. A simile is a comparison of two things, using like or as. What similes does the author use to describe the roadrunner?

“Practice, “he said again. Practice.” With time, he was swirling and twirling like a twister. Like a whirlwind, he spun around Rattlesnake until the serpent grew dizzy.

What lesson was the snake finally taught and how? (Pg. 288)

Pg. 288 She created him and said, “You will dance around Rattlesnake and peck at his tail. He must learn he is...
Desert Woman said, “use your gift help others.”

Rattlesnake was taught he is not the king of the road. He was taught this lesson by the agile roadrunner dancing around rattlesnake and pecking his tail.

Authors use descriptive language along with similes to describe characters. What language does the author use to describe the roadrunner and the snake? (Pg. 292)

<table>
<thead>
<tr>
<th>Rattlesnake - loud</th>
<th>Roadrunner - graceful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shouted, hissing so loud</td>
<td>Danced gracefully</td>
</tr>
<tr>
<td>Sounded like thunder</td>
<td>Danced in circles around him</td>
</tr>
<tr>
<td>Lunged again</td>
<td>Like a whirlwind he spun around</td>
</tr>
<tr>
<td>Struck like lightning</td>
<td></td>
</tr>
</tbody>
</table>

What synonym can you think of for the word abode on page 291?

**¶ 2** They went to Sacred Mountain, where Desert Woman lived. The students should conclude that abode means home.
### Vocabulary

<table>
<thead>
<tr>
<th><strong>TEACHER PROVIDES DEFINITION</strong></th>
<th><strong>KEY WORDS ESSENTIAL TO UNDERSTANDING</strong></th>
<th><strong>WORDS WORTH KNOWING</strong></th>
</tr>
</thead>
</table>
| not enough contextual clues provided in the text | Page 284 - Inhibiting  
Page 284 - coiled  
Page 292 ruckus | Page 282 - boasted  
Page 292 - lunged  
Page 292 - whirlwind |
| **STUDENTS FIGURE OUT THE MEANING** | sufficient context clues are provided in the text | |
| Page 283 - interfere  
Page 286 - guardian  
Page 288 - agile  
Page 288 - tottered  
Page 288 - awkward  
Page 294 - proclaimed | Page 282 - slithered  
Page 291 - furiously  
Page 294 - slunk |
Culminating Task

- Re-Read, Think, Discuss, Write

- *What lesson did the rattlesnake need to be taught? What steps were taken throughout the story to teach the rattlesnake this lesson?*

  Answer: The rattlesnake had to be taught that he is not the king of the road. The steps taken included: The people of the village going to the elders, the rattle being put on his tail, the animals helped make the roadrunner, the roadrunner practicing to walk and balance himself and gaining confidence, roadrunner outrunning the rattlesnake.
Additional Tasks

- Create a T-chart to illustrate cause and effect of the actions of Rattlesnake and Roadrunner. List the consequences for each of their actions.

Answer:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rattlesnake refused to let the villagers pass on the road.</td>
<td>The villagers sought the help of the desert woman.</td>
</tr>
<tr>
<td>In an attempt to help, the Desert Woman gives Rattlesnake a rattle on</td>
<td>Rattlesnake uses his new tail to be even more threatening to the</td>
</tr>
<tr>
<td>the tip of his tail.</td>
<td>villagers.</td>
</tr>
<tr>
<td>The animals go to the Desert Woman to complain about</td>
<td>The Desert Woman gets the animals to help her create a guardian of the</td>
</tr>
<tr>
<td>rattlesnake's behavior.</td>
<td>road.</td>
</tr>
<tr>
<td>Roadrunner continued to totter on his legs. The other animals leave</td>
<td>Desert Woman encourages and helps Roadrunner practice.</td>
</tr>
<tr>
<td>in despair.</td>
<td></td>
</tr>
<tr>
<td>Roadrunner practices and practices.</td>
<td>Roadrunner is able to whirl and twirl like a twister.</td>
</tr>
</tbody>
</table>

- Can you think of a time in your life experience where you were able to win a conflict without “fighting with fire” when someone else was? How were you able to use your gifts and talents to come out ahead? Give details and examples of the experience by creating your own Cause and Effect chart to outline the events. Draw a picture, create a collage or create a short film to help illustrate the event.
### 4th Grade  Week  3.2  My Brother Martin

**Whole Group (Grade Level Text)**  
30-45 Minutes  Direct Instruction  Treasures Core Reading Program

**Modeled/Shared Reading**  
Read Aloud: “I Have a Dream”

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
</table>
| Build Background | Phonics TE pg. 329E  
Decode words with silent letters | Comprehension TE pg. 307A & 307B |
| Read Aloud pg. 305 “I Have A Dream”  
RAA pg. 51 | Spelling Words TE pg. 329G  
hour, answer, knives, lambs, honesty, doubt, knew, plumber, knead, wrench, honor, wriggle, kneel, known, heir, thumbs, combs, wrinkle, honest, wrapper | Strategy: Evaluate  
Skill: Author’s Purpose |
| Expand Vocabulary  
Vocabulary Building Activities  
pg. 329F | Review Words  
curl, pearl, shirt | “It Took Courage” pg. 306-307  
“My Brother Martin” pg. 308-321 |
| “Talk About It” pg. 305 | Challenge Words  
knuckles, wrestle | Genre: Biography |
|                      | Suffix | Social Studies: Letters  
Salutations and Body, pg. 324  
PB86 | “Dear Mrs. Parks” pg. 324-327 |
|                      |       | Vocabulary |
|                      |       | Words in Context TE pg. 306 |
|                      |       | unfair, ancestors, numerous, segregation, unsuspecting, avoided, injustice  
PB 82 |
|                      |       | Strategy: Using Word Parts/Prefixes  
PB87 |
|                      |       | Academic Language  
evaluate, author’s purpose TE 307A |
|                      |       | Content Vocabulary |
|                      |       | activist, unconstitutional, nonviolence, 324 |
|                      |       | Fluency  
Repeated Reading: Punctuation Te 323A  
Transparency 12 Explain/Model  
PB85 |
**Small Group Differentiated Instruction**

45-60 Minutes Daily  
15-20 Minutes Per Group  
Teacher Directed Explicit Instruction

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“Coretta Scott King”(on)  
TE pg. 329R  
“Fighting for Rights” (beyond) TE pg. 329T  
“It Took Courage” TE pg. 329O  
Extend Vocabulary | Leveled Reader  
TE pg. 329P  
“Harriet Tubman”  
Phonics pg. 329M | Word Work  
hour, lambs, knew, wrench, kneel, thumbs, honest, answer, honesty, plumber, honor, known, combs, wrapper, knives, doubt, knead, wriggle, heir, wrinkle  
**Phonics Lessons** | Word Work  
hour, lambs, knew, wrench, kneel, thumbs, honest, answer, honesty, plumber, honor, known, combs, wrapper, knives, doubt, knead, wriggle, heir, wrinkle  
**Phonics Lessons** |
| **Extend Vocabulary**  
**Above/On-Level Passages**  
Library Resources | **Extend Vocabulary**  
**Extend Vocabulary**  
Library Resources | **Extend Vocabulary**  
**Extend Vocabulary**  
Library Resources | **Extend Vocabulary**  
**Extend Vocabulary**  
Library Resources |

**Literacy Centers**

15-20 Minutes Per Group  
Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| Read a biography and write about the author’s purpose.  
TE pg. 304I | Content Literacy  
Starry Skies & Travel the Underground Railroad  
TE pg. 304J | Create new words with the prefixes un- and re-  
TE pg. 304I | Identify silent consonants in words. TE 304J | Write a poem about goals for the future.  
TE pg. 304J | Partner Fluency Activity  
TE pg. 304I  
PB85 |
| [links](#) | links | links | [Phonics Links](#) | [Phonics Links](#) | [Fluency Activities](#) |

**Whole Group Wrap-Up**

10 Minutes
Review  
Closure to lesson  
Ticket Out - Check for Understanding
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

**Writing**

Write A Poem/Formal and Informal Language TE pg. 328-329B
Write a poem about someone you feel is an inspiring person to you.
Use features of poem chart

**Apply Vocabulary**

Choose words that are enthusiastic so that your reader can clearly understand your feelings.

**Grammar**

Daily Language Activities TE pg. 329I-329J
Introduce Verb Tenses Grammar Transparency 56
Mechanics and Usage: Subject-Verb agreement

**ELA Standards: P.A.S.S. standards**

*Identify and list standards and objectives*
Week 3.3  TFK: Kid Reporters at Work
Whole Group (Grade Level Text)
30-45 Minutes  Direct Instruction  Treasures Core Reading Program

Modeled/Shared Reading
Read Aloud: “The Get Rich Quick Club”

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Phonics TE pg. 341E</td>
<td>Comprehension TE pg. pg. 333A &amp; 333B</td>
</tr>
<tr>
<td>Read Aloud “ pg. 331</td>
<td>Decode words with Soft “c” and “g”</td>
<td>Strategy: Summarize</td>
</tr>
<tr>
<td>The Get Rich Quick Club”</td>
<td>Decode Multisyllabic words</td>
<td>Skill: Compare and Contrast</td>
</tr>
<tr>
<td>RAA pg. 55</td>
<td>Spelling Words TE pg. 341G-341H</td>
<td>PB90</td>
</tr>
<tr>
<td>Expand Vocabulary</td>
<td>center, circus, ounce, once, cement, ginger, dance,</td>
<td>“Their Way All the Way” pg. 332-333</td>
</tr>
<tr>
<td>Vocabulary Building</td>
<td>glance, wedge, germs, strange, arrange, spice,</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>police, sponge, bridge, certain, village, badge,</td>
<td></td>
</tr>
<tr>
<td>TE pg. 341F</td>
<td>orange</td>
<td></td>
</tr>
<tr>
<td>“Talk About It” pg. 331</td>
<td>Review Words</td>
<td>Test Strategy: Think and Search</td>
</tr>
<tr>
<td></td>
<td>combs, kneel, wrench</td>
<td>Research and Study Skill: Using the Library</td>
</tr>
<tr>
<td></td>
<td>Challenge Words</td>
<td>PB 93</td>
</tr>
<tr>
<td></td>
<td>general, ceremony</td>
<td>“Child Labor in the USA” pg. 338-339</td>
</tr>
<tr>
<td></td>
<td>Sufffix</td>
<td></td>
</tr>
</tbody>
</table>

| | Spelling Words TE pg. 341G-341H | |
| | center, circus, ounce, once, cement, ginger, dance, | |
| | glance, wedge, germs, strange, arrange, spice, | |
| | police, sponge, bridge, certain, village, badge, | |
| | orange | |

| | Reading Comprehension TE pg. pg. 333A & 333B | |
| | Strategy: Summarize | |
| | Skill: Compare and Contrast | |
| | PB90 | |
| | “Their Way All the Way” pg. 332-333 | |
| | Strategy: Summarize | |
| | Skill: Compare and Contrast | |
| | PB 91 | |
| | “Kid Reporters at Work” pg. 334-337 | |
| | Genre: Nonfiction Article | |
| | Test Strategy: Think and Search | |
| | Research and Study Skill: Using the Library | |
| | PB 93 | |
| | “Child Labor in the USA” pg. 338-339 | |

| | Vocabulary | |
| | Words in Context 332 | |
| | identified, enterprising, persistence, venture | |
| | PB 89 | |
| | Academic Language | |
| | compare, contrast, analyze 333A | |
| | Content Vocabulary | |
| | journalist, determined, accomplishment, mission, commitment 341F | |
| | Fluency | |
| | Repeated Reading: Intonation/Pausing pg. 337A | |
| | Transparency 13 Explain/Model | |
| | PB92 | |
### Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

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<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“Dream Jobs for Kids”(on) pg. 341R  
“Kids Work” pg. 341T | Leveled Reader pg. 341P  
“Young Inventors” | Word Work  
center, once, dance, germs, spice,  
bridge, badge, circus, cement, glance, strange, police, certain, orange, ounce, ginger, wedge, arrange, sponge, village | Word Work  
center, once, dance, germs, spice, bridge, badge, circus, cement, glance, strange, police, certain, orange, ounce, ginger, wedge, arrange, sponge, village |
| “Their Way All the Way”  
Extend Vocabulary | Phonics pg. 341E  
Decode one-syllable and multisyllabic words that include soft c and g  
Decodable Passages pg. 17 (Teacher Resource Book) | Phonics Lessons  
Decode Words with soft “c” and “g” sounds | Phonics Lessons  
Decode Words with soft “c” and “g” Sounds |
| **Above/On-Level Passages**  
Library Resources | | | |

### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

<table>
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<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| **Read to make a Venn diagram to compare and contrast two people.**  
TE pg. 330I | **Content Literacy:**  
Make a Window Cleaner and In the News  
TE pg. 330J | **Write words with -ed and -ing endings**  
TE pg. 330I | **Word sort words with soft c and g**  
TE pg. 330I | **Write a letter to your parents persuading them that you are responsible enough to have a job.**  
TE pg. 330J | **Partner Fluency Activity**  
TE pg330I  
PB92  
**Fluency Activities** |

### Whole Group Wrap-Up

**10 Minutes**

**Review**  
**Closure to lesson**  
**Ticket Out - Check for Understanding**
<table>
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<th><strong>Strategic Intervention</strong></th>
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<td><strong>Teacher Directed Explicit Instruction</strong></td>
<td><strong>All Students High At-Risk for Reading Difficulties</strong></td>
</tr>
</tbody>
</table>

**Writing**

*Writing to a Prompt/Writing a Brochure TE pg. 340-341B*

Use a prompt to create a brochure persuading others to get involved with your project. Follow scoring rubric pg. 340.

**Apply Vocabulary**

Use persuasive and precise vocabulary.

**Grammar**

*Daily Language Activities TE pg. 341I - 341J*

Main and helping verbs, definitions and examples

Mechanics and Usage: Punctuation in contractions, using apostrophes.

**ELA Standards: P.A.S.S. standards**

*Identify and list standards and objectives*
Unit 3/Week 3

Title: Time for Kids: Kid Reporters at Work

Suggested Time: 5 days (45 minutes per day)

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

4. Read the Big Ideas and Key Understandings and the Synopsis. Please do not read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away after completing this task.

   Big Ideas and Key Understandings
   Children can be a positive force for improving the lives of others. Some efforts involve many participants and some efforts are the work of just a few.

   Synopsis
   Terrence Cheromcka and Martin Jacobs, two Time For Kids reporters, report on two very different organizations that involve children playing an important role in making life better for other children.

5. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

6. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

4. Students read the entire main selection text independently.

5. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
6. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

**Text Dependent Questions**

<table>
<thead>
<tr>
<th>Text-dependent Questions</th>
<th>Evidence-based Answers</th>
</tr>
</thead>
</table>
| The author says kid reporters, like adults must be “qualified for the job.” Using the text, find three skills that a kid reporter must have in order to be considered for the job of TFK reporter. (Pg. 334) | • Persistence in tracking down a good story  
  • Good interviewing skills  
  • Ability to write clearly about complicated topics |
| As the two reporters are introduced, they are said to be very different. Before even meeting them in the story, what do we know that they have in common? (Pg. 334) | Both are determined to do a good job as reporters covering an interesting story. |
| In this assignment, how was Terrence going to meet people from all over the world without traveling to many different places? (Pg. 335) | She was going to New York to cover a story at the opening ceremony of the United Nations Special Sessions on Children. There would be 375 kids from all over the world there. |
| According to the author, what were the most important issues of the UN during this special session? (Pg. 335) | For Children all over the World  
  • Healthcare  
  • Education  
  • Basic rights |
<p>| Examine the picture on page 335, what evidence can you site that supports what the issues are for this UN special session? | In the picture, the audience is made up of mostly children. There are kids from different countries as evidenced by their clothing. |
| Who is the important person that gives the kids hope that their efforts at the conference will help improve conditions for children? (Pg. 335) | United Nations Secretary General Kofi Annan |</p>
<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the statement made by United Nations Secretary General Kofi Annan, “Your voices will be heard, I promise you.” What does this statement say to the participants of the conference? (Pg. 335)</td>
<td>The statement lets participants know that they will not be ignored.</td>
</tr>
<tr>
<td>Terrence writes “It really reminded me of why the U.N. is working so hard to improve children’s lives and why its mission is so important.” What does “It” refer to? (Pg. 335)</td>
<td>“It” refers to an exhibit she saw of the effects of war depicting pictures of child soldiers fighting in war-torn countries.</td>
</tr>
<tr>
<td>Martin Jacobs had an opportunity to interview Andrew Hsu. List 3 of Hsu’s accomplishments referenced in the text. (Pg. 336)</td>
<td>11 year old scientist, competitive swimmer, founder of World Children Organization (WCO)</td>
</tr>
<tr>
<td>On page 336, the author states “the brothers started this venture in order to help improve the lives of children.” Use the text to figure out what venture means.</td>
<td>The brothers founded an organization so this “venture” is a new idea or undertaking that they are putting in motion. A venture also means that you are trying something even when you don’t know the final result.</td>
</tr>
<tr>
<td>Why does the mission of the WCO focus on many different countries, but not the United States? (Pg. 336)</td>
<td>Many countries do not make free education available to all kids like the United States does.</td>
</tr>
<tr>
<td>According to Martin, what will the production of their videos and education of children around the world help to do? (Pg. 337)</td>
<td>This will help end the problems of poverty, hunger, child labor, and abuses of children’s rights.</td>
</tr>
<tr>
<td>We understand how organizations like the U.N. and the WCO help make the world a better place. How do reporters like Terrance and Martin help to make the world a better place as well?</td>
<td>Both reporters use their talents to spread news about worthwhile organizations and amazing young people. Reporting these stories to young people can inspire other youth to take action to improve conditions around the world. The information that they share can also let other youth know how they can help these organizations.</td>
</tr>
<tr>
<td>Using a Venn diagram, compare and contrast Terrence’s and Martin’s assignments from TFK. How were they different and similar?</td>
<td></td>
</tr>
<tr>
<td><strong>Terrence</strong></td>
<td><strong>Martin</strong></td>
</tr>
<tr>
<td>New York</td>
<td>Washington</td>
</tr>
<tr>
<td>U.N. Special Session on Children</td>
<td>State Engineering and Science Fair</td>
</tr>
<tr>
<td>Interviewed many</td>
<td>Interview focused on 1 student</td>
</tr>
<tr>
<td>students</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Several different issues</td>
<td>One major issue</td>
</tr>
</tbody>
</table>

Similarities: Both interviews focused on children. Improving education of kids. Both had to travel away from their home state for the activity.
## Vocabulary

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<th>WORDS WORTH KNOWING</th>
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<td><strong>TEACHER PROVIDES DEFINITION</strong></td>
<td>General teaching suggestions are provided in the Introduction</td>
</tr>
<tr>
<td>not enough contextual clues provided in the text</td>
<td></td>
</tr>
<tr>
<td>Page 334 - enterprising</td>
<td>Page 334 - journalists</td>
</tr>
<tr>
<td>Page 335 - devastating</td>
<td>Page 334 - behind-the-scenes</td>
</tr>
<tr>
<td>Page 336 - identified</td>
<td>Page 334 - persistence</td>
</tr>
<tr>
<td>Page 337 - commitment</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENTS FIGURE OUT THE MEANING</strong></td>
<td>Page 335 - mission</td>
</tr>
<tr>
<td>sufficient context clues are provided in the text</td>
<td></td>
</tr>
<tr>
<td>Page 335 - promote</td>
<td></td>
</tr>
<tr>
<td>Page 335 - priority</td>
<td></td>
</tr>
<tr>
<td>Page 335 - exhibit</td>
<td></td>
</tr>
<tr>
<td>Page 336 - venture</td>
<td></td>
</tr>
</tbody>
</table>
Culminating Task

- Re-Read, Think, Discuss, Write

- Complete the Venn diagram (given by teacher) to illustrate the differences and similarities of the United Nations Special Session on Children and the World Child Organization. When completed, have students work in small groups to create a scenario where a small organization like the WCO would be helpful or where a large organization like the U.N.’s Conference for Children would be most helpful.

Example of when a small organization would be helpful: There are several homes that have foreclosed in the neighborhood and no one has been caring for the lawn. The weeds are growing excessively and it is making the neighborhood look bad. Students from the local high school and middle school in the area come together to create a neighborhood beautification organization to help take care of not only the neighborhood, but the environment as well.
**United Nations Special Session on Children**

- U.N. Special Session on Children was attended by many nations
- UN. Influences government’s policies
- UN. Has three main priorities

**World Child Organization**

- World Children Organization was founded by two brothers
- WCO provides educational videos
- WCO focuses on a single issue

*Both want to improve children’s lives
*Concerned about education
*Both actively use children as resources
Additional Tasks

- The WCO is an organization that started out as a venture of two brothers, Andrew and Patrick Hsu. It has been successful and helped kids all over the world by educating them in science, math, and language. We know that a venture is a project that involves some risk-taking. What do you think were some of the risks of their venture? What has been some of the rewards? What is a venture you have taken? What were some of the risks involved? What were some of the rewards?

Note to Teacher

- Teacher must make sure students are clear on the comprehension skill of Compare and Contrast. It is also important for the teacher to model the strategy for students with related, informational text.
**4th Grade**  
**Week 3.4**  
**Mystic Horse**  
Whole Group (Grade Level Text)  
30-45 Minutes  
Direct Instruction  
Treasures Core Reading Program

**Modeled/Shared Reading**  
Read Aloud: “Old Crow Warnors”

<table>
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<td>Phonics TE pg. 373E</td>
<td>Comprehension TE pg. 345A &amp; 345B</td>
</tr>
<tr>
<td>Read Aloud TE pg. 343 “Old Crow Warriors” RAA pg. 59</td>
<td>Spelling Words TE pg. 373G, 373H</td>
<td>Strategy: Summarize</td>
</tr>
<tr>
<td>Expand Vocabulary Vocabulary Building Activities TE pg. 373F</td>
<td>clams, glasses, ranches, mints, hobbies, patches, props, engines, mistakes, arches, couches, berries, dresses, arrows, mosses, parents, enemies, armies, caves, babies</td>
<td>Skill: Sequence</td>
</tr>
<tr>
<td>“Talk About It” pg. 343</td>
<td>Review Words</td>
<td>PB 97</td>
</tr>
<tr>
<td></td>
<td>circus, germs, spice</td>
<td>“History at Your Feet” pg. 344-345</td>
</tr>
<tr>
<td></td>
<td>Challenge Words</td>
<td>Strategy: Summarize</td>
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<tr>
<td></td>
<td>batteries, compasses</td>
<td>Skill: Sequence</td>
</tr>
<tr>
<td></td>
<td>Suffix</td>
<td>PB 98</td>
</tr>
</tbody>
</table>

**Suffix**

<table>
<thead>
<tr>
<th>Genre: Folklore: Legend</th>
</tr>
</thead>
</table>

**Social Studies: Links**

PB 100

**“The Black Hills Powwow” pg. 368-371**

**Vocabulary**

Words in Context 344

sores, loosened, mysterious, amazement, midst, responsibility, patchwork

PB 96

**Strategy:** Using a Dictionary/Homophones TE pg. 373D

PB 101

**Academic Language TE pg. 345A**

summarize, sequence

**Content Vocabulary pg. 368**

powwow, sacred, traditions

**Fluency**

Repeated Reading: Intonation/Pausing TE pg. 367A

Transparency 14 Explain/Model

PB 99
## Small Group Differentiated Instruction

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader&lt;br&gt;“Quileute Legends” (on)&lt;br&gt;TE pg. 373R&lt;br&gt;“Navajo Legends” (beyond)&lt;br&gt;TE pg. 373T&lt;br&gt;“Black Hills Powwow”&lt;br&gt;TE pg. 373Q&lt;br&gt;Extend Vocabulary</td>
<td>Leveled Reader TE pg. 373P&lt;br&gt;“Ojibwe Legends”&lt;br&gt;Phonics TE pg. 373M&lt;br&gt;Decode one-syllable and multisyllabic words that have various plural spellings&lt;br&gt;Decodable Passages pg. 18 (Teacher Resource Book)</td>
<td>Word Work&lt;br&gt;clams, mints, props, arches, dresses, parents, caves, glasses, hobbies, engines, couches, arrows, enemies, babies, ranches, patches, mistakes, berries, mosses, armies</td>
<td>Word Work&lt;br&gt;clams, mints, props, arches, dresses, parents, caves, glasses, hobbies, engines, couches, arrows, enemies, babies, ranches, patches, mistakes, berries, mosses, armies</td>
</tr>
</tbody>
</table>

### Library Resources
- Above/On-Level Passages
- Library Resources

### Phonics Lessons

### Literacy Centers

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a legend and make a list of the main actions or events in the legend.&lt;br&gt;TE pg. 342I</td>
<td>Content Literacy: Red Hot Chili Peppers &amp; Native American Celebrations&lt;br&gt;TE pg. 342J</td>
<td>Use a dictionary to find the meaning of various homophones and use in a sentence. TE pg. 342I</td>
<td>Word sort various plural spellings.&lt;br&gt;TE pg. 342I</td>
<td>Research and write to describe a tepee.&lt;br&gt;TE pg. 342J</td>
<td>Partner Fluency Activity&lt;br&gt;TE pg. 342I&lt;br&gt;PB99</td>
</tr>
</tbody>
</table>

### Whole Group Wrap-Up

Review<br>Closure to lesson<br>Ticket Out - Check for Understanding
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

**Writing**
Writing a Play TE pg. 372-373B
Choose a scene from a folktale and make into a one page scene of a play. Follow features of a play chart and
Writing Transparency 56

**Apply Vocabulary**
Use good, well-chosen dialogue to make characters sound real and believable.

**Grammar**
Daily Language Activities TE pg. 373I, 373J
Linking Verbs Transparency 66
Mechanics and usage: Agreement of subject and linking verb

**ELA Standards: P.A.S.S. standards**
Identify and list standards and objectives
Unit 3/Week 4

**Title:** Mystic Horse

**Suggested Time:** 5 days (45 minutes per day)

**Teacher Instructions**

*Refer to the Introduction for further details.*

**Before Teaching**

7. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

   **Big Ideas and Key Understandings**

   Following directions is very important. Sometimes we may not understand or even agree with the reason the directions are given, but following them could be the difference between success and failure. The consequences or rewards you receive may be the results of following directions or not following them.

   **Synopsis**

   The author, Paul Goble, uses the Pawnee tradition to share a legend. In this legend, he uses the struggles of a poverty stricken boy and his grandmother. Even in their trials, the decision to do the right thing by helping others proves to be what changes the way of life for the boy and his grandmother. His ability and choice to follow directions given to him is what determines how successful the boy will be.

8. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

9. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**
7. Students read the entire main selection text independently.

8. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

9. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

**Text Dependent Questions**

<table>
<thead>
<tr>
<th>Text-dependent Questions</th>
<th>Evidence-based Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the story begins, cite evidence that tells us whether the story is written in present, past or future. (Pg. 349)</td>
<td>Past - “In Those Long Ago Days”</td>
</tr>
<tr>
<td>Describe how the Pawnee people followed buffalo on the Great Plains. Identify one thing they did differently when they were traveling from when they were not traveling. (Pg. 349)</td>
<td>They carried their tipis when they were traveling. When they were not traveling, their tipis were pitched.Pg. 349</td>
</tr>
<tr>
<td>A responsibility is a job or duty to perform. Reread the second paragraph on page 349. The author says that the older boys had responsibilities. What were their responsibilities and why were they so important to the village?</td>
<td>The young men had to look after the horses and look out for enemies. What made these responsibilities so important was that without horses, they could not hunt the buffalo and if they were caught off guard by enemies, it could threaten the safety of the entire village.</td>
</tr>
</tbody>
</table>
| What information does the author give us about the old woman and her grandson to show us that they are poor? (Pg. 350) | - Patchwork and sticks for shelter  
- Staying behind looking for scraps of food  
- Picked up disregarded clothes  
- Had no horse                                                                                                                                            |
<table>
<thead>
<tr>
<th>What words does the author use to describe the horse that the boy and his grandmother came upon during their travels? (Pg. 352)</th>
<th>sad, sickly, worn-out, thin, sores on his back</th>
</tr>
</thead>
</table>
| The boy makes several predictions about the horse in order to convince his grandmother to look after the horse. List the sequence of things he predicts will happen if they look after the horse. (Pg. 352) | 1. We will look after the horse.  
2. He will get well again.  
3. He will carry our packs.  
4. I will join the hunt.  
5. We will have meat and skins! |
| Reread page 353. How is the way the people of the village see the horse different from way the boy does? | The boy sees the positive things that can happen if they take care of the horse. The people laugh and make fun of him for taking care of a sickly horse. “You’ve got yourself a great warhorse, boy! How will we keep up with you now?” |
| What evidence can you cite that supports the fact that the men did not want the boy and his horse to join them to defend the village against the oncoming enemy? | “Boy, that’s an old good-for-nothing half-starved horse. You’ll be killed. Go back home!” |
| Reread page 356. Using sequencing words retell the horse’s instructions to the boy. | First, leave your bow and arrow. Second, cut a long willow stick. Next, ride me to the enemy and hit their leader with the stick. After that, ride back again. Finally, do this four more times but no more than four. |
| Reread page 356, paragraphs 2 and 3. How do the people of the village feel about the boy? How does this compare with how they felt about him at the beginning of the story? (Pg. 350) What do you think was the cause of the change? | “By then his people were cheering loudly.”  
“Nobody took much notice of them”  
At the beginning of the story, they were poor and not very useful to the people of the village. By the middle of the story, he was using his horse and newfound skills to help defend the village. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you think the people’s reaction to the boy affect the boy’s decision to follow the horse’s instructions? How does the village people’s reaction affect the boy’s decision to follow the horse’s instruction? (Pgs. 356 and 359)</td>
<td>The boy’s excitement about his participation and success in the battle made him want to keep going. The boy felt good having the people of the village cheer him on and “was eager to join the chase.” Pg. 359 Because of that he did not want to stop, despite his instructions, and decided to try again.</td>
</tr>
<tr>
<td>On page 360, the author writes, “Today, this boy has shown that he is braver than all of us.” Do you think the boy deserves his new title of “Boy Chief”? Use evidence from the text to explain why or why not.</td>
<td>Yes: The boy deserves the title. He helped the horse get better. He fought bravely in the battle. He encouraged the other men to be brave. No: He did not follow the horse’s instructions. He caused the horse to be shot with an arrow and die.</td>
</tr>
</tbody>
</table>
| What details does the author give us about the boy that shows us that he is sorry for his actions that led to the horse’s death? How do we know he has been forgiven? (Pg. 362) | Sorry:  
- He climbed to the top of the hill to mourn.  
- He sat on a rock and pulled a blanket over his head.  
- He sat there crying.  
Forgiven:  
- “He has forgiven you. He has let me come back to you.” |
<p>| What happened when the boy follows the horse’s instructions the second time? (Pg. 365) | He is rewarded with enough horses to take care of his grandmother and the rest of the village. |</p>
<table>
<thead>
<tr>
<th>KEY WORDS ESSENTIAL TO UNDERSTANDING</th>
<th>WORDS WORTH KNOWING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General teaching suggestions are provided in the Introduction</td>
</tr>
</tbody>
</table>
Culminating Task

- Re-Read, Think, Discuss, Write
Examine the boy’s actions in the story and use a graphic organizer to sequence the major events of the story. Use information from the graphic organizer to explain how the author uses this legend to teach a lesson. What lesson does the author want readers to learn?

Answer

The old woman and her grandson were very poor, when the village people would move from place to place they would go behind them looking for scraps of food and clothing.

One day while the boy and his grandmother were walking through the woods they found an old and sore horse. The boy begged his grandmother to let him keep the horse and promised the horse would be able to help them travel and hunt for buffalo.

The boy took care of the horse even though the village people criticized the horse. One day enemies approached the village.

The horse gave instructions to the boy but the boy only followed part of them.

The enemies retreated and the village people cheered the boy for being brave. But the horse died because the boy did not follow his instructions.

The boy cried because he was so sorry he did not follow the horse’s directions. The gods heard his cries and forgave him bringing the horse back to life.

This time the horse gave the boy instructions the boy followed the instructions. The horse rewarded the boy with lots of horses. The boy and his grandmother were never poor again.
Key points for written response: The writing piece should include the idea that using a legend to teach a lesson is a powerful way to help people remember the lesson. Students should provide evidence from the text that supports the Big Idea: Following directions is very important. Sometimes we may not understand or even agree with the reason the directions are given, but following them could be the difference between success and failure (i.e., the boy did not understand the horse’s directions so he did what he thought was best rather than doing what he was told to do). The consequences or rewards you receive may be the results of following directions or not following them (i.e., the horse died because the boy did not follow directions).

Additional Tasks

- Based on what we know about the elements of a legend, have students identify evidence of elements in the story that classifies it as a legend.

  Answer: The connection to a particular people: Pawnee

  The connection to a time in history: In Those Days Long Ago

  Based on ruler/hero: The boy and his horse saving the village

  Conflict: Natives protecting land from enemies (Historical truth)

- Have students read other legends and fictional stories from Native American culture. After having read at least one more example, students could create their own Native American story that teaches a lesson.

