

WEEKLY OVERVIEW

Build Knowledge

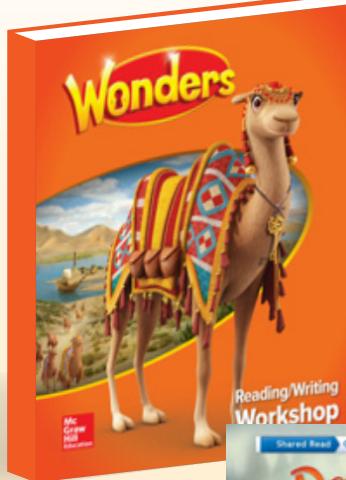
Traditions



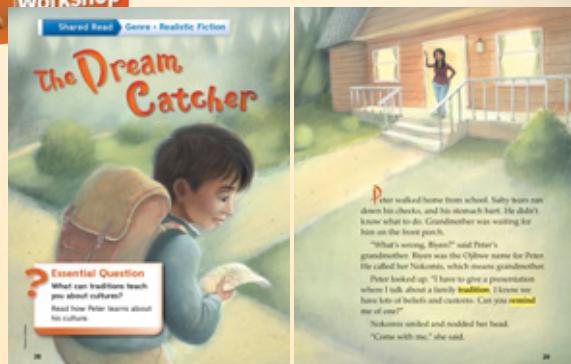
Essential Question:
What can traditions teach you about cultures?

Teach and Model

Close Reading and Writing



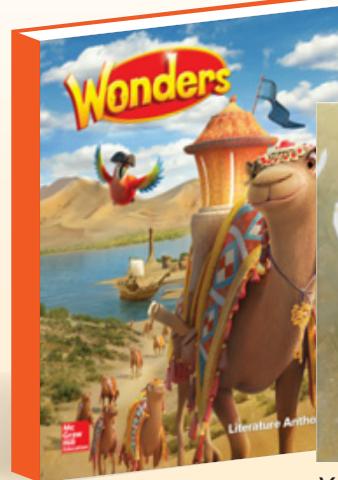
Reading/Writing Workshop



"The Dream Catcher," 38–43
Genre Realistic Fiction Lexile 470 ETS *TextEvaluator* 16

Practice and Apply

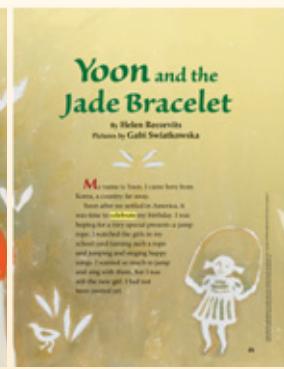
Close Reading and Writing



Literature Anthology



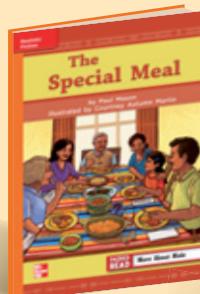
Yoon and the Jade Bracelet, 34–39
Genre Realistic Fiction Lexile 480 ETS *TextEvaluator* 26



"Family Traditions," 54–57
Genre Expository Text Lexile 480 ETS *TextEvaluator* 20