Note to Teacher

- Teachers will need to ensure that students understand the elements of a legend and how it differs from a fable or a folktale.
### Oral Language
- **Build Background**
- Read aloud pg. 375 "Water Dance"
  - RRA pg. 62-65
- Expand Vocabulary
- Vocabulary Building Activities TE pg.405F
- “Talk About It” pg. 375

### Word Work
- **Phonics TE pg. 405E**
- Decode Compound Words

- **Spelling Words TE pg. 405G-405H**
  - fishbowl, grandparent, newborn, lookout, railroad, bedspread, backyard, snowstorm, yourself, desktop, loudspeaker, overdo, campfire, bookcase, clothesline, overhead, bedroom, undertake, waterproof, blindfold

- **Review Words**
  - berries, dresses, arches

- **Challenge Words**
  - eyesight, paperweight

- **Suffix**

### Reading
- **Comprehension TE pg. 377A & 377B**
  - **Strategy:** Evaluate
  - **Skill:** Summarize
  - PB104
- “Let It Snow” pg. 376-377
  - **Strategy:** Evaluate
  - **Skill:** Summarize
  - PB105
- “Snowflake Bentley” pg. 378-399
  - **Genre:** Biography
  - **Research Activity**

- **Maintain Skill:** Author’s Purpose TE pg. 401B
- Poetry: Haiku
- **Imagery and Figurative Language**
  - PB 107
- “Haiku” pg. 402-403

### Vocabulary
- **Words in Context pg. 376**
  - technique, foolishness, inspire, evaporate, microscope, magnify,
  - negatives, blizzard
  - PB103
- **Strategy:** Use a Dictionary/Multiple-Meaning Words, TE pg. 405D
  - PB108

### Academic Language
- **evaluate, summarize, imagery, figurative language**
  - PB106

### Content Vocabulary
- haiku, imagery, figurative language
  - Vocabulary Review pg. 378

### Fluency
- **Repeated Reading:** Intonation/Pausing TE pg. 401A
  - Transparency 15 Explain/Model
  - PB106
## Small Group Differentiated Instruction

**45-60 Minutes Daily   15-20 Minutes Per Group   Teacher Directed Explicit Instruction**

<table>
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<tr>
<th>Group 1</th>
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<th>Group 4</th>
</tr>
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<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader</td>
<td>Leveled Reader</td>
<td>Word Work</td>
<td>Word Work</td>
</tr>
<tr>
<td>“Tornadoes” (on)</td>
<td>“Hurricanes”</td>
<td>fishbowl,bookout,backyard,desktop,campfire,overhead,waterproof,grandparent,railroad,snowstorm,loudspeaker,bookcase,bedroom,blindfold,newborn,bedspread,yourself,overdo,clothesline,undertake</td>
<td></td>
</tr>
<tr>
<td>“Extreme Weather”(beyond)</td>
<td>“Haiku” TE pg. 405S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend Vocabulary</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Above/On-Level Passages</strong></td>
<td></td>
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<tr>
<td><strong>Library Resources</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Group 2</strong></th>
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<tbody>
<tr>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader TE pg. 405P</td>
<td>Word Work</td>
<td>Word Work</td>
</tr>
<tr>
<td>“Tornadoes” (on)</td>
<td>fishbowl,lookout,backyard,desktop,campfire,overhead,waterproof,grandparent,railroad,snowstorm,loudspeaker,bookcase,bedroom,blindfold,newborn,bedspread,yourself,overdo,clothesline,undertake</td>
<td></td>
</tr>
<tr>
<td>“Extreme Weather”(beyond)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Haiku” TE pg. 405S</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extend Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 2 Library Resources</strong></td>
<td></td>
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</tr>
</tbody>
</table>

## Literacy Centers

**15-20 Minutes Per Group**   **Small-Group or Independent Practice to Reinforce Key Skills**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a summary of a biography and create a timeline. TE pg. 374I</td>
<td>Content Literacy: It’s Snowing &amp; Rain and Snow TE pg. 374J</td>
<td>Multiple-Meaning Words TE pg. 374I</td>
<td>Use compound words in a sentence. TE pg. 374I</td>
<td>Write questions to ask in an interview with a weather forecaster. TE pg374J</td>
<td>Partner Fluency Activity TE pg. 374 PB pg. 106I</td>
</tr>
</tbody>
</table>

## Whole Group Wrap-Up

**10 Minutes**

Review  
Closure to lesson  
Ticket Out - Check for Understanding
<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Duration</th>
<th>Type of Instruction</th>
<th>At-Risk Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Intervention</td>
<td>30-45 min</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students At-Risk for Reading Difficulties</td>
</tr>
<tr>
<td>Intensive Intervention</td>
<td>30 min</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

**Writing**
- Fictional Narrative/Write a Character Sketch TE pg. 404-405B
  - Invent and describe a fascinating character. Begin sentences in different ways to improve fluency.
- Vocabulary
  - Use colorful vocabulary that will help the reader picture your character.

**Grammar**
- Daily Language Activities TE pg. 405I-405J
- Regular and Irregular Verbs Grammar Transparency 71
- Mechanics and Usage: Correct Verb Usage

**ELA Standards: P.A.S.S. standards**

*Identify and list standards and objectives*
Unit 3/Week 5

**Title:** Snowflake Bentley

**Suggested Time:** 5 days (45 minutes per day)

**Teacher Instructions**

*Refer to the Introduction for further details.*

**Before Teaching**

10. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

   **Big Ideas and Key Understandings**
   Having the perseverance to pursue your dreams, no matter the hardships or what others may think, can lead to the discovery of unique ideas that can be appreciated by others.

   **Synopsis**
   Snowflake Bentley is a biography about the life of Wilson Bentley, a self-taught scientist who photographed thousands of individual snowflakes in order to study their unique formations. From the time he was a small boy, Wilson Bentley saw snowflakes as small miracles. And he determined that one day his camera would capture for others the wonder of the tiny crystal. Bentley's enthusiasm for photographing snowflakes was often misunderstood in his time, but his patience and determination revealed two important truths: no two snowflakes are alike; and each one is startlingly beautiful. He demonstrated his scientist's vision and perseverance through lectures and a book about snow crystals. Because of his wonderful work with snow crystals, he became affectionately known as "Snowflake" Bentley.

11. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
12. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

10. Students read the entire main selection text independently.

11. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

12. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

**Text Dependent Questions**

<table>
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<tr>
<th>Text Dependent Questions</th>
<th>Evidence-based Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snowflake Bentley is a biography, the story of a person’s life, with additional sidebar information scattered throughout the selection. The sidebar information on page 381 says that Wilson Bentley was born on February 9, 1865 in Jericho, Vermont in the heart of the “snowbelt.” Why is Jericho described as the “heart of the snowbelt?” (Pg. 380)</td>
<td>Jericho, Vermont is described as the “heart of the snowbelt” because there is so much snow. The annual snowfall in about 120 inches.</td>
</tr>
<tr>
<td>Reread page 380. A simile compares two unlike things using the words &quot;like&quot; or &quot;as&quot;. (The child’s hands were as cold as ice.) The author uses a simile to describe how Willie felt about snow. Identify the simile and explain what two things are compared.</td>
<td>The simile is: Snow was as beautiful as butterflies or apple blossoms. The snow is being compared to butterflies and apple blossoms.</td>
</tr>
<tr>
<td>Reread page 382. When Willie was a boy, how were his daily activities different from the other children?</td>
<td>While the other children built forts and pelted snowballs at roosting crows, Willie used an old microscope his mother gave him</td>
</tr>
</tbody>
</table>
to look at things like flowers, raindrops, blades of grass, and snow. He also caught snowflakes and studied the icy crystals and all forms of moisture. He kept a record of the weather and did many experiments with the raindrops.

<table>
<thead>
<tr>
<th>Look at the sidebar text on page 383. Intricate means complicated or complex. By using the old microscope his mother gave him, Willie discovered certain intricate characteristics of snowflakes. List three intricate characteristics that Willie discovered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie discovered that most ice crystals have six branches, all six branches are alike, and no two snowflake designs are the same.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Willie spent three winters trying to draw the complicated patterns he saw when he looked at snowflakes through the microscope, but the snow crystals always melted before he could finish. Explain what Willie meant when he said, “When a snowflake melted...just that much beauty was gone, without leaving any record behind.” (Pg. 383)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie said snowflake designs were masterpieces of design and no one snowflake design was ever repeated. When a snowflake melted, there would never be a repeat of that snowflake and its beauty would be gone forever.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe how the camera with the microscope allowed Willie to share the snowflakes others. (Pg. 384)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The camera with its own microscope made images on large glass negatives. Its microscope could magnify a tiny crystal from 64 to 3,600 times its actual size. This made it possible for Willie to photograph the snowflakes and capture the image forever. Willie can finally share the beauty of snowflakes with others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Willie’s parents spent their savings to buy him the camera with its own microscope, Willie faced even more setbacks. Describe the problem that Willie faces on page 386. How did he respond to the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie’s first pictures were failures. The pictures looked like shadows. Mistake by mistake, snowflake by snowflake, Willie worked through every snow storm. Even though Willie did not give up, winter ended and he had no good pictures of snowflakes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reread page 387. The second winter, Willie tried a new experiment and it worked. How did the neighbors react to the idea of Willie photographing snowflakes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie’s neighbors thought it was silly to photograph snowflakes. They laughed at his idea of photographing snowflakes. Because snow was so common in Vermont, the neighbors felt like they didn’t need his pictures. The neighbors said, “Snow is as common as dirt. We don’t need pictures.”</td>
</tr>
</tbody>
</table>
While other farmers kept warm by a fire or rode to town with horses and sleigh, Willie stood outside in the cold waiting hours for just the right crystal to photograph. Describe the obstacles Willie faced in trying to capture that just right snowflake. (Pg. 389-390)

Willie stood at the shed door and caught snowflakes on a black tray. Sometimes the snowflakes were jumbled and broken and he had to wait for hours before finding a snowflake that was just right. If the shed was warm, the snow would melt. If he twitched a muscle, the snowflake would break. He used a wooden pick to slide the snowflake in place on the microscope. He had to be careful and work fast or the snowflake would evaporate.

Reread page 397. To inspire means to urge or encourage someone to do something. Willie’s work was greatly respected near the end of his life and inspired others. Provide four details from the text to support this statement.

Willie’s work was greatly respected near the end of his life. The details that support this statement include: (1) Scholars came from far and near to hear him speak about snow crystals. (2) A professor said he was doing great work. (3) He came to be known as the world’s expert on snow. (4) Other scientists raised money to help him publish his book.

What information does the author provide on pages 397 to support the idea that Willie remained unusually dedicated to his work even to the end of his life?

At the age of 66, Willie walked six miles in a blizzard to make more pictures. As a result, he became ill with pneumonia and died two weeks later.

Wilson Bentley spent fifty years developing his technique or method of photography in Jericho, Vermont. After his death, describe how the people of Jericho honored him. (Pg. 398)

The people of Jericho built a monument for Willie Bentley in the middle of town. Forty years after his death the children of his village worked to set up a museum in honor of the farmer-scientist.

Vocabulary
| TEACHER PROVIDES DEFINITION | not enough contextual clues provided in the text | Page 383 - intricate  
Page 385 - inspire  
Page 388 - technique | Page 383 - masterpieces  
Page 384 - foolishness, negatives  
Page 390 - molecules |
|-----------------------------|------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| STUDENTS FIGURE OUT THE MEANING | sufficient context clues are provided in the text | Page 380 - annual  
Page 398 - grandeur  
Page 390 - evaporate | Page 382 - moisture |
Culminating Task

- Re-Read, Think, Discuss, Write
- *Wilson Bentley’s passion to photograph snowflakes caused him to become known as “the Snowflake Man.”* Write a paragraph that gives examples of his love for snowflakes from childhood to adulthood and how this passion caused him to become known as “the Snowflake Man.” Use evidence from the text to support your answer.

  Answer: As a child, Wilson Bentley was curious about nature and loved to learn. While other children built forts and pelted snowballs, Willie used an old microscope to look at things like flowers, raindrops, blades of grass, and snow. Willie said that snow was as beautiful as butterflies or apple blossoms. He became very interested in snowflakes and wanted to find a way to share them with others. When he saw how beautiful snowflakes were under a microscope, he dedicated his life to sharing that beauty with the world, no matter what others thought. With a special camera, Willie spent many years improving the quality of his photographs. He gave speeches about snow crystals. He became known as an expert on snow and had a book published with his best snowflake pictures. He was called “the Snowflake Man” because he spent his life sharing the beauty of snow crystals with other people.

Additional Tasks

- Choose one of the articles on www.snowflakebentley.com to have students read in conjunction with this story.

Note to Teacher

- This story lends itself to connections to Science, with a focus on precipitation, for instance.
Dear Mrs. LaRue

Whole Group (Grade Level Text)
30-45 Minutes  Direct Instruction  Treasures Core Reading Program

Modeled/Shared Reading
Read Aloud: “Hachiko: The True Story of a Loyal Dog”

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Phonics TE pg. 443E</td>
<td>Comprehension TE pg. 413A &amp; 414B</td>
</tr>
<tr>
<td>Expand Vocabulary Vocabulary Building Activities TE pg. 443F.</td>
<td>tasted, flagged, flagging, ripping, ripped, discussed, forced, skipped, saving, flipping, tapping, tasting, tapped, saved, forcing, flipped, skipping, discussing, cared, caring</td>
<td>Skill: Draw Conclusions</td>
</tr>
<tr>
<td>“Talk About It” pg. 411</td>
<td>Review Words</td>
<td>“Puppy Trouble” pg. 412-413</td>
</tr>
<tr>
<td></td>
<td>bedspread, desktop, snowstorm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge Words</td>
<td>Strategy: Generate Questions</td>
</tr>
<tr>
<td></td>
<td>outwitted, underscoring</td>
<td>Skill: Draw Conclusions</td>
</tr>
<tr>
<td></td>
<td>Prefix</td>
<td>Monitor and Clarify</td>
</tr>
<tr>
<td></td>
<td>Words with -mis TE pg. 443C</td>
<td>“Dear Mrs. LaRue” pg. 414-435</td>
</tr>
</tbody>
</table>

Genres: Fantasy

Maintain Skill: Author’s Purpose TE pg. 437B
Informational Text
Science: News Story

Test Feature: Line Graph 438
PB 116

“Dog Amazes Scientists!” pg. 438-441

Vocabulary

Words in Context
neglected, appreciated, risks, bluffing, misunderstood, desperate, endured, obedience

Strategy: Word Parts/Prefixes TE pg. 443D
PB 117

Academic Language TE pg. 413 A
generate, conclusions

Content Vocabulary 438
intelligent, impressive, demonstrated, exposure, phrases

Vocabulary Review 414

Fluency
Repeated Reading: Punctuation TE pg. 437A
Transparency 16 Explain/Model
PB115
### Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| **Leveled Reader** | Leveled Reader TE pg. 443P | Word Work  
tasted, ripping, forced, flipping,  
tapped, flipped, cared, flagged,  
ripped, skipped, tapping, saved, skipping, caring, flagging,  
discussed, saving, tasting, forcing, discussing  
**Phonics Lessons**  
Decode words with inflected endings  
**Phonics Lessons**  
Decode Words with inflected endings |
| “Presidential Pooches” (on) TE pg. 443R | “Hollywood Hounds” | **Phonics pg. 443M**  
Decode one-syllable and multisyllabic words with inflected endings. Decodable Passages pg. 20 (Teacher Resource Book) |
| “Canine Companions” (beyond) TE pg. 443T | “Dog Amazes Scientists” TE pg. 443S | **Phonics Lessons**  
Decode words with inflected endings |
| Above/On-Level Passages | Library Resources | Above/On-Level Passages | Library Resources |

### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension Content Literacy: How Dogs Help &amp; Animal Shelters pg. 410S</th>
<th>Vocabulary</th>
<th>Word Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw a conclusion about a character in your book pg 410R</strong></td>
<td><strong>Write definitions of words with prefix mis- pg. 410R</strong></td>
<td><strong>Add endings -ed and -ing to base words pg. 410R</strong></td>
<td><strong>Write an explanatory paragraph about a problem and a solution pg. 410S</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Wrap-Up</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| **10 Minutes**  
Review  
Closure to lesson  
Ticket Out - Check for Understanding | **Write an explanatory paragraph about a problem and a solution**  
pg. 410S | **Partner Read pg410R**  
PB 115  
**Fluency Activities** |

**Phonics Links**
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write about solving a problem TE pg. 442-443B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a paragraph explaining how you solved a problem</td>
<td></td>
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<tr>
<td>Apply Vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>Start with topic sentence. Use sequence words. Rearrange ideas if necessary to get to the solution of the problem.</td>
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<tr>
<td><strong>Grammar</strong></td>
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<tr>
<td>Daily Language Activities TE pg. 443I and 443J</td>
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<tr>
<td>Pronouns and antecedents</td>
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<tr>
<td>Mechanics and Usage: Pronoun Clarity</td>
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<tr>
<td>Identify correct which pronouns and their antecedents.</td>
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</table>

**ELA Standards: P.A.S.S. standards**

**Identify and list standards and objectives**
Unit 4/Week 1

Title: Dear Mrs. LaRue

Suggested Time: 3-4 days (45 minutes per day)

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

13. Read the Big Ideas and Key Understandings and the Synopsis. Please do not read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away after completing this task.

Big Ideas and Key Understandings

People do not always view a situation the same way. How a person views a situation can influence how they handle or respond to it.

Synopsis

Mrs. LaRue sends her dog, Ike, to obedience school because of a series of inappropriate behaviors that he displays toward Ms. LaRue, the neighbors, and other animals. Ike feels he has been wrongly sent to the school and writes letters to explain his perspective on what actually happened in each situation, trying to persuade Ms. LaRue to come and get him. By the end of the story Mrs. LaRue has changed more than Ike.

14. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

15. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

13. Students read the entire main selection text independently.
14. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

15. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

<table>
<thead>
<tr>
<th>Text Dependent Questions</th>
<th>Evidence-based Answers</th>
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</thead>
<tbody>
<tr>
<td><strong>Text-dependent Questions</strong></td>
<td><strong>Evidence-based Answers</strong></td>
</tr>
<tr>
<td>As the author Mark Teague begins this story, how does he introduce the main characters to the readers? Cite evidence from the text and illustrations. (Pg. 415)</td>
<td>Mr. Teague writes a newspaper article to introduce Mrs. LaRue and Ike to the readers. He tells the readers who Ike is and why he was sent to obedience school. The illustration shows us a newspaper article with Ike’s picture. The newspaper is called <em>The Snort City Register/Gazette</em> and is dated September 30th.</td>
</tr>
</tbody>
</table>
| What school does Mrs. LaRue send Ike to and what are her reasons for sending him? (Pg. 415) | Mrs. LaRue sends Ike to The Igor Brotweiler Canine Academy. She says “he’s quite spoiled.”
  - Steals food off the counter
  - Chases the neighbor’s cats
  - Howls and wakes the neighbor
  - Pulled her down and tore her coat |
| A fantasy is a story about characters and settings that could not exist in real life. Reread and observe the illustrations on pages 416 and 417. What on these pages show evidence that this is a fantasy? | Ike types a letter
Ike puts a letter in the mailbox.
Dogs can’t use mailboxes.
Dogs locked inside the truck with jail hats on.
Dogs wouldn’t wear jail hats.
“Warning! Prisoners on Board”
A dog school’s truck would not say that on it. |
<table>
<thead>
<tr>
<th>Reread the next few letters on pages 419-424 from Ike. How does Ike defend himself against Mrs. LaRue’s reasons for sending him to obedience school?</th>
<th>Steals the food</th>
<th>Pg. 419 - Mrs. LaRue could have discussed it with him and he would not have eaten the pie.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chases the cats</td>
<td>Pg. 420 - “They are hardly ...little angels” Ike says he did not know they were on the fire escape.</td>
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<tr>
<td>Howling</td>
<td>Pg. 424 – Ike says he wasn’t howling very loudly. The neighbors are always waking him up in the middle of the day with their loud vacuuming.</td>
<td></td>
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<tr>
<td>Pulling her down...</td>
<td>Pg. 422 – Ike says he save Mrs. LaRue from being hit by the truck.</td>
<td></td>
</tr>
<tr>
<td>What evidence from the text can you use to conclude that Ike doesn’t want to be at obedience school?</td>
<td>Pg. 417 – He compares the school to a prison. Pg. 419 – He is being “horribly mistreated” Pg. 422 – “…forced to perform the most meaningless tasks.” Pg. 422 – Mrs. LaRue “needs” him at home.</td>
<td></td>
</tr>
<tr>
<td>The printing of the text changes on page 423. Why does this happen?</td>
<td>The text changes because “Ms. Klondike has taken (his) typewriter.” Ike has to write the rest of the letter so the text changes.</td>
<td></td>
</tr>
<tr>
<td>Why does the author make some of the illustrations in color and some in black and white?</td>
<td>The color illustrations show the reader what the conditions are really like at the obedience school and the black and white illustrations show the reader Ike’s imagination and how he sees it.</td>
<td></td>
</tr>
</tbody>
</table>
Ike tries to get Mrs. LaRue to come and get him from the school by trying to make her feel sorry for him. How does she respond? (Pgs. 425-427)  
Pg. 425 - Ike tells Mrs. LaRue that he is really sick and must have an awful disease. He says he can’t eat and his paw hurts.  
Pg. 427 – She sends him a get-well card.

How do you know that Ike is probably not sick? (Pg. 425)  
The vet, Dr. Wilfrey can’t find anything wrong with him. Ike keeps making excuses to go home.

On page 428, Ike signs his letter “Your lonely fugitive”. A fugitive is someone who flees from enemies or brutal treatment. Why does Ike refer to himself as a fugitive?  
Ike is running away from school. He believes that the school is punishing him unfairly and he has to escape the harsh treatment.

Cite evidence from the article October 10th written in “The Snort City Register/Gazette” to show that this article is a part of Ike’s fantasy. (Pg. 429)  
Local police would not describe a dog as “toothy”. Dogs can’t bluff by telling their owner that they are going to escape.

Given the last article is a part of Ike’s imagination, cite evidence from this article that Ike’s proves his attitude/behavior has not changed at all during his stay at the obedience school. (Pg. 433)  
Ike’s attitude is the same. He is the hero and has done nothing wrong. His account of the incident showed it was Mrs. LaRue being at fault and him being heroic. This article shows Ike being celebrated and him continuing the same bad habits he had before with the neighbors and food. “…I’ll bet he can’t wait to taste the chicken pie…”

Vocabulary
<table>
<thead>
<tr>
<th><strong>TEACHER PROVIDES DEFINITION</strong></th>
<th><strong>STUDENTS FIGURE OUT THE MEANING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>not enough contextual clues provided in the text</td>
<td>sufficient context clues are provided in the text</td>
</tr>
<tr>
<td>Page 415 - obedience</td>
<td>Page 415 - behavioral</td>
</tr>
<tr>
<td>Page 427 - risks</td>
<td>Page 415 - canine</td>
</tr>
<tr>
<td>Page 428 - appreciated, desperate</td>
<td>Page 420 - misconceptions</td>
</tr>
<tr>
<td>Page 429 - bluffing</td>
<td>Page 420 - melodramatic</td>
</tr>
<tr>
<td>Page 431 - endured, misunderstood</td>
<td>Page 424 - nightmare</td>
</tr>
<tr>
<td>Page 432 - neglected</td>
<td></td>
</tr>
<tr>
<td>Page 424 moderate</td>
<td>Prefixes</td>
</tr>
<tr>
<td>Page 425 queasy</td>
<td>Page 415 - Mis</td>
</tr>
<tr>
<td>Page 427 relapse</td>
<td>Page 415 - Un</td>
</tr>
<tr>
<td>Page 427 retrieve</td>
<td>Page 427 - Re</td>
</tr>
<tr>
<td>Page 429 dormitory</td>
<td>Suffixes</td>
</tr>
<tr>
<td></td>
<td>Page 427 - less</td>
</tr>
</tbody>
</table>
Culminating Task

- Reread the first article and the final article in the story. Think about how each gives Mrs. LaRue’s account of the same type of event, but from different perspectives. Create a Venn diagram comparing the two articles about Ike from the different perspectives, before he went to obedience school, and after he had completed it. Where would details of Ike’s behavior go on the diagram? Is his behavior different before he goes to obedience school? Write a newspaper article for the Snort City Register/Gazette describing the change in Mrs. LaRue’s perspective (attitude) towards Ike and what may have caused her to change. Students can decide on the title of the article, and whether it takes the form of a review of the obedience school, a letter to the editor commenting on Mrs. LaRue’s experience, or a simple news story about Ike.

- Note to Teacher: The article should mention that although Mrs. LaRue sent Ike to obedience school to change his behavior, what happened at the end was that she changed her own perspective regarding Ike’s behavior and Ike didn’t change at all.
Before School Perspective

Ike is pulling Mrs. LaRue across the street and making it unsafe for her.
Ike causes Mrs. LaRue problems, like ripping her coat.
Ike has never been trained and does not know right from wrong.
Ike is spoiled.

After School Perspective

Ike pulls and pushes Mrs. LaRue.
Ike tears her coat.
Ike gets what he wants, including Chicken pie.
Ike is spoiled.

Ike has pushed Mrs. LaRue out of danger of oncoming traffic.
Ike's new training shows his ability to react in a heroic manner.
Mrs. LaRue is not upset about her coat getting torn.
The neighbors will like Ike now.
Ike can eat whatever he likes now.
Additional Tasks

- Students will write a letter to Mrs. LaRue giving her advice for handling Ike in the future. Students might mention whether or not they think Ike has learned anything from his experience, what kinds of trouble he might cause in the future, and how Mrs. LaRue might deal with him. Use the graphic organizer below to complete the viewpoints of the author (what Ike really experienced) and what Ike wanted Mrs. LaRue to believe. Use information from the text and the author’s illustrations.

- Students will write a letter to Mrs. LaRue from a teacher at the school who has seen the articles in the paper and wants Mrs. LaRue to know the truth about Ike’s experience at the school. Use the graphic organizer below to complete the viewpoints of the author (what Ike really experienced) and what Ike wanted Mrs. LaRue to believe. Use information from the text and the author’s illustrations.

<table>
<thead>
<tr>
<th>How the school ground looks</th>
<th>Ikes’s View</th>
<th>Author’s View (from the visuals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school looks like a prison.</td>
<td>The school looks like a prison.</td>
<td>The school is a beautiful, comfortable home.</td>
</tr>
<tr>
<td>The other students</td>
<td>Mean, angry, bad dogs wearing prison stripes and spiked collars</td>
<td>Normal looking and even cute dogs, wagging their tails and being rewarded</td>
</tr>
<tr>
<td>What the teachers’ are like</td>
<td>Mean, angry, threatening</td>
<td>Kind, smiling, happy, giving treats.</td>
</tr>
<tr>
<td>How Ike is treated</td>
<td>Like a prisoner, locked up, no freedom.</td>
<td>Ike is treated very well, given a comfortable bed and lots of things to do and play with.</td>
</tr>
<tr>
<td>Dinning at the school</td>
<td>Ike has his meals in a crowded, noisy</td>
<td>Ike has his meals in a fancy dining room with cloth</td>
</tr>
</tbody>
</table>
Ike’s health

Ike is very ill with stomach problems and a hurt paw.
Ike is well cared for and healthy. The doctor can find nothing wrong with him.

How Ike’s access to books at the school affect his letters to Mrs. LaRue.

Ike is reporting only what is real and what is happening to him.
Ike is reading books about diseases, dungeons and jailbreaks that are giving him ideas and details for his letters to Mrs. LaRue.

- Students research local dog “obedience” schools. Do they really exist? How much does it cost? Do they work? Create (or review) an advertisement for an obedience school, or respond to the question “Would you send your disobedient dog to obedience school?

Note to Teacher

- This text has some structure and organization challenges to keep in mind. It is written in both postcard/letter and newspaper article form, with the letters being examples of persuasive writing. The topics of the letters jump from present (Ike’s current situation and feeling) to past (his rationalization of past behavior). The illustrations are also a critical part of understanding the text. Readers should notice not only the difference between color and black and white illustrations (brought out well in questions below) but also that Ike is reading books that are giving him ideas—such as 50 Great Escapes and the Medical Digest. Teachers will decide whether they need to help students understand the many structural complexities of this text.
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Phonics TE pg. 469E</td>
<td>Comprehension TE pg. 447A &amp; 447B</td>
</tr>
<tr>
<td>Read aloud pg. 445</td>
<td>Decode inflectional endings -ed, -er, -est, -es, or -ly</td>
<td>Strategy: Generate Questions</td>
</tr>
<tr>
<td>Expand Vocabulary TE pg. 469F</td>
<td>funnier, carries, cozily, families, easily, sorriest, pennies, silliest, prettily, worried, jumpier, lazier, replied, emptier, happiest, varied, merrier, dizziest, marries, cries</td>
<td>“Through Elizabeth’s Eyes” pg. 446-447</td>
</tr>
<tr>
<td>“Talk About It” pg. 445</td>
<td>Review Words</td>
<td>Strategy: Generate Questions</td>
</tr>
<tr>
<td></td>
<td>caring, tasting, skipped</td>
<td>Skill: Draw Conclusions</td>
</tr>
<tr>
<td></td>
<td>Challenge Words</td>
<td>Monitor and Clarify</td>
</tr>
<tr>
<td></td>
<td>handily, factories</td>
<td>“The Blind Hunter” pg. 448-461</td>
</tr>
<tr>
<td></td>
<td>Suffix</td>
<td>Genre: Realistic Fiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Activity</td>
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<td></td>
<td></td>
<td>Maintain Skill: Sequence TE pg. 463B</td>
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<tr>
<td></td>
<td></td>
<td>Informational Text</td>
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<tr>
<td></td>
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<td>Social Studies: Magazine Article</td>
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<td></td>
<td>Test Feature: Glossary</td>
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<tr>
<td></td>
<td></td>
<td>“Make Life Easier for Everybody” pg. 464-467</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Words in Context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cautiously, faint, disguised, crisscrossed, wisdom, fade, jealousy</td>
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<tr>
<td></td>
<td>Strategy: Word Parts/Word Families, 469D</td>
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<tr>
<td></td>
<td>generate, conclusions</td>
<td></td>
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<tr>
<td></td>
<td>Content Vocabulary 464</td>
<td></td>
</tr>
<tr>
<td></td>
<td>devices, limited, refreshes, microphone, accessories</td>
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<td></td>
<td>Vocabulary Review pg. 448</td>
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<td></td>
<td>Fluency</td>
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<td></td>
<td>Repeated Reading: Intonation/Pausing TE pg. 463A</td>
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<tr>
<td></td>
<td>Transparency 17 Explain/Model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Language TE pg. 447A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>generate, conclusions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content Vocabulary 464</td>
<td></td>
</tr>
<tr>
<td></td>
<td>devices, limited, refreshes, microphone, accessories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Review pg. 448</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated Reading: Intonation/Pausing TE pg. 463A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transparency 17 Explain/Model</td>
<td></td>
</tr>
</tbody>
</table>
## Small Group Differentiated Instruction

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
"Marie Curie" (on) TE pg. 469R  
"Dr. Jonas Salk" (beyond) TE pg. 469T  
“Make Life Easier for Everybody” TE pg. 469S  
Extend Vocabulary | Leveled Reader  
TE pg. 469P  
"Charles Drew"  
Note: Charles Drew is one of the Scientists studied in Core Knowledge | Word Work  
funnier,families,pennies, worried,replied,varied, marries,carries,easily,si lliest,jumpier, emptier,merrier,cries,cozily, sorriest,pretty,lazier,happiest,dizziest | Word Work  
funnier,families,pennies, worried,replied,varied,marries,carries,easily,si lliest,jumpier, emptier,merrier,cries,cozily, sorriest,pretty,lazier,happiest,dizziest |
| **Above/On-Level Passages**  
**Library Resources** | **Phonics TE pg. 469M**  
Decode multisyllabic words with inflectional endings  
Decodable Passages pg. 21 (Teacher Resource Book) | **Phonics Lessons** |

### Literacy Centers

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a story and draw a conclusion. TE pg. 444I</td>
<td>Content Literacy: Helpful Inventions &amp; Computers Today TE pg. 444J</td>
<td>Look up the meaning of two words in the same word family. TE p. 444I</td>
<td>Add -es, -ed, -est, and -ly to base words. TE pg. 444I</td>
<td>Write a short summary about an invention. TE pg. 444J</td>
<td>Partner Fluency Activity TE pg. 444 PB 122</td>
</tr>
<tr>
<td><strong>Phonics Links</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Fluency Activities</strong></td>
</tr>
</tbody>
</table>

### Whole Group Wrap-Up

<table>
<thead>
<tr>
<th><strong>10 Minutes</strong></th>
<th><strong>Review</strong></th>
<th><strong>Closure to lesson</strong></th>
<th><strong>Ticket Out - Check for Understanding</strong></th>
</tr>
</thead>
</table>

**Small-Group or Independent Practice to Reinforce Key Skills**
### Strategic Intervention
30-45 Minutes Daily  
Teacher Directed  
Explicit Instruction  
All Students At-Risk for Reading Difficulties

### Intensive Intervention
30 Minutes  
Teacher Directed  
Explicit Instruction  
All Students High At-Risk for Reading Difficulties

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Turn</strong></td>
</tr>
<tr>
<td>Explanation Writing TE pg. 468-469B</td>
</tr>
<tr>
<td>Write one or two paragraphs explaining how to do something of your choice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use words that show your knowledge of your topic, using sequence and time order words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Language Activities TE pg. 469I, 469J</td>
</tr>
<tr>
<td>Subject/Object Pronouns</td>
</tr>
<tr>
<td>Grammar Transparency 81</td>
</tr>
<tr>
<td>Mechanics and Usage: Replacing nouns with pronouns</td>
</tr>
</tbody>
</table>

### ELA Standards: P.A.S.S. standards
*Identify and list standards and objectives*
4th Grade                             Week  4.3                             TFK: The Power of Oil
Whole Group (Grade Level Text)                             30-45 Minutes   Direct Instruction   Treasures Core Reading Program
Modeled/Shared Reading
Read Aloud: “At the Flick of the Switch”