Differentiated Texts



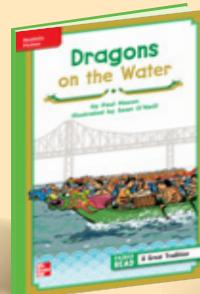
APPROACHING

Lexile 380
ETS *TextEvaluator* 28



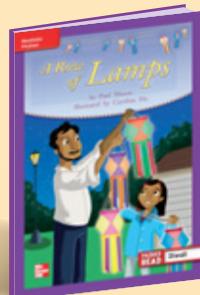
ON LEVEL

Lexile 410
ETS *TextEvaluator* 31



BEYOND

Lexile 700
ETS *TextEvaluator* 43



ELL

Lexile 310
ETS *TextEvaluator* 23

Leveled Readers

Extended Complex Texts



The Boxcar Children
Genre Fiction
Lexile 490L
ETS *TextEvaluator* 14

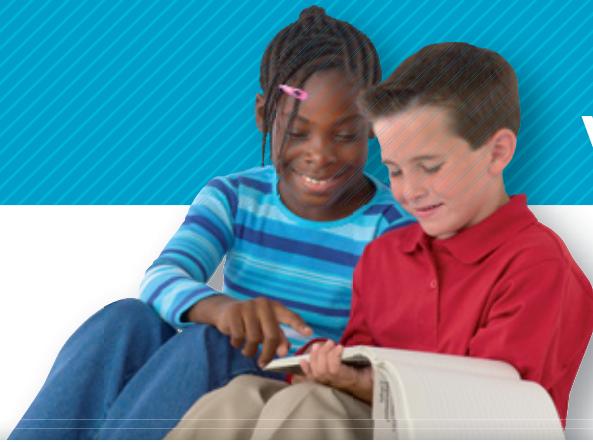


The Stories Julian Tells
Genre Fiction
Lexile 520L
ETS *TextEvaluator* 12

Classroom Library

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Student Outcomes



Close Reading of Complex Text

- Cite relevant evidence from text
- Describe character, setting, plot; sequence
- Visualize

Writing

Write to Sources

- Draw evidence from literature
- Write narrative texts
- Conduct short research on contributions of different cultures

Writing Process

- Draft and Revise a Friendly Letter

Speaking and Listening

- Engage in collaborative discussions about traditions
- Paraphrase portions of “Ready for Aloha!” and presentations on traditions
- Present information on traditions

Language Development

Conventions

- Distinguish commands and exclamations

Vocabulary Acquisition

- Acquire and use academic vocabulary

celebrate	courage	disappointment	precious
pride	remind	symbol	tradition
- Use context clues to understand the meaning of a word

Foundational Skills

Phonics/Word Study

- Short vowels e, o, u
- Inflectional endings

Spelling Words

step	mess	head	crops
stop	rock	clock	sock
pond	jumps	shut	luck
slump	bugs	mug	

Fluency

- Phrasing



Professional Development

- See lessons in action in real classrooms.
- Get expert advice on instructional practices.
- Collaborate with other teachers.
- Access PLC Resources.



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INSTRUCTIONAL PATH

1

Talk About Traditions

Guide students in collaborative conversations.

Discuss the essential question: *What can traditions teach you about cultures?*

Develop academic language.

Listen to “Ready for Aloha” and discuss the story.



2

Read “The Dream Catcher”

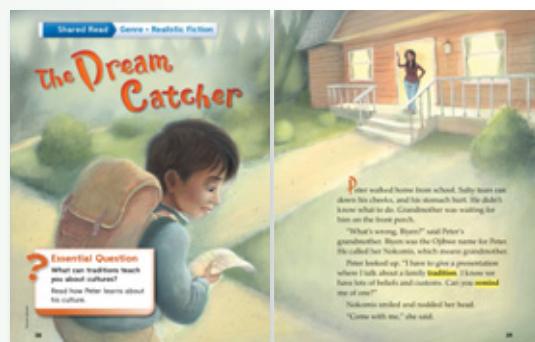
Model close reading with a short complex text.

Read

“The Dream Catcher” to learn how a family shares a special tradition from Hawaii, citing text evidence to answer text-dependent questions.

Reread

“The Dream Catcher” to analyze text, craft, and structure, citing text evidence.



3

Write About “The Dream Catcher”

Model writing to a source.

Analyze a short response student model.

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



4

Read and Write About *Yoon and the Jade Bracelet*



Practice and apply close reading of the anchor text.

Read

Read *Yoon and the Jade Bracelet* to find out what tradition taught her.

Reread

Reread *Yoon and the Jade Bracelet* and use text evidence to understand how the author uses text, craft, and structure to develop a deeper understanding of the story.