Oral Language
Build Background
Read aloud pg. 471
“At the Flick of the Switch”
RAA 77
Expand Vocabulary
Vocabulary Building Activities
TE pg. 481F
“Talk About It” pg. 470

Word Work
Phonics TE pg. 481E
Decode words with /u/, /u/ pg. 481E
Spelling Words TE pg. 481G-481H
should, suits, grew, zoom, crew, group, tunes, spool, stoop, brooks, stool, move, you’ll, cookie, stew, wool,
food, huge, mood, used
Review Words
pennies, prettily, funnier
Challenge Words
crooked, juicy
Suffix

Reading
Comprehension TE pg. 473A & 473B
Strategy: Evaluate
Skill: Persuasion
PB127
“Clean as a Breeze” pg. 472-473
Strategy: Evaluate
Skill: Persuasion
Monitor and Clarify
PB 128
“The Power of Oil” pg. 474-477
Genre: Nonfiction Article
Research Activity
Maintain Skill: Compare and Contrast TE pg. 477A
Test Strategy: Author and Me
Informational Text
Research and Study Skills
Using Computers
PB 130
“Windmills on the Prairies” pg. 478-479

Vocabulary
Words in Context 472
electrical, globe, fuels, decayed
PB 126
Strategy: Context Clues/Definitions,
TE pg. 481D
PB 131
Academic Language
evaluate, techniques, persuasion
TE pg. 473A
Content Vocabulary
Clipped Words TE pg. 481F
Vocabulary Review 474
Fluency
Repeated Reading: Pronunciation TE pg. 477A
Transparency 18 Explain/Model
PB129
### Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

<table>
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<tr>
<th>Group 1</th>
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<th>Group 4</th>
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<tbody>
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<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“Giant Dams” (on)  
TE pg. 481R  
“The Power of Wind” (beyond) TE pg. 481T | Leveled Reader  
TE pg. 481P  
“An Eye on Energy” | Word Work  
should, zoom, tunes, brooks, you’ll, wool, mood, suits, crew, spool, stool, cookie, food, used, grew, group, stoop, move, stew, huge |  |
|  | Phonics TE pg. 481M  
Decode one-syllable and multisyllabic long u words spelled: oo (moon), ue (blue), and short u words spelled oo (foot)  
Decodable Passages pg. 22  
(Teacher Resource Book) | Phonics Lessons  
Decode one-syllable and multisyllabic long u and short u words |  |
| Above/On-Level Passages  
Library Resources |  |  |  |

### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| Read an article and identify persuasive techniques  
TE .pg. 470I | Content Literacy: Wind Farms & Electricity  
History TE pg. 470J | Use context clues to write sentences  
TE pg. 470I | Sort words according to vowel spelling  
TE pg. 470I | Write a fictional narrative with characters, dialogue, a plot, and a setting  
TE .pg. 470J | Partner Fluency Activity  
TE pg. 470I  
PB 129 |
|  |  |  |  |  |  |

### Whole Group Wrap-Up

**10 Minutes**  
**Review**  
**Closure to lesson**  
**Ticket Out - Check for Understanding**
<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Duration</th>
<th>Instruction Type</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Intervention</strong></td>
<td>30-45 min</td>
<td>Teacher Directed</td>
<td>All Students At-Risk for Reading Difficulties</td>
</tr>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 min</td>
<td>Teacher Directed</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

**Writing**
- Fictional Narrative/Expository Article TE pg. 480-481B
- Write to a Prompt-Follow scoring rubric
- Apply Vocabulary
  - Write a fictional narrative using interesting vocabulary with a beginning, middle and end.

**Grammar**
- Daily Language Activities TE pg. 481I and 481J
- Introduce pronoun-verb agreement
- Mechanics and Usage: use correct forms of contractions and tenses.

**ELA Standards:** P.A.S.S. standards

**Identify and list standards and objectives**
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td><strong>Spelling Words TE pg. 507G and 507H</strong> flower, south, thousand, voices, howling, wound, tower, annoy, grouchy, mound, noises, cough, cowboy, pound, grown, gown, hound, voyage, frown, pouch,</td>
<td><strong>Strategy:</strong> Analyze Text Structure <strong>Skill:</strong> Sequence PB 134 “A Whale of a Trip” pg. 484-485</td>
</tr>
<tr>
<td>Read aloud pg. 483 “Whale in the Sky” RAA pg. 80</td>
<td><strong>Review Words</strong> cookie, zoom, huge</td>
<td></td>
</tr>
<tr>
<td>Expand Vocabulary Vocabulary Building Activities TE pg. 507F</td>
<td><strong>Challenge Words</strong> drought, downtown <strong>Suffix</strong></td>
<td><strong>Strategy:</strong> Analyze Text Structure <strong>Skill:</strong> Sequence Monitor and Clarify PB 135 “Adelina’s Whales” pg. 486-501 <strong>Genre:</strong> Photo Essay <strong>Research Activity</strong></td>
</tr>
<tr>
<td>“Talk About It” pg. 483</td>
<td><strong>Spelling Words TE pg. 507E</strong> Decode Words with /oi/ and /ou/ Sounds</td>
<td><strong>Maintain Skill:</strong> Draw Conclusions TE pg. 503B Poetry: Limerick Meter and Rhyme Scheme pg. 504 PB 137 “Limericks” pg. 504-505 <strong>Vocabulary</strong> Words in Context pg. 484 rumbling, snoring, unique, dove, massive, tangles, politicians PB 133 <strong>Strategy:</strong> Dictionary/Homographs, TE pg. 507D PB 138 <strong>Academic Language</strong> analyze, text structure, sequence TE pg. 485A <strong>Content Vocabulary</strong> Homophones TE pg. 507F Vocabulary Review pg. 486</td>
</tr>
</tbody>
</table>

**Fluency**
Repeated Reading: Tempo TE pg. 503A Transparency 19 Explain/Model PB 136
# Small Group Differentiated Instruction

- **Group 1**
  - **Above / On-Level**
  - Leveled Reader
    - “Looking at Whales” (on) TE pg. 507P
    - “Gray Whales” (beyond) TE pg. 507T
  - “Limericks” TE pg. 507S
  - Extend Vocabulary
  - **Above/On-Level Passages**
  - **Library Resources**

- **Group 2**
  - **Approaching / Strategic**
  - Leveled Reader TE pg. 507P
    - “Saving the Whales”
  - Phonics TE pg. 507M
    - Decode one-syllable and multisyllabic /oi/ and /ou/ words
  - **Decodable Passages pg. 23**
    - (Teacher Resource Book)

- **Group 3**
  - **Intensive / Below**
  - Word Work
    - flower, voices, tower, mound, cowboy, gown, frown, south, howling, annoy, noise, pound, hound, pouch, thousand, wound, grouch, cough, grown, voyage
  - **Phonics Lessons**

- **Group 4**
  - **Intensive / Far Below**
  - Word Work
    - flower, voices, tower, mound, cowboy, gown, frown, south, howling, annoy, noise, pound, hound, pouch, thousand, wound, grouch, cough, grown, voyage
  - **Phonics Lessons**

# Literacy Centers

- **Independent Reading**
  - Identify sequence of events in an article.
    - TE pg. 482I
      - links

- **Comprehension**
  - Content Literacy: Whales & Animal Photographs
    - TE pg. 482J
      - links

- **Vocabulary**
  - Use a dictionary to find meanings of homographs.
    - TE pg. 482I
      - links

- **Word Study**
  - Identify spelling patterns for words with /ou/ and /oi/ sounds.
    - TE pg. 482I

- **Writing**
  - Write a paragraph about the purpose of zoos.
  - Write and illustrate an explanatory paragraph.
    - TE pg. 482J
      - links

- **Fluency**
  - Partner Fluency Activity
    - TE pg. 482I
    - PB 136
  - **Fluency Activities**

# Whole Group Wrap-Up

- **10 Minutes**
  - Review
  - Closure to lesson
  - Ticket Out - Check for Understanding
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>30-45 Minutes Daily</td>
</tr>
<tr>
<td>Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intensive Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Minutes</td>
</tr>
<tr>
<td>Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Share Your Point of View</td>
</tr>
<tr>
<td>Your Turn TE pg. 506-507B</td>
</tr>
<tr>
<td>Point of View Article Chart</td>
</tr>
<tr>
<td>Writing Transparency 76</td>
</tr>
<tr>
<td>Write one or two paragraphs to explain your view about the importance of animals</td>
</tr>
<tr>
<td><strong>Apply Vocabulary</strong></td>
</tr>
<tr>
<td>Use appropriate words to show your voice as your share your opinion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Language Activities TE pg. 507I-507J</td>
</tr>
<tr>
<td>Introduce Possessive Pronouns</td>
</tr>
<tr>
<td>Mechanics and Usage: Forming possessive pronouns, using correctly.</td>
</tr>
</tbody>
</table>

**ELA Standards:** P.A.S.S. standards

**Identify and list standards and objectives**
At Home in the Coral Reef

**Oral Language**
- Build Background pg. 508
- Read aloud pg. 509 “Long Trip” RAA 83
- Expand Vocabulary Vocabulary Building Activities TE pg. 535F
- “Talk About It” pg. 509

**Word Work**
- Phonics pg. 535E
  - Decode Words with /ô/ Sounds
- Spelling Words TE pg. 535G-535H
  - walker, halt, thought, chalk, strawberry, talk, laws, fought, awe, stalk, caller, shawl, bald, half, false, caught, straw, squall, drawn, small
- Review Words
  - south, pouch, annoy
- Challenge Words
  - wallpaper, awkward
- Suffix

**Reading**
- Comprehension TE pg. 511A & 511B
  - Strategy: Analyze Text Structure
  - Skill: Compare and Contrast
  - “Coral Reefs” pg. 510-511
  - Strategy: Analyze Text Structure
  - Skill: Compare and Contrast
  - Monitor and Clarify PB 142
  - “At Home in the Coral Reef” pg. 512-527
  - Genre: Narrative Nonfiction

**Research Activity**
- Maintain Skill: Draw Conclusions TE pg. 529B
- Myths
  - Protagonist and Hyperbole pg. 530 PB 144
  - “Poseidon and the Kingdom of Atlantis” pg. 530-533

**Vocabulary**
- Words in Context pg. 510
  - coral, reef, partnership, current, eventually, brittle, suburbs PB 140
  - Strategy: Context Clues/Descriptions, TE pg. 535D PB 145

**Content Vocabulary**
- Multiple-Meaning Words TE pg. 535F
- Vocabulary Review pg. 512

**Fluency**
- Repeated Reading: Punctuation TE pg. 529A
  - Transparency 20 Explain/Model PB 143
### Small Group Differentiated Instruction

45-60 Minutes Daily  
15-20 Minutes Per Group  
Teacher Directed Explicit Instruction

<table>
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<tr>
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<th>Group 4</th>
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<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“Tide Pools” (on)TE pg. 535R  
“Hydrothermal Vents” (beyond)  
TE pg. 535T  
“Poseidon and the Kingdom of Atlantis”  
TE pg. 535S  
Extend Vocabulary | Leveled Reader TE  pg. 535P  
“The Arctic Ocean”  
Phonics TE  535M  
Decode one-syllable and multisyllabic words that include short /o/ vowel sounds  
Decodable Passages pg. 24 (Teacher Resource Book) | Word Work  
walker,chalk,laws,stalk,bald, caught,drawn,halt,strawberry, fought,caller,half,straw,small, thought,talking,awe,shawl, false,squall  
Phonics Lessons | Word Work  
walker,chalk,laws,stalk,bald,caught,drawn, halt,strawberry,fought,caller,half,straw,small, thought,talking,awe,shawl,false,squall  
Phonics Lessons |

**Library Resources**

**Above/On-Level Passages**

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### Literacy Centers

15-20 Minutes Per Group  
Small-Group or Independent Practice to Reinforce Key Skills

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<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
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<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| Read a nonfiction book and compare and contrast two sea animals. TE pg. 508I links | Content Literacy: Research Coral Reefs & Atlantis TE pg. 508J links | Use context clues in a sentence. TE pg. 508I links | Word Sort  
aw, au, and alk words TE pg. 508I | Write an explanatory paragraph. TE pg. 508J | Partner Fluency Activity TE pg. 508I PB pg. 143 |

**Phonics Links**

**Writing**

**Fluency Activities**

---

### Whole Group Wrap-Up

10 Minutes  
Review  
Closure to lesson  
Ticket Out - Check for Understanding
<table>
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<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
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</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
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</table>

**Writing**
Explanatory Writing/ Figurative Language TE pg. 534-535B
Write one or two paragraphs about a community project. Explain how to start one or participate in one. Follow How-to Paragraphs chart.

**Apply Vocabulary**
Change or add words in your writing to make it more interesting.

**Grammar**
Daily Language Activities TE pg. 535I-535J
Introduce and review pronouns and their homophones. (Grammar Transparency 96, 97, 98)
Mechanics and Usage: When to use contractions/possessive pronoun.

**ELA Standards: P.A.S.S. standards**
**Identify and list standards and objectives**
### Oral Language
- **Build Background**
  - Read Aloud: pg. 541
  - "Reading and Riding" RAA 86-89
  - Expand Vocabulary
  - "Talk About It" pg. 541
- **Read Aloud**
  - pg. 541 "Reading and Riding"
- **Vocabulary Building**
  - Activities TE pg. 561F
  - "Talk About It" pg. 541

### Word Work
- **Phonics**
  - TE pg. 561E
  - Decode Words with the VCCV Pattern
- **Spelling Words**
  - TE pg. 561G-561H
  - dinner, foggy, nodded, blanket, thriller, planner, willow, ticket, member, plastic, swallow, fossil, welcome, picket, rumbles, summer, witness, blossom, dipper, slender
- **Review Words**
  - talking, drawn, shawl
- **Challenge Words**
  - cupboard, friendly
- **Suffix**

### Reading
- **Comprehension**
  - TE pg. 543A & 543B
  - Strategy: Evaluate
  - Skill: Summarize
  - "A Library Card for Emilio" pg. 542-543
  - Strategy: Evaluate
  - Skill: Summarize
  - "Because of Winn Dixie" pg. 544-555
  - Genre: Realistic Fiction
  - Poetry: Free Verse Poem
  - Onomatopoeia and Simile pg. 558 PB153
  - "I Love the Look of Words" pg. 558-559

### Vocabulary
- **Words in Context**
  - pg. 542
  - peculiar, snuffled, positive, selecting, consisted, advance
  - Strategy: Dictionary/Connotation and Denotation TE pg. 561D
  - Academic Language TE pg. 543A
  - summarize, evaluate

### Content Vocabulary
- **Literal and Figurative Meaning**
  - TE pg. 561F
  - Review Vocabulary pg. 544

### Fluency
- **Repeated Reading**
  - Intonation/Pausing TE pg. 557A
  - Transparency 21 Explain/Model PB152
### Group 1
**Above / On-Level**
- Leveled Reader
  - “Drawing Highland” (on)
    TE pg. 561R
  - “A Change of Weather” (beyond)
    TE pg. 561T
- “I Love the Look of Words”
  TE pg. 561Q
- Extend Vocabulary

**Above/On-Level Passages**
- Library Resources

### Group 2
**Approaching / Strategic**
- Leveled Reader TE pg. 561P
  - “The ABC Volunteer”
- Phonics TE pg. 561M
  - Decode one-syllable and multisyllabic words that have VCCV spelling pattern
  - Decodable Passages pg. 25
    (Teacher Resource Book)

### Group 3
**Intensive / Below**
- Word Work
  - dinner, blanket, willow, plastic, welcome, summer, dipper, foggy, thriller, ticket, swallow, picket, witness, slender, nodded, planner, member, fossil, rumbles, blossom
- Phonics Lessons

### Group 4
**Intensive / Far Below**
- Word Work
  - dinner, blanket, willow, plastic, welcome, summer, dipper, foggy, thriller, ticket, swallow, picket, witness, slender, nodded, planner, member, fossil, rumbles, blossom

### Literacy Centers
**15-20 Minutes Per Group**
- Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
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<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize a story.</td>
<td>Content Literacy: Popcorn &amp; Popping History TE pg. 540S</td>
<td>Distinguish between the denotation and connotation of words TE pg. 540R</td>
<td>Identify syllables of words. TE pg. 540R</td>
<td>Use Venn diagrams to compare and contrast. Write a poem about friendship TE .pg. 540S</td>
<td>Partner Fluency Activity TE pg. 540R PB pg. 152</td>
</tr>
</tbody>
</table>

### Whole Group Wrap-Up
**10 Minutes**
- Review
- Closure to lesson
- Ticket Out - Check for Understanding
### Strategic Intervention

30-45 Minutes Daily  
Teacher Directed Explicit Instruction  
All Students At-Risk for Reading Difficulties

### Intensive Intervention

30 Minutes  
Teacher Directed Explicit Instruction  
All Students High At-Risk for Reading Difficulties

### Writing

**Descriptive Writing** TE pg. 560-561B  
Write a comparison with multiple paragraphs  
Follow Comparison Chart and Writing Transparency 81  
**Apply Vocabulary**  
Connotations and Denotations

### Grammar

Daily Language Activities TE pg. 561I-561J  
Introduce Adjectives and Proper Adjectives  
Mechanics and usage: Using commas with more than one adjective.

### ELA Standards: P.A.S.S. standards

*Identify and list standards and objectives*
### 4th Grade  Week 5.2  Ranita, the Frog Princess

**Whole Group (Grade Level Text)**

- **30-45 Minutes**  Direct Instruction  Treasures Core Reading Program  
  **Modeled/Shared Reading**
  Read Aloud: “Another Opinion’, Another Show”

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Phonics TE pg. 593E</td>
<td>Comprehension TE pg. 565A &amp; 565B</td>
</tr>
<tr>
<td>Read Aloud pg. 563 “Another Opinion’, Another Show”</td>
<td>Decode words with V/CV and VC/V patterns</td>
<td><strong>Strategy:</strong> Evaluate</td>
</tr>
<tr>
<td>RAA pg. 90</td>
<td>Spelling Words TE pg. 591G-591H</td>
<td><strong>Skill:</strong> Make Judgments</td>
</tr>
<tr>
<td>Expand Vocabulary</td>
<td>river, finish, cider, level, famous, stolen, never, spoken, promise, talent, cabin, razor, radar, wiper, pity, limit, habit, easel, diver, bison</td>
<td>PB 157</td>
</tr>
<tr>
<td>Vocabulary Building Activities TE pg. 591F</td>
<td>Review Words</td>
<td>“The Frog Prince” pg. 564-565</td>
</tr>
<tr>
<td>“Talk About It” pg. 563</td>
<td>swallow, plastic, rumbles</td>
<td><strong>Strategy:</strong> Evaluate</td>
</tr>
<tr>
<td></td>
<td>Challenge Words</td>
<td><strong>Skill:</strong> Make Judgments</td>
</tr>
<tr>
<td></td>
<td>sequence, vivid</td>
<td>PB 158</td>
</tr>
<tr>
<td></td>
<td>Suffix</td>
<td>“Ranita, the Frog Princess” pg. 566-583</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Genre: Play/Drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performing Arts: Nonfiction Article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview pg. 586</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB 160</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Presenting the Puddlejump Players” pg. 586-589</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words in Context pg. 564</td>
</tr>
<tr>
<td></td>
<td></td>
<td>selfish, bumbling, cranky, commotion, exasperated, specialty, famished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB 156</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strategy:</strong> Thesaurus/Antonyms TE pg. 591D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB 161</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Academic Language TE pg. 565A</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>evaluate, judgments</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Content Vocabulary</strong> pg. 586</td>
</tr>
<tr>
<td></td>
<td></td>
<td>director, roles, audition, casting, rehearse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish Words TE pg. 591F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeated Reading: Stress/Inflection TE pg. 585A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transparency 22 Explain/Model</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB pg. 159</td>
</tr>
</tbody>
</table>
# Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“The Dragon’s Dinner” (on)  
TE pg. 591P  
“Sleeping Beauty and the Prince of Andeuesta” (beyond)  
TE pg. 591T  
“I Love the Look of Words” TE pg. 591S | Leveled Reader TE pg. 591P  
“He and Greta”  
Phonics TE pg. 591M  
Decode one-syllable and multisyllabic words that have V/CV and VC/V spelling patterns  
Decodable Passages pg. 26 (Teacher Resource Book) | Word Work  
river, level, never, talent, radar, limit, diver, finish, famous, spoken, cabin, wiper, habit, bison, cider, stolen, promise, razor, pity, easel | Word Work  
river, level, never, talent, radar, limit, diver, finish, famous, spoken, cabin, wiper, habit, bison, cider, stolen, promise, razor, pity, easel |

**Extend Vocabulary**  
**Library Resources**

## Literacy Centers 15-20 Minutes Per Group  
Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a play and make a Making judgments graphic organizer. TE pg. 562I</td>
<td>Content Literacy: Move Your Body &amp; An Actor’s Life TE pg. 562J</td>
<td>Write antonyms for vocabulary words. TE pg. 562I</td>
<td>Sort words according to syllables. TE pg. 562I</td>
<td>Write a poster advertising a school play, using precise adjectives. Write a dialogue for a play using clear language. TE pg. 562J</td>
<td>Partner Fluency Activity TE pg. 562I PB pg. 159</td>
</tr>
</tbody>
</table>

## Whole Group Wrap-Up  
10 Minutes  
Review  
Closure to lesson  
Ticket Out - Check for Understanding
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
</tr>
</tbody>
</table>

**Writing**
- Write a Descriptive Poster TE pg. 590-591B
- Follow Features of Descriptive Posters pg. 590
- Writing Transparency 85

Your Turn: Create a poster that announces a school event.

**Apply Vocabulary**
- Use precise adjectives to get capture reader’s attention.

**Grammar**
- Daily Language Activities TE pg. 591I-591J
- Articles-Types of Articles Transparency 106
- Mechanics and usage: Using *a* and *an* correctly

**ELA Standards: P.A.S.S. standards**

Identify and list standards and objectives
Unit 5/Week 2

Title: Ranita, The Frog Princess

Suggested Time: 5 days (45 minutes per day)

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

16. Read the Big Ideas and Key Understandings and the Synopsis. Please do not read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away after completing this task.

   Big Ideas and Key Understandings

   You are responsible for your words and actions, which can bring good and bad consequences.

   Synopsis

   In this play, a young princess’ refusal to help an elderly woman resulted in her being cursed to live like a frog for many years. In her search to break the old woman’s spell, the princess frog encounters a viceroy who needs her help. She agrees to help him, and in exchange, he makes a false promise to her just to get what he wants, never intending to keep his promise. Pepe, the loyal servant, saves the princess from her “frogness.” As a result of the viceroy’s refusal to keep his promise, he misses the opportunity to become a prince. The young viceroy then encounters the same elderly woman in need of a drink. He too refuses to assist, and is cursed to be a frog.

17. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

18. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching
16. Students read the entire main selection text independently.

17. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

18. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

<table>
<thead>
<tr>
<th>Text-dependent Questions</th>
<th>Evidence-based Answers</th>
</tr>
</thead>
</table>
| A play differs from a narrative story by the tools the author uses to convey feelings and actions of the characters. What text features are present in this play that help do that? | Scenes  
Stage direction  
Illustrations  
Dialogue |
| Reread the Players section on page 568. What is the relationship between Felipe, Pepe, and Viceroy? How does the author describe each of them? | Viceroy is Felipe's father and Pepe is Felipe's servant. Viceroy is a representative of the Spanish throne, Felipe is a rotten son, and Felipe is a mistreated servant. |
| On page 571, how does Ranita get the viceroy to promise to help her? | She gets the arrow and then drops it back in, provoking him to make the promise or go without his arrow. Since Felipe really wants the golden arrow, Ranita asks Felipe to make her a promise in exchange for the golden arrow. |
| Felipe is described as the Viceroy's rotten son. Provide at least two examples that support this description of Felipe. | Pg. 569 - (Turning suddenly and hissing) Find it or I will feed you to the jaguars...  
Pg. 571 - (Stomping foot and whining) I want my golden arrow back!  
Pg. 577 - (Sneering) She’s the nasty little frog who rescued my golden arrow. |
Reread pages 569-577. The author gives Felipe’s mother and the servants a much different viewpoint of Felipe. How does she show this?

<table>
<thead>
<tr>
<th>Stage directions</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loud and demanding</td>
<td>569</td>
</tr>
<tr>
<td>Sweetly, hand over hard; turning suddenly hissing.</td>
<td>569</td>
</tr>
<tr>
<td>Stomping foot and whining</td>
<td>571</td>
</tr>
</tbody>
</table>

On page 572, the old lady says to Ranita, “It doesn’t feel very good, does it?” What is she talking about? Cite evidence from the story.

She is talking about Felipe leaving Ranita after she has helped him and how it is not a good feeling. She compares it to Ranita not assisting her long ago, which resulted in her being turned into a frog.

Since the beginning of the play when the author described him as rotten to the end of scene 1, Felipe has acted badly. How does Felipe’s behavior show you the type of person he is?

Felipe yells at his servants to help him find his arrow. He makes a promise with his finger crossed, showing he has no intentions to keep it. He runs away from her. He is dishonest, selfish and mean.

The viceroy does several things to make Felipe keep his promise. Cite at least two examples from text that show the viceroy’s attempts to get Felipe to do the right thing. (Pgs. 577-578)

<table>
<thead>
<tr>
<th>Stage directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 577 - The viceroy instructs the servant to set a place for “our guest” (Ranita) and then tells everyone to eat up.</td>
</tr>
<tr>
<td>Pg. 578 - The viceroy tells Felipe, you made a promise and then instructs Pepe to help him keep his word.</td>
</tr>
</tbody>
</table>
What events happen in the story that threaten Ranita’s plan for becoming a princess again?

Felipe runs off after making his promise. Next, she almost gets caught and cooked. Felipe refuses to let the frog eat off his plate, and to sleep next to a frog. Then he refuses to kiss the frog.

At the end of the story, Felipe is turned into a frog. Cite examples from the epilogue that support why Felipe deserved to be turned into a frog. (Pg. 583)

(Snaring) I’m no water boy. I’m the viceroy’s son! Get your own water, you old cucaracha! The wise old woman was thirsty and Felipe would not give her water. He was also rude to the wise old woman by calling her a cockroach and telling her he had not been taught manners.

Ranita had three requirements for breaking the spell. Tell how Pepe made sure each requirement was achieved and cite the page number of where you found it.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pepe put the fly in Felipe’s soup for Ranita to eat</td>
<td>577</td>
</tr>
<tr>
<td>Pepe made sure that Ranita stayed in the bed.</td>
<td>578</td>
</tr>
<tr>
<td>Pepe kisses Ranita</td>
<td>580</td>
</tr>
</tbody>
</table>
## Vocabulary

<table>
<thead>
<tr>
<th>KEY WORDS ESSENTIAL TO UNDERSTANDING</th>
<th>WORDS WORTH KNOWING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER PROVIDES DEFINITION</strong></td>
<td>General teaching suggestions are provided in the Introduction</td>
</tr>
<tr>
<td>Not enough contextual clues provided in the text</td>
<td></td>
</tr>
<tr>
<td>Page 568 - viceroy</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Page 574 - exasperated</td>
<td>playwright</td>
</tr>
<tr>
<td>Page 574 – famished</td>
<td>conflict</td>
</tr>
<tr>
<td>Page 583 - specialty</td>
<td>stage directions</td>
</tr>
<tr>
<td>Not in the story, but essential to understanding the big ideas and culminating task: consequences</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENTS FIGURE OUT THE MEANING</strong></td>
<td></td>
</tr>
<tr>
<td>sufficient context clues are provided in the text</td>
<td></td>
</tr>
<tr>
<td>Page 568 - cranky</td>
<td>Page 577 - sneering</td>
</tr>
<tr>
<td>Page 569 - frantically</td>
<td>sullen</td>
</tr>
<tr>
<td>Page 569 – bumbling</td>
<td>indignant</td>
</tr>
<tr>
<td>Page 573 - selfish</td>
<td>revolted</td>
</tr>
<tr>
<td>Page 575 - commotion</td>
<td>enchanted</td>
</tr>
</tbody>
</table>
Culminating Task

- Re-Read, Think, Discuss, Write

- Create a Venn Diagram to compare and contrast Felipe’s actions and Pepe’s actions. List the consequences for each of their actions. Using evidence from the text and from your venn diagram, describe how Felipe’s and Pepe’s actions brought them the consequences they deserved.

Answer:

<table>
<thead>
<tr>
<th>Page #</th>
<th>Pepe</th>
<th>Page #</th>
<th>Felipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>577</td>
<td>Pepe put the fly in Felipe’s soup for Ranita to eat</td>
<td>569</td>
<td>“It’s a dear gift from my mother. Find it or I will feed you to the jaguars”.</td>
</tr>
<tr>
<td>578</td>
<td>Pepe made sure that Ranita stayed in the bed.</td>
<td>572</td>
<td>He crossed his fingers when making a promise</td>
</tr>
<tr>
<td>580</td>
<td>Pepe kisses Ranita</td>
<td>577</td>
<td>(Sneering) She’s the nasty little frog who rescued my golden arrow.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>583</td>
<td>(Snearing) I’m no water boy. I’m the viceroy’s son! Get your own water, you old cucaracha!</td>
</tr>
</tbody>
</table>

Felipe is mean to everyone around him, including Ranita. He is angrier about having to kiss a frog than he is about having to keep his promise. He only sleeps in the bed with a frog because Pepe has been told to make him keep his word. When it’s time for him to kiss Ranita, Felipe thinks of a way to get out of it. When the wise old woman asked for help, he was rude and refused to help her. His negative actions produced negative consequences.

Pepe was loyal, obedient, and kind.

He did what he was asked to do by the king and Felipe.

Pg 580 - Even when it was not easy...(standing by the bed all night, kissing a frog).
When everyone was trying to catch the frog, he allowed her to go under the table to avoid being caught. His positive actions helped good things to come true for him.

Additional Tasks

- Write a story to explain how Felipe learns his lesson and gets turned back into a human being again.
- Read the fairy tale, “The Frog Princess.” How are the two stories the same? How are they different?

Note to Teacher

- Teacher must make sure the difference between the parts of a story and parts or a play are clear for students.
- Teacher should discuss the purpose and uses of stage directions in detail.
<table>
<thead>
<tr>
<th>Oral Language</th>
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<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Phonics TE pg. 603E&lt;br&gt;Decode Words with Accented Syllables</td>
<td>Comprehension TE pg. 595A &amp; 595B</td>
</tr>
<tr>
<td>Read Aloud pg. 592 “Kon-Tiki: A True Adventure of a Survival at Sea”&lt;br&gt;RAA pg. 93</td>
<td>Spelling Words TE pg. 373G&lt;br&gt;above, action, clipper, cancel, monster, tutor, remind, chamber, poster, gather, petal, behave, between, woman, relate, unload, weeder, excite, tender, frosty</td>
<td>Strategy: Evaluate&lt;br&gt;Skill: Fact and Opinion&lt;br&gt;PB 164</td>
</tr>
<tr>
<td>Expand Vocabulary&lt;br&gt;Vocabulary Building Activities pg. 603F</td>
<td>Review Words&lt;br&gt;diver, finish, spoken</td>
<td>“Back in Time with Spanish Explorers” pg. 594-595</td>
</tr>
<tr>
<td>“Talk About It” pg. 592</td>
<td>Challenge Words&lt;br&gt;another, remember</td>
<td>Strategy: Evaluate&lt;br&gt;Skill: Fact and Opinion&lt;br&gt;PB 165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Exploring the Undersea Territory” pg. 596-599&lt;br&gt;Genre: Nonfiction Article</td>
</tr>
<tr>
<td></td>
<td>Sufffix</td>
<td>Test Strategy: On My Own&lt;br&gt;Research and Study Skills&lt;br&gt;Skim and Scan TE pg. 599B&lt;br&gt;PB167</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Lords of the Sea” pg. 600-601</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary&lt;br&gt;Words in Context 594&lt;br&gt;period, vessels, valuable, documenting, estimated&lt;br&gt;PB 163</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy: Analogy/Relationships TE pg. 603D&lt;br&gt;PB pg. 168</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Language TE pg. 595A&lt;br&gt;evaluate, fact, opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content Vocabulary&lt;br&gt;Acronyms TE pg. 603F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluency&lt;br&gt;Repeated Reading: Pronunciation TE pg. 599A&lt;br&gt;Transparency 23 Explain/Model&lt;br&gt;PB 166</td>
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### Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

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<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“The (Really) Great Barrier Reef” (on)  
TE pg. 603R  
“Marco Polo” (beyond)  
TE pg. 603T | Leveled Reader TE pg. 603P  
“So Many Fish” | Word Work  
above, cancel, remind, gather, between, unfold, tender, action, monster, chamber, petal, woman, weeder, frosty, clipper, tutor, poster, behave, relate, excite |  
above, cancel, remind, gather, between, unfold, tender, action, monster, chamber, petal, woman, weeder, frosty, clipper, tutor, poster, behave, relate, excite |
| Extend Vocabulary  
TE pg. 603S  
Vocabulary Building Activities | **Phonics TE pg. 603M**  
Decode Multisyllabic words that have accented syllables. Decodable Passages pg. 27 (Teacher Resource Book) | **Phonics Lessons** | **Phonics Lessons** |
| **Above/On-Level Passages**  
Library Resources | | | |

### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a magazine article and write new headlines. TE pg. 592I</td>
<td>Content Literacy: Jellyfish &amp; Spanish Explorers TE pg. 592J</td>
<td>Identify and write analogies TE pg. 592I</td>
<td>Use context clues in sentences. TE pg. 592I</td>
<td>Write a summary of an informational book or an article. Write a concrete poem about a sea creature. TE pg. 592J</td>
<td>Partner Fluency Activity TE pg. 592J PB pg. 166</td>
</tr>
</tbody>
</table>