Write a short response about *Yoon and the Jade Bracelet*.

Integrate

Information about traditions you have read about..

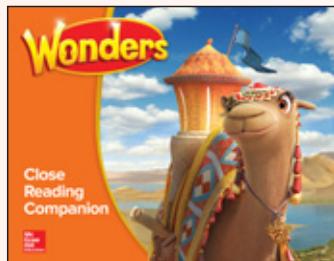
Write to Two Sources, citing text evidence from *Yoon and the Jade Bracelet* and "Family Traditions."



5

Independent Partner Work

Gradual release of support to independent work



- Text-Dependent Questions
- Scaffolded Partner Work
- Talk with a Partner
- Cite Text Evidence
- Complete a sentence frame.
- Guided Text Annotation

6

Integrate Knowledge and Ideas

Connect Texts

Text to Text Discuss how each of the texts answers the question: What can traditions teach you about cultures?

Text to Photography Compare family traditions in the texts read with the photograph.

Conduct a Short Research Project

Prepare a web that lists contributions about a culture.

DEVELOPING READERS AND WRITERS

Write to Sources



Day 1 and Day 2

Build Writing Fluency

- Quick write on "The Dream Catcher," p. T96

Write to a Source

- Analyze a student model, p. T96
- Write about "The Dream Catcher," p. T97
- Apply Writing Trait: Descriptive Details, p. T96
- Apply Grammar Skill: Commands and Exclamations, p. T97



Day 3

Write to a Source

- Write about *Yoon and the Jade Bracelet*, independent practice, p. T93
- Provide scaffolded instruction to meet student needs, p. T98



Day 4 and Day 5

Write to Two Sources

- Analyze a student model, pp. T98-T99
- Write to compare *Yoon and the Jade Bracelet* with "Family Traditions," p. T99

WEEK 1: PREWRITE

WEEK 2: DRAFT AND REVISE

WEEK 3: PROOFREAD/EDIT, PUBLISH, EVALUATE



Go
Digital

Genre Writing: Narrative Text

Friendly Letter

Draft

- Discuss the student draft model
- Students write their drafts

Revise

- Discuss the revised student model
- Students revise their drafts

Revised Student Model • Friendly Letter • 6

A Letter to Phil

By James B.

2265 Harbor Road
Boca Raton, FL 33498
March 11, 2011

I hope you're enjoying college. I'm having a great school year! I've been getting good grades & just got the lead role in the play that will take place this spring. The reason I'm writing is to tell you about a project we did in science class a few weeks ago. We grew a crystal garden. You always helped me with my science homework, so I thought you would like to hear about it.

We started by placing small pieces of a sponge in a glass pan. We sprinkled water on the sponges so that they were damp. We mixed salt and water until no more salt would dissolve into the water. We then poured the mixture over the sponges. Since we wanted a colorful crystal garden, we sprinkled different food colorings on different sponges. We sprinkled a little bit more salt over our garden. Set it on a cabinet.

Over the next few weeks, we watched our colorful crystals grow. They started out very tiny. Now our crystal garden is fully grown. They look like red, blue, yellow, green, and purple gem stones.

Unit 1 • Friendly Letter

Revised Student Model



Student Draft



Revise checklist

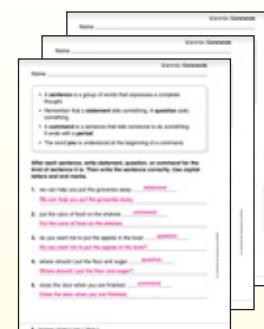
Grammar and Spelling Resources



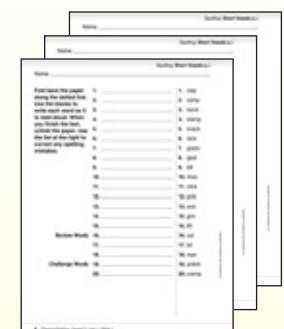
Reading/Writing Workshop
Grammar Handbook
p. 474



Online Spelling
and Grammar Games



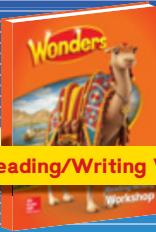
Grammar Practice,
pp. 6–10



Phonics/Spelling Practice,
pp. 7–12

Online PDFs

SUGGESTED LESSON PLAN

	READING	DAY 1	DAY 2
Whole Group	Teach, Model and Apply  Reading/Writing Workshop	Core Introduce the Concept T76-T77 Vocabulary T80-T81 Close Reading "The Dream Catcher" T82-T85	Close Reading "The Dream Catcher" T82-T85 Strategy Visualize, T86-T87 Skill Sequence, T88-T89 Vocabulary Strategy Context Clues, T92-T93
	Options Listening Comprehension T78-T79	Genre Realistic Fiction, T90-T91	
LANGUAGE ARTS			
Whole Group	Writing Grammar	Core Grammar Commands and Exclamations, T100 Spelling Short Vowels e, o, u, T102 Build Vocabulary T104	Write About the Text Model Note-Taking and Write to a Prompt, T96-T97 Grammar Commands and Exclamations, T100 Build Vocabulary T104
	Spelling Build Vocabulary	Options Write About the Text Writing Fluency, T96 Genre Writing Friendly Letter: Draft, T354	Genre Writing Friendly Letter: Teach the Minilesson, T354 Spelling Short Vowels e, o, u, T102
 Writing Process: Narrative: Friendly Letter T352-T357 Use with Weeks 1-3			

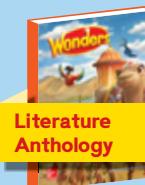
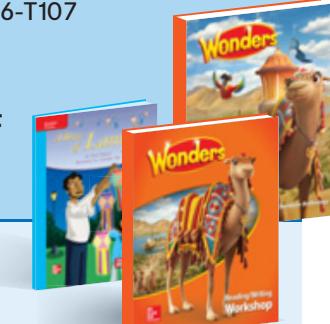
	Differentiated Instruction	Use your data dashboard to determine each student's needs. Then select instructional supports options throughout the week.
Small Group	APPROACHING LEVEL	ON LEVEL
	Leveled Reader <i>The Special Meal</i> , T108-T109 "More About Mole," T109 Literature Circles, T109 <p>Phonics/Decoding</p> <p>Decode Words with Short Vowel <i>u</i>, T110 TIER 2</p> <p>Build Words with Short Vowels <i>e, o, u</i> T110 TIER 2</p> <p>Practice Short Vowels <i>e, o, u</i>, T111 Inflectional Endings, T111</p>	Vocabulary • High-Frequency and Vocabulary Words, T112 TIER 2 Answer Choice Questions Context Clues: Sentence Clues, T113 <p>Comprehension</p> <ul style="list-style-type: none"> Identify a Sequence of Events, T114 TIER 2 Review Character, Setting, Plot: Sequence T115 Self-Selected Reading, T115 <p>Fluency</p> Phrasing and Intonation, T114 TIER 2



CUSTOMIZE YOUR OWN LESSON PLANS

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WEEK 2

DAY 3	DAY 4	DAY 5
Close Reading <i>Yoon and the Jade Bracelet</i> , T93A-T93T 	Fluency T95 Close Reading "Family Traditions," T93U-T93X Integrate Ideas Research and Inquiry T106-T107	Integrate Ideas T106-T107 <ul style="list-style-type: none"> Text Connections Research and Inquiry Weekly Assessment 
Phonics/Decoding T94-T95 <ul style="list-style-type: none"> Short Vowels e, o, u Inflectional Endings 	Close Reading <i>Yoon and the Jade Bracelet</i> , T93A-T93T	
Grammar Commands and Exclamations T101	Write About Two Texts Model-Note Taking and Taking Notes T98	Write About Two Texts Analyze Student Model and Write to the Prompt, T99 Spelling Short Vowels e, o, u, T103
Write About the Text T98 Genre Writing Friendly Letter, Revise, T355 Spelling Short Vowels e, o, u, T103 Build Vocabulary T105	Genre Writing Friendly Letter: Teach the Minilesson, T355 Grammar Commands and Exclamations T101 Spelling Short Vowels e, o, u, T103 Build Vocabulary T105	Genre Writing Friendly Letter: Peer Conference, T355 Grammar Commands and Exclamations T101 Build Vocabulary T105



Writing Process: Narrative: Friendly Letter T352-T357 Use with Weeks 1-3

BEYOND LEVEL	ENGLISH LANGUAGE LEARNERS
Leveled Reader <i>Dragons on the Water</i> , T120-T121 <i>"A Great Tradition,"</i> T121 Literature Circles, T121 Vocabulary Review Domain-Specific Words, T122 <ul style="list-style-type: none"> Context Clues: Sentence Clues, T122 Analyze, T122 	Comprehension Review Character, Setting, Plot: Sequence, T123 <ul style="list-style-type: none"> Self-Selected Reading, T123 Independent Study, T123  Shared Read <i>"The Dream Catcher,"</i> T124-T125 Leveled Reader <i>A Row of Lamps</i> , T126-T127 <i>"Diwali,"</i> T127 Literature Circles, T127 Phonics/Decoding Decode Words with Short Vowel u, T110 Build Words with Short Vowels e, o, u T110 Practice Short Vowels e, o, u, T111 Inflectional Endings, T111

DIFFERENTIATE TO ACCELERATE



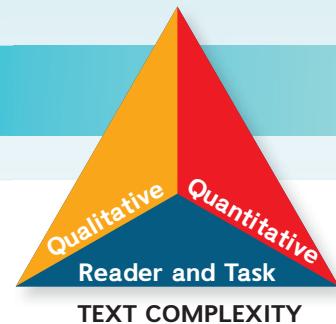
Scaffold to Access Complex Text

IF

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

THEN

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



	Reading/Writing Workshop	Literature Anthology	Leveled Readers	Classroom Library	
Quantitative	<p><i>"The Dream Catcher"</i> Lexile 470 <i>TextEvaluator™</i> 16</p> <p><i>"Family Traditions"</i> Lexile 480 <i>TextEvaluator™</i> 20</p>	<p><i>Wonders</i></p>	<p>Approaching Level Lexile 380 <i>TextEvaluator™</i> 28</p> <p>Beyond Level Lexile 700 <i>TextEvaluator™</i> 43</p>	<p>On Level Lexile 410 <i>TextEvaluator™</i> 31</p> <p>ELL Lexile 310 <i>TextEvaluator™</i> 23</p>	<p><i>The Stories Julian Tells</i> Lexile 520 <i>TextEvaluator™</i> 12</p> <p><i>The Boxcar Children #1</i> Lexile 490 <i>TextEvaluator™</i> 14</p>
Qualitative	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Prior Knowledge Social Studies T85 Genre Realistic Fiction T91 <p>ACT See Scaffolded Instruction in Teachers Edition T85 and T91.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Genre Realistic Fiction T93A-T93B, T93I; Dialogue T93C; Expository Text T93W Prior Knowledge Language T93E Purpose Theme T93G Specific Vocabulary Descriptive Language T93M Connection of Ideas Make Inferences T93K, T93M, T93O; Synthesize T93U-T93V <p>ACT See Scaffolded Instruction in Teachers Edition T93A-T93W.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Specific Vocabulary Sentence Structure Connection of Ideas Genre <p>ACT See Level Up lessons online for Leveled Readers.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Genre Specific Vocabulary Prior Knowledge Sentence Structure Organization Purpose Connection of Ideas <p>ACT See Scaffolded Instruction in Teacher's Edition T368-T369.</p>	
Reader and Task	<p>The Introduce the Concept lesson on pages T76-T77 will help determine the reader's knowledge and engagement in the weekly concept. See pages T82-T93 and T106-T107 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T76-T77 will help determine the reader's knowledge and engagement in the weekly concept. See pages T93A-T93X and T106-T107 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T76-T77 will help determine the reader's knowledge and engagement in the weekly concept. See pages T108-T109, T116-T117, T120-T121, T126-T127, and T106-T107 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T76-T77 will help determine the reader's knowledge and engagement in the weekly concept. See pages T368-T369 for questions and tasks for this text.</p>	

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Monitor and Differentiate



Quick Check

To differentiate instruction, use the Quick Checks to assess students' needs and select the appropriate small group instruction focus.

- Comprehension Strategy** Visualize T87
- Comprehension Skill** Sequence T89
- Genre** Realistic Fiction T91
- Vocabulary Strategy** Context Clues T93
- Phonics/Fluency** Short vowels e, o, u, Phrasing T95

If No → **Approaching Level** Reteach T108-T115

ELL Develop T124-T131

If Yes → **On Level** Review T116-T119

Beyond Level Extend T120-T123

Using Weekly Data

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



Level Up with Leveled Readers

IF

students can read their leveled text fluently and answer comprehension questions

THEN

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



ENGLISH LANGUAGE LEARNERS

Small Group Instruction

Use the ELL small group lessons in the Wonders Teacher's Edition to provide focused instruction.

Language Development

Vocabulary preteaching and review, additional vocabulary building, and vocabulary strategy lessons, pp. T128-T129

Close Reading

Interactive Question-Response routines for scaffolded text-dependent questioning for reading and rereading the Shared Read and Leveled Reader, pp. T124-T127

Writing

Focus on the weekly writing trait, grammar skills, and spelling words, pp. T130-T131

Additional ELL Support

Use *Wonders for English Learners* for ELD instruction that connects to the core.

Language Development

Ample opportunities for discussions, and scaffolded language support

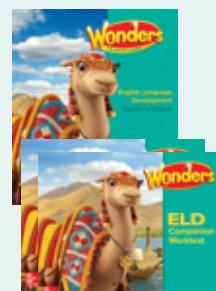
Close Reading

Companion Worktexts for guided support in annotating text and citing text evidence.

Differentiated Texts about the weekly concept.

Writing

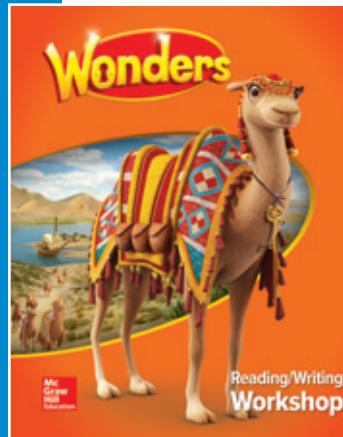
Scaffolded instruction for writing to sources and revising student models



Wonders for ELs
Teacher Edition
and Companion
Worktexts



Introduce the Concept



Reading/Writing Workshop



Build Background

ESSENTIAL QUESTION

What can traditions teach you about cultures?

Have students read the Essential Question on page 34 of the **Reading/Writing Workshop** and look at the picture. Explain that **culture** is the way a group of people live. **Traditions** are things that are passed down within a culture from one generation to the next.

- The young woman in the picture is learning about music and dancing. These things are parts of her family's culture.
- When her grandpa teaches her about culture, he passes traditions on to her.
- Traditions tell us about where our families came from and how they lived in the past.

Talk About It



COLLABORATE

Ask: *What are some traditions that you have in your family? How do they tell you about your family's history and culture?* Have students discuss in pairs or small groups.

- Model using the Concept Web to generate words and phrases related to culture. Add students' contributions.
- Have partners share what they have learned about traditions. They can generate additional ideas by completing the Concept Web.

ACADEMIC LANGUAGE

- culture, tradition, custom*
- Cognates: *cultura, tradición, costumbre*

Build background knowledge on tradition.

Go Digital



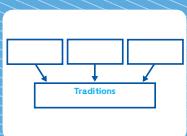
Discuss Traditions



Watch Video



View Photos



Use Graphic Organizer

Collaborative Conversations



Ask and Answer Questions Encourage students to ask and answer questions as they discuss the concept. Remind them to

- ask questions to clarify ideas or comments they do not understand.
- wait a few seconds after asking a question, to give others a chance to think before responding.
- answer questions thoughtfully with complete ideas, not one-word answers.

Weekly Concept Traditions

Essential Question
What can traditions teach you about cultures?

Go Digital!

SHARING TRADITIONS

My family and I live in Alaska. Today my grandpa is teaching us how to drum and use traditional Yupik dance fans.

- ▶ Traditions are passed down in my family.
- ▶ Traditions help me learn about my culture and customs.
- ▶ My family's traditions make me proud.

Talk About It

Write words you have learned about traditions. Then talk with a partner about how your family shares traditions.

34

35

READING/WRITING WORKSHOP, pp. 34–35



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the young woman in the picture. Say and act out: *She is learning music and dance from her grandfather. This is a tradition in their culture.* Have students repeat after you. The Spanish words are *tradición* and *cultura*.

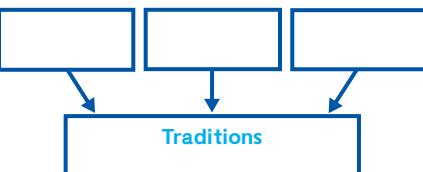
Intermediate

Describe Have students describe what the young woman in the picture is doing. Ask students to think of a tradition their family has. Then ask: *What kinds of things do you and your family do?* Have students respond in short phrases to describe what they do. Say: *We learn about our culture from our family.*

Advanced/High

Discuss Say: *Culture is the way we live. Traditions are things we do that we learn from our parents.* Then ask: *What is a family tradition that you learned from your parents?* Have students compare their family traditions with their partners'. Monitor discussions and elicit information to support students' responses.

GRAPHIC ORGANIZER 111





Listening Comprehension



Interactive Read Aloud

OBJECTIVES

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Listen for a purpose.
- Identify characteristics of realistic fiction.

ACADEMIC LANGUAGE

- *realistic fiction, visualize*
- Cognates: *ficción realista, visualizar*

Connect to Concept: Sharing Traditions

Tell students that we can learn about our own culture and others' culture by sharing special traditions. Let students know that you will read aloud about a family who shares a special tradition from Hawaii.

Preview Genre: Realistic Fiction

Explain that the story you will read aloud is realistic fiction. Discuss features of realistic fiction:

- has believable characters
- includes a setting and events that could exist in real life
- accurately reflects life as it could be lived today

Preview Comprehension Strategy: Visualize

Explain that readers can pay attention to the descriptive details the author uses to picture, or visualize, the characters, setting, or events in a story. As they read, they can use what they already know about a situation to help them better understand what they read.

Use the Think Alouds on page T79 to model the strategy.

Respond to Reading

Think Aloud Clouds Display Think Aloud Master 2: *I was able to picture in my mind . . .* to reinforce how you used the Visualize strategy to understand content.

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

Summarize Have students briefly retell the story "Ready for Aloha!" in their own words. They should include main ideas and details of the Read Aloud in their retelling.

Go Digital



View Illustrations



Model Think Alouds

Genre	Features

Fill in Genre Chart

Ready for Aloha!

Aleka woke to the sweet smell of banana cake. Five yummy banana cakes cooled on the long table in her grandmother's sunny kitchen. All of Hawaii would soon