### Whole Group Wrap-Up

**10 Minutes**  
Review  
Closure to lesson  
Ticket Out - Check for Understanding
### Strategic Intervention

| 30-45 Minutes Daily | Teacher Directed Explicit Instruction | All Students At-Risk for Reading Difficulties |

### Intensive Intervention

| 30 Minutes | Teacher Directed Explicit Instruction | All Students High At-Risk for Reading Difficulties |

#### Writing

**Writing to a Prompt TE pg. 602-603B**
Write a three paragraph expository journal entry using article details to explain the article.
Writing Transparencies (TE pg. 603A) and "Writer's Toolbox" TE pg. 603B

**Vocabulary**
Use meaningful and interesting vocabulary that relates to article.

#### Grammar

Daily Language Activities TE pg. 603I and 603J
Comparative Adjectives-Grammar Transparencies 111-112
Mechanics and usage: Punctuation of Introductory Clauses and Interjection

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**ELA Standards: P.A.S.S. standards**

**Identify and list standards and objectives**
### Oral Language
- Build Background
- Read Aloud "pg. 605 Small Artist Has a Big Appeal" RAA 97
- Expand Vocabulary Vocabulary Building Activities pg. 631F
- “Talk About It” pg. 605

### Word Work
**Phonics TE pg. 631E**
- Decode words with Final /ər/

**Spelling Words TE pg. 373G**
- grocer, enter, popular, pepper, odor, harbor, barber, collar, anchor, grader, zipper, elevator, polar, powder, daughter, tanker, danger, victor, singer, cheddar

**Review Words**
- cancel, behave, tender

**Challenge Words**
- conductor, waiter

**Suffix**

### Reading
**Comprehension TE pg. 607A & 607B**

**Strategy:** Monitor Comprehension
**Skill:** Character

- "Secondhand Art" pg. 606-607
- PB 171

**Strategy:** Monitor Comprehension
**Skill:** Character

- "Me and Uncle Romey" pg. 608-625
- Genre: Realistic Fiction
- PB 172

**Art:** How-To Article
- Directions pg. 628
- PB 174

**"Making a Collage" pg. 628-629**

**Vocabulary**
- Words in Context pg. 606
  - skyscrapers, collage, barbecue, glorious, strutting, flicked, swarms
  - PB 170

**Strategy:** Context Clues/Description TE pg. 631D
- PB 175

**Academic Language TE pg. 607A**
- monitor, comprehension, analyze, character

**Content Vocabulary pg. 628**
- background, images
- Homographs TE 631F

### Fluency
- Repeated Reading: Tempo TE 627A
- Transparency 24 Explain/Model
- PB pg. 173
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“Beautiful or Not” (on)  
TE pg. 631R  
“The Goldsmith’s Apprentice”(beyond)  
TE pg. 631T | Leveled Reader TE pg. 631P  
“Girl Arranging Her Hair” | Word Work  
grocer,pepper,barber,grader,polar,tanker,singer,enter,odor,collar,zipper,powder,danger,cheddar,  
popular,barber,anchor,elevator,daughter,victor | Word Work  
grocer,pepper,barber,grader,polar,tanker,  
enter,odor,collar,zipper,powder,danger,cheddar,  
popular,barber,anchor,elevator,daughter,victor |
| Extend Vocabulary TE pg. 631S  
Vocabulary building Activities | Phonics TE pg. 631M  
Decode multisyllabic words with /er/  
Decodable Passages pg. 28  
(Teacher Resource Book) | Phonics Lessons |

**Literacy Centers**

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| Read about an artist. Identify the person’s traits.  
TE pg. 604I | Content Literacy: A Color Wheel & Monuments  
TE pg. 604J | Use context clues to identify and define unfamiliar  
TE pg. 604I | Identify and write words with the schwa + r sound  
TE pg. 604I | Write an introduction for a famous person.  
Use descriptive language to write a description of a painting pg.  
TE pg. 604J | Partner Fluency Activity  
TE pg. 604I  
PB173 |

**Whole Group Wrap-Up**

<p>| 10 Minutes |
| Review |
| Closure to lesson |
| Ticket Out - Check for Understanding |</p>
<table>
<thead>
<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Intensive Intervention</strong></th>
<th>30 Minutes</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students High At-Risk for Reading Difficulties</th>
</tr>
</thead>
</table>

**Writing**
Write a Speech TE pg. 630-630B
Write a speech about someone you admire, as if you are introducing that person to an audience. Include your opinions about the person backed up with facts.
Follow “Features of a Speech” chart

**Apply Vocabulary**
Use precise words to reinforce the mood of your speech.

**Grammar**
Daily Language Activities TE pg. 631I, 631J
Comparing More and Most-Transparencies 116-117
Mechanics and usage: Using More and Most Correctly

**ELA Standards: P.A.S.S. standards**
Identify and list standards and objectives
### Oral Language
- **Build Background**
- Read Aloud pg. 633 “Misty of Chincoteague”
- RAA 101
- Expand Vocabulary
- Vocabulary Building Activities TE pg. 657E
- “Talk About It” pg. 633

### Word Work
- **Phonics TE pg. 657E**
- Decode Words with /er/
- **Spelling Words TE pg. 657G, 657H**
  - uncle, local, vessel, turtle, paddle, bugle, total, pupil, pedal, pencil, symbol, special, oral, medal, ankle, pebble, bubble, docile, channel, settle
- **Review Words**
  - barber, anchor, cheddar
- **Challenge Words**
  - animal, snorkel
- **Suffix**

### Reading
- **Comprehension TE pg. 635A-635B**
- **Strategy:** Monitor Comprehension
- **Skill:** Cause and Effect
  - PB 178
  - “The Wild Ponies of Chincoteague” pg. 634-635
- **Strategy:** Monitor Comprehension
  - **Skill:** Cause and Effect
  - PB 179
  - “Wild Horses” pg. 636-649
  - Genre: Narrative Nonfiction
  - Folk Tale: Tall Tales
  - Hyperbole and Figure of Speech
  - PB pg. 181
  - “The Tale of Pecos Bill” pg. 652-655
- **Vocabulary Words in Context pg. 634**
  - descendants, sanctuary, glistening, threatened, coaxing, fragile, habitat
  - PB pg. 177
  - **Strategy:** Context Clues/Paragraph Clues TE pg. 657D
  - PB pg. 182
- **Academic Language TE pg. 635A**
  - monitor, comprehension, cause, effect
  - **Content Vocabulary** pg. 657F
- **Fluency**
  - Repeated Reading: Tempo TE pg. 651A
  - Transparency 25 Explain/Model
  - PB pg. 180
## Small Group Differentiated Instruction

**45-60 Minutes Daily  **  **15-20 Minutes Per Group  **  **Teacher Directed Explicit Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
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<tbody>
<tr>
<td><strong>Above / On-Level</strong></td>
<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
</tbody>
</table>
| Leveled Reader  
“Cattle Driving Horses of the Old West”  
(on) pg. 657R  
“Full Gallop”(beyond) pg. 657T  
“The Tale of Pecos Bill”  
pg. 657S  
Extend Vocabulary  
**Above/On-Level Passages**  
**Library Resources** | Leveled Reader pg. 657P  
“Horses of the Plains” | Word Work  
uncle,turtle,total,pencil,oral,pebble,  
channel,local,paddle,pupil,symbol,  
medal,bubble,settle,vessel,bugle,  
pedal,special,ankle,docile | Word Work  
**Library Resources**  
**Phonics Lessons** |

### Literacy Centers

**15-20 Minutes Per Group  **  **Small-Group or Independent Practice to Reinforce Key Skills**

| Independent Reading  
Read a tall tale and write a cause and effect relationship in the story.  
TE pg. 632I. | Comprehension  
Content Literacy: Horses & Horses of North America  
TE pg. 632J | Vocabulary  
Use context cues  
TE pg. 632I | Word Study  
Identify the spelling patterns for the final /l/ and /el/ sound  
TE pg. 632I | Writing  
Write a description of a tall tale character.  
Write a journal entry from the point of view of a tall tale character  
TE pg. 632J | Fluency  
Partner Fluency Activity  
TE pg. 632I  
PB pg. 180 |

### Whole Group Wrap-Up

**10 Minutes**

Review  
Closure to lesson  
Ticket Out - Check for Understanding
### Strategic Intervention
30-45 Minutes Daily  
Teacher Directed Explicit Instruction  
All Students At-Risk for Reading Difficulties

### Intensive Intervention
30 Minutes  
Teacher Directed Explicit Instruction  
All Students High At-Risk for Reading Difficulties

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
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</thead>
</table>
| “Write About a Scientific Observation” TE pg. 656-657B  
“Follow Features of a Scientific Observation” Chart  
Using Formal and Informal Tone in different types of writing Writing Transparency 100 |  |

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Use vocabulary that keeps the tone as serious and accurate as possible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th></th>
</tr>
</thead>
</table>
| Daily Language Activities TE pg. 657I, 657J  
Comparing with Good and Bad  
Grammar Transparency 121, 122  
Mechanics and usage: Forming Regular Comparative and Superlative Adjectives  
Irregular Comparative and Superlative Adjectives |  |

ELA Standards: P.A.S.S. standards  
**Identify and list standards and objectives**
<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Word Work</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Background</td>
<td>Phonics TE pg. 687 E</td>
<td>Comprehension TE pg. 665A-665B</td>
</tr>
<tr>
<td>Read Aloud pg. 663 “The Golden Wish”</td>
<td>Decode Words with Final /in/</td>
<td>Strategy: Analyze Story Structure</td>
</tr>
<tr>
<td>RAA pg. 105</td>
<td>Spelling Words TE pg. 687G, 687H</td>
<td>Skill: Cause and Effect</td>
</tr>
<tr>
<td>Expand Vocabulary</td>
<td>robin, cousin, ridden, button, woven, common,</td>
<td>PB pg. 187</td>
</tr>
<tr>
<td>Vocabulary Building Activities</td>
<td>bacon, raisin, proven, reason, cannon, often, cotton,</td>
<td>“In Search of Gold” pg. 664-665</td>
</tr>
<tr>
<td>TE pg. 687F</td>
<td>muffin, penguin, sunken, widen, skeleton, eleven,</td>
<td>Strategy: Analyze Story Structure</td>
</tr>
<tr>
<td>“Talk About It” pg. 663</td>
<td>wooden</td>
<td>Skill: Cause and Effect</td>
</tr>
<tr>
<td></td>
<td>Review Words</td>
<td>PB pg. 188</td>
</tr>
<tr>
<td></td>
<td>medal, pupil, paddle</td>
<td>“The Gold Rush Game” pg. 666-679</td>
</tr>
<tr>
<td></td>
<td>Challenge Words</td>
<td>Genre: Science Fiction</td>
</tr>
<tr>
<td></td>
<td>violin, vitamin</td>
<td>Social Studies Link: Nonfiction Article</td>
</tr>
<tr>
<td></td>
<td>Suffix</td>
<td>Time Line pg. 682</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB pg. 190</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Gold!” pg. 682-685</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words in Context pg. 664</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reference, circular, prospectors, outstretched, disappointment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>glinted, annoyed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB pg. 186</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Parts/ Suffixes, TE pg. 687D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB pg. 191</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Language TE pg. 665A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analyze, structure, cause, effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content Vocabulary pg. 682</td>
</tr>
<tr>
<td></td>
<td></td>
<td>precious, historians, environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeated Reading: Intonation/Pausing TE pg. 681A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read accurately with proper phrasing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transparency 26 Explain/Model</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB 189</td>
</tr>
</tbody>
</table>

**4th Grade**  
**Week 6.1**  
**The Gold Rush Game**  
**Whole Group (Grade Level Text)**  
30-45 Minutes  
Direct Instruction  
Treasures Core Reading Program  

**Modeled/Shared Reading**  
Read Aloud: “The Golden Wish”
## Small Group Differentiated Instruction

45-60 Minutes Daily  15-20 Minutes Per Group  Teacher Directed Explicit Instruction

### Group 1: Above / On-Level

- **Leveled Reader**
  - "Towns of the West" (on)
  - TE pg. 687R
  - "The Story of San Francisco" (beyond)
  - TE pg. 687T

- **Extend Vocabulary**
  - Vocabulary Building Activities
  - TE pg. 687F

- **Above/On-Level Passages**
  - Library Resources

### Group 2: Approaching / Strategic

- **Leveled Reader**
  - TE pg. 687P

- **Phonics**
  - TE pg. 687M

- **Extend Vocabulary**
  - Decodable passages pg. 30
  - (Teacher’s Resource Book)

### Group 3: Intensive / Below

- **Word Work**
  - Robin, cousin, ridden, button, woven, common, bacon, raisin, proven, reason, cannon, often, cotton, muffin, penguin, sunken, widen, skeleton, eleven, wooden

### Group 4: Intensive / Far Below

- **Word Work**
  - Robin, cousin, ridden, button, woven, common, bacon, raisin, proven, reason, cannon, often, cotton, muffin, penguin, sunken, widen, skeleton, eleven, wooden

### Literacy Centers

15-20 Minutes Per Group  Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Reading</td>
<td>Group 1</td>
</tr>
<tr>
<td>Read a Science fiction story and identify cause-and-effect relationships TE pg. 662R</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Group 2</td>
</tr>
<tr>
<td>Use a dictionary to find definitions of vocabulary words TE pg. 662R</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Group 3</td>
</tr>
<tr>
<td>Identify letters that make the schwa +n (/ən/) sound. TE pg. 662R</td>
<td></td>
</tr>
<tr>
<td>Word Study</td>
<td>Group 4</td>
</tr>
<tr>
<td>Make a list of details about a place in your community and write interview questions about your community. TE pg. 662S</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>Partner Fluency Activity TE pg. 662R PB pg. 189</td>
<td></td>
</tr>
</tbody>
</table>

### Whole Group Wrap-Up

10 Minutes

- Review
- Closure to lesson
- Ticket Out - Check for Understanding
### Strategic Intervention

**30-45 Minutes Daily**  
**Teacher Directed Explicit Instruction**  
**All Students At-Risk for Reading Difficulties**

### Intensive Intervention

**30 Minutes**  
**Teacher Directed Explicit Instruction**  
**All Students High At-Risk for Reading Difficulties**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Expository Writing</th>
<th>Writing a Strong Conclusion TE pg. 686-687B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Write a short magazine article with topic sentences, details, and a strong conclusion.</td>
</tr>
<tr>
<td>ELA Standards: P.A.S.S. standards</td>
<td><strong>Apply Vocabulary</strong></td>
<td>Use strong, lively vocabulary to create a strong article and conclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar</strong></th>
<th></th>
<th><strong>Adverbs:</strong> How to Identify Adverbs and the 3 questions (how, when, or where) they answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Language Activities TE pg. 687I, 687J</td>
<td><strong>Mechanics and usage:</strong> Correct use of Adverbs-Good vs Well</td>
<td></td>
</tr>
<tr>
<td>Grammar Transparencies 126, 127, 128</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Modeled/Shared Reading

**Read Aloud:**
- "Darkness Is My Friend" **Oral Language**
- Build Background

**Read Aloud pg. 689**
- "Darkness Is My Friend" RAA pg. 689

**Expand Vocabulary**
- Vocabulary Building Activities TE pg. 717 F
- "Talk About It" pg. 689

**Word Work**
- Phonics TE pg. 717E
- Homophones/Antonyms
  - Identify and distinguish homophones and antonyms. PB pg. 199

**Spelling Words pg. TE pg. 717G, 717 F**
- root, prints, weighed, tale, we've, patience, wade, weave, bolder, tail, whose, doe, prince, route, mousse, dough, who's, patients, moose, boulder

**Review Words**
- cotton, muffin, eleven

**Challenge Words**
- straight, strait

**Suffix**

---

### Reading

**Comprehension TE pg. 691A & 691B**

**Strategy:** Analyze Story Structure
- **Skill:** Theme
  - PB pg. 194
  - “The Country Mouse and the City Mouse” pg. 690-691

**Strategy:** Analyze Story Structure
- **Skill:** Theme
  - PB pg. 195
  - “The Cricket in Times Square” pg. 692-709
  - “Genre: Fantasy”

**Science: Links**
- Editorials/Advertisement pg. 712
  - PB pg. 197
  - “The Chance of a Lifetime” pg. 712-715

**Vocabulary**
- Words in Context pg. 690
  - wistfully, jumble, eavesdropping, scornfully, scuffing, logical, acquaintance
  - PB pg. 193

**Strategy:** Context Clues/Paragraph Clues pg. 691
  - PB pg. 198

**Academic Language TE pg. 691A**
- analyze, structure, theme

**Content Vocabulary pg. 712**
- colony, echolocation, insecticides

**Fluency**
- Repeated Reading: Punctuation TE pg. 711A
- Fluency Transparency 27 Explain/Model
  - PB pg. 196
### Small Group Differentiated Instruction

*45-60 Minutes Daily  15-20 Minutes Per Group  Teacher Directed Explicit Instruction*

<table>
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<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader</td>
<td>Leveled Reader pg. 717P</td>
<td>Word Work</td>
<td>Word Work</td>
</tr>
<tr>
<td>“The Tiger-Stripe Potion” (on) TE pg. 717R</td>
<td>“In the Land of the Giants”</td>
<td>root, prints, weighed, tale, we’ve, patience, wade, weave, bolder, tail, whose, doe, prince, route, mousse, dough, who’s, patients, moose, boulder</td>
<td></td>
</tr>
<tr>
<td>“The Wood Sprite” (beyond) TE pg. 717T</td>
<td>Phonics pg. 717M</td>
<td>Phonics Lessons</td>
<td>Phonics Lessons</td>
</tr>
<tr>
<td>“The Chance of a Lifetime” TE pg. 717Q</td>
<td>Decode Homophones</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extend Vocabulary</strong></td>
<td><strong>Decodable Passages pg. 31</strong> (Teacher Resource Book)</td>
<td><strong>Library Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Building Activities TE pg. 717P</td>
<td><strong>Above/On-Level Passages Library Resources</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Literacy Centers

*15-20 Minutes Per Group  Small-Group or Independent Practice to Reinforce Key Skills*

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a fantasy story to read and identify the theme of a Fantasy story. TE pg. 688I</td>
<td>Content Literacy: Science/Social Studies: Endangered Species and Wildlife Symbols TE pg. 688J</td>
<td>Write a paragraph using Context Clues. TE pg. 688I</td>
<td>Make a list of homophones TE pg. 688I</td>
<td>Animal Madness? and Zoo Favorites TE pg. 688J</td>
<td>Partner Fluency Activity TE pg. 688I PB pg. 196</td>
</tr>
</tbody>
</table>
### Whole Group Wrap-Up

*10 Minutes*

- Review
- Closure to lesson
- Ticket Out - Check for Understanding

### Strategic Intervention

*30-45 Minutes Daily*  
*Teacher Directed Explicit Instruction*  
*All Students At-Risk for Reading Difficulties*

### Intensive Intervention

*30 Minutes*  
*Teacher Directed Explicit Instruction*  
*All Students High At-Risk for Reading Difficulties*

### Writing

*Expository Writing/Facts and Opinion TE pg. 717-717B*

Write a News Article about an animal outside its habitat. Follow “Features of a News Article Chart”.

*Writing Transparency 105 (5 w’s Chart)*

#### Apply Vocabulary

Use vocabulary that is informative and interesting.

### Grammar

*Daily Language Activities pg. TE pg. 717I, 717J*

- Introduce Adverb Comparison
- Grammar Transparencies 131-133

Mechanics and usage: Correct usage of Comparative and Superlative adverbs.
**Oral Language**

- **Build Background**
- **Read Aloud 719**
  - "Mary Anning and the Sea Dragon"
  - RAA pg. 114
- **Expand Vocabulary**
- **Vocabulary Building Activities** TE pg. 729F
- **“Talk About It”** 719

**Word Work**

- **Phonics** TE pg. 729E
- Decode words with Prefixes

**Spelling Words** pg. TE 729G, 729H
- discouragement, mislead, unable, disappoint, misstep, unplug, disbelief, misnumber, uncertain, distrust, nonfat, uncomfortable, disloyal, nonfiction, uncover, misplace, nonsense, unclean, mislabel, nonstop

**Review Words**
- prince, weighed, bolder

**Challenge Words**
- mishap, unravel

**Suffix**
- Words with suffixes -dis, -non, -un, and -dis
  - TE pg. 729E

**Reading**

- **Comprehension** 721A & 721B
  - **Strategy:** Monitor Comprehension
  - **Skill:** Make Generalizations
  - PB pg. 201
  - “Amber: Nature’s Time Capsule” pg. 720-721
  - **Strategy:** Monitor Comprehension
  - **Skill:** Make Generalizations
  - PB pg. 202
  - “Meet a Bone-ified Explorer” pg. 722-725
  - **Genre:** Nonfiction Article
  - **Research Activity**
  - Maintain Skill: Cause and Effect
  - TE pg. 725A
  - Research and Study Skills
  - Functional Documents TE pg. 725B
  - **Test Feature:** On My Own
  - Connect and Compare
  - “Out on a Limb” pg. 726-727

**Vocabulary**

- **Words in Context** TE pg. 729C, 729D
  - paleontologist, stumbled upon, fossil, inspected
  - PB pg. 204
- **Academic Language** TE pg. 721A, 721B
  - monitor, comprehension, generalizations
  - PB pg. 201
- **Content Vocabulary/Test Prep pg. 726**
  - Right There, Think and Search, Author and Me

**Fluency**

- **Repeated Reading:** Punctuation TE pg. 725A
  - Transparency 28 Explain/Model
  - PB pg. 203
Small Group Differentiated Instruction
45-60 Minutes Daily  15-20 Minutes Per Group  Teacher Directed Explicit Instruction

<table>
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<td><strong>Approaching / Strategic</strong></td>
<td><strong>Intensive / Below</strong></td>
<td><strong>Intensive / Far Below</strong></td>
</tr>
<tr>
<td>Leveled Reader</td>
<td>Leveled Reader TE pg. 729P</td>
<td>Word Work</td>
<td>Word Work</td>
</tr>
<tr>
<td>“Discovering Tutankamen” (on) TE pg. 729R</td>
<td>“Discovering Pompeii”</td>
<td>discouraged, mislead, unable, disappoint, misstep, unplug, disbelief, misnumber, uncertain, distrust, nonfat, uncomfortable, disloyal, nonfiction, uncover, misplace, nonsense, unclean, mislabel, nonstop</td>
<td></td>
</tr>
<tr>
<td>“Dinosaur Sue Tale of a T. Rex” (beyond) TE pg. 729T</td>
<td>Phonics TE pg. 729M</td>
<td>Decodable Passages pg. 34-35</td>
<td></td>
</tr>
<tr>
<td>Extend Vocabulary</td>
<td>Decodes words with prefixes, -dis, -non, -un</td>
<td>(Teacher’s Resource Book)</td>
<td></td>
</tr>
<tr>
<td>Above/On-Level Passages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Resources</td>
<td></td>
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</tr>
</tbody>
</table>

Literacy Centers
15-20 Minutes Per Group  Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Writing</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take notes as you read about an explorer or a discovery TE pg. 718I</td>
<td>Content Literacy: Science /Social Studies: “Tree Parts” and “Trees are Important” TE pg. 718J</td>
<td>Use a dictionary to learn the correct pronunciation in words. TE pg. 718I</td>
<td>Identify prefixes in words. TE pg. 718I</td>
<td>“Personal Essay” and “Current Events” TE pg. 718J</td>
<td>Partner Fluency Activity TE pg. 718I PB pg. 203I</td>
</tr>
</tbody>
</table>

Whole Group Wrap-Up
10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding
<table>
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<tr>
<th><strong>Strategic Intervention</strong></th>
<th>30-45 Minutes Daily</th>
<th>Teacher Directed Explicit Instruction</th>
<th>All Students At-Risk for Reading Difficulties</th>
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<tr>
<td><strong>Intensive Intervention</strong></td>
<td>30 Minutes</td>
<td>Teacher Directed Explicit Instruction</td>
<td>All Students High At-Risk for Reading Difficulties</td>
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</table>

### Writing
- **Personal Essay/Expository Report TE pg. 729-729B**
  - Write a personal essay about a time when you had to face a new situation. Describe your feelings before and after.
- **Apply Vocabulary**
  - Use vocabulary that relates information in a relevant and interesting manner.

### Grammar
- **Daily Language Activities TE pg. 729I-729J**
  - Introduce Negatives
  - Transparencies 136-138
  - Mechanics and Usage: Correcting Double Negatives

### ELA Standards: P.A.S.S. standards
- **Identify and list standards and objectives**
### Oral Language
- Build Background
- Read Aloud pg. 731 “The Flying Fool” RAA pg. 120
- Expand Vocabulary Vocabulary Building Activities TE pg. 757F
- “Talk About It” pg. 731

### Word Work

#### Phonics
- Decode Words with Suffixes
  - -ly, -y, -ful, -less, -ness
  - TE pg. 757E

#### Spelling Words pg. 757G - 757H
- spotless, handful, purely, sunny, lifeless, sickness, furry, illness, joyfully, really, hopefully, aimless, hairy, happiness, breathless, barely, goodness, certainly, tasteless, sorrowful

#### Review Words
- disappoint, nonfat, misnumber

#### Challenge Words
- superbly, successful

#### Suffix
- Words with -ly, -y, -ful, -less, -ness
  - TE pg. 757E

### Reading

#### Comprehension pg. 733A & 733B
- Strategy: Monitor Comprehension
  - Skill: Author’s Perspective
  - PB pg. 208
- “Take Off” pg. 732-733
- Strategy: Monitor Comprehension
  - Skill: Author’s Perspective
  - PB pg. 209
- “My Brother’s Flying Machine” pg. 734-751
  - Genre: Narrative Nonfiction

#### Maintain Skill: Fact and Opinion TE pg. 753B

#### Text Feature: Poetry: Narrative Poem

#### Literary Elements: Repetition and Personification pg. 754
- PB pg. 211
- “Brave New Heights” pg. 754-755

#### Vocabulary
- Words in Context TE pg. 757C, 757D
  - applauded, headlines, unstable, glider, wingspan, assured, hoisting
  - Strategy: Word parts: Inflected Endings
  - TE pg. 757D
  - PB pg. 212

#### Academic Language TE pg. 733A
- monitor, comprehension, perspective
- Content Vocabulary pg. 754
- Genre: Narrative Poem, Repetition, Personification, Simile, Metaphor
  - Vocabulary Review TE pg. 757F

#### Fluency
- Repeated Reading: Tempo TE pg. 753A
- Transparency 29 Explain/Model
  - PB pg. 210
**Small Group Differentiated Instruction**

45-60 Minutes Daily  
15-20 Minutes Per Group  
Teacher Directed Explicit Instruction

<table>
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</tr>
</tbody>
</table>
| Leveled Reader  
“Against the Wind: James H. Banning” (on) TE pg. 757R “Women in Flight” (beyond) TE pg. 757T  
“Brave New Heights” TE pg. 757 S | Leveled Reader TE pg. 757P  
“Riding the Wind: Amelia Earhart” | **Word Work**  
spotless, handful, purely, sunny, lifeless, sickness, furry, illness, joyfully, really, hopefully, aimless, hairy, happiness, breathless, barely, goodness, certainly, tasteless, sorrowful | **Word Work**  
spotless, handful, purely, sunny, lifeless, sickness, furry, illness, joyfully, really, hopefully, aimless, hairy, happiness, breathless, barely, goodness, certainly, tasteless, sorrowful |
| **Extend Vocabulary**  
Decodable Passages pg. 36-37 (Teacher Resource Book) | **Phonics TE pg. 757M**  
Decode words with suffixes  
Decodable Passages pg. 36-37 (Teacher Resource Book) | **Phonics Lessons**  
**Decode Words with Suffixes** |

**Literacy Centers**

15-20 Minutes Per Group  
Small-Group or Independent Practice to Reinforce Key Skills

<table>
<thead>
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<th>Comprehension</th>
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</tr>
</thead>
</table>
| Make a list of character traits as you are reading a biography or an autobiography. TE pg. 730I | **Content Literacy:**  
Science/Social Studies  
Landforms and History Comes to Life. TE pg. 730J | Write words with -ed  
TE pg. 730 II | Write words with word endings  
TE pg. 730I | “The Future and You” TE pg. 730J  
“A Job Interview” TE pg. 730I | Partner Fluency Activity  
TE pg. 730I  
PB pg. 210 |

**Whole Group Wrap-Up**

10 Minutes

Review  
Closure to lesson  
Ticket Out - Check for Understanding

**Strategic Intervention**
<table>
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<th>30-45 Minutes Daily</th>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
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<tr>
<td></td>
<td>Write an Interview/Important Details TE pg. 756-757B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use “Features of an Interview” chart and Writing Transparency 113</td>
<td></td>
</tr>
<tr>
<td><strong>Apply Vocabulary</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Use exact words that are informative. An interview can be entertaining as well as entertaining</td>
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</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
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<tr>
<td></td>
<td>Daily Language Activities TE pg. 757I, 757J</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce Prepositions and Prepositional Phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanics and Usage: Review Use, Punctuation and Capitalization of Quotations</td>
<td></td>
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**ELA Standards: P.A.S.S. standards**

*Identify and list standards and objectives*
4th Grade

Week 5 6.5  The Life and Times of the Ant

TE = Teacher Edition  Whole Group (Grade Level Text)
PB = Student Practice Book (workbook)  30-45 Minutes  Direct Instruction  Treasures Core Reading Program
RRA = Read Aloud Anthology

Follow the “Suggested Lesson Plan” pages before each story for more detail and page number explanation.

Modeled/Shared Reading
Read Aloud: “Ant Jokes and Riddles”

Oral Language
Build Background
Read Aloud pg. 759
“Ant Jokes and Riddles” RAA pg. 126
Expand Vocabulary
Vocabulary Building Activities TE pg. 783F
“Talk About It” pg. 759

Word Work
Phonics
Decode Words with /or/ and /ear/
TE pg. 783E

Spelling Words TE pg. 783G - 783H
burrow, perhaps, concern, furnace, purchase, service, concert, nervous, eastern, lantern, modern, whirlwind, thirsty, capture, surprise, disturb, merchant, persuade, alert, survive,

Review Words
really, handful, goodness

Challenge Words
survey, emerge

Suffix

Reading
Comprehension TE pg. 761A-& 761B
Strategy: Analyze Text Structure
Skill: Description
PB pg. 215
“Amazing Ants” pg. 760-761
Strategy: Analyze Text Structure
Skill: Description
PB pg. 216
“The Life and Times of the Ant” pg. 762-765
Genre: Informational Nonfiction
Research Activity
Maintain Skill: Summarizing Important and Unimportant Information
TE pg. 777B
Fable-Characters and Morals TE pg. 778
Connect and Compare pg. 781
PB pg. 218
Vocabulary
Words in Context pg. 760, TE pg. 783C
astronomer, nutrients, investigates, prehistoric, solitary, overcome, territory, communications
Strategy: Word Parts/Greek Roots TE pg. 783C
PB pg. 219
Academic Language TE pg. 761A
analyze, structure, description
Content Vocabulary pg. 778
fable, characters, moral
“The Ant and the Grasshopper” pg. 778-781
Genre: Fable

Fluency Repeated Reading: Pausing TE pg. 777A  Transparency 30  Explain/Model
PB pg. 217
## Small Group Differentiated Instruction

**45-60 Minutes Daily**  
**15-20 Minutes Per Group**  
**Teacher Directed Explicit Instruction**

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| Leveled Reader  
“Grasshoppers and Crickets” (on) TE pg. 783R  
“Beetles” (beyond)  
TE pg. 783T  
“The Ant and the Grasshopper”  
TE pg. 783S | Leveled Reader  
TE pg. 783P  
“Butterflies and Moths”  
Phonics pg. 783M  
Decodable Passages pg38-39  
(Teacher Resource Book) | Word Work  
burrow, perhaps, concern, furnace, purchase, service, concert, nervous, eastern, lantern, modern, whirlwind, thirsty, capture, surprise, disturb, merchant, persuade, alert, survive  
Phonics Lessons | Word Work  
burrow, perhaps, concern, furnace, purchase, service, concert, nervous, eastern, lantern, modern, whirlwind, thirsty, capture, surprise, disturb, merchant, persuade, alert, survive  
Phonics Lessons |

### Literacy Centers

**15-20 Minutes Per Group**  
**Small-Group or Independent Practice to Reinforce Key Skills**

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</table>
| Choose a book to read and identify descriptive details from the book.  
TE pg. 758I | Content Literacy:  
Science/Social Studies  
Being Healthy and History Lesson  
TE pg. 758J | It's All Greek to Me  
TE pg. 758I | Words with /er/  
TE pg. 758I | Write a Summary  
TE pg. 758J  
Look, Up in the Sky!  
TE pg. 758J | Partner Fluency Activity  
TE pg. 758I  
PB pg. 217 |

### Whole Group Wrap-Up

**10 Minutes**  
Review  
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**Writing**
Write a Summary/Beginning, Middle, End TE pg. 782-783B
Use Features of a Summary Chart and Writing Transparency 117 and 120
Take notes, list main idea and important details, from an article, or a chapter in a book, then write a summary from your notes, with a good beginning, middle, and end.
*Apply Vocabulary*

**Grammar**
Daily Language Activities pg. TE 783I, 783J
Combining sentences with Prepositions (Introduce, Teach, and Review Concept)
Mechanics and Usage: Review Capitalization and Punctuation. (End punctuation, commas, capitalize proper nouns, adjectives, and sentence beginnings)

**ELA Standards: P.A.S.S. standards**
*Identify and list standards and objectives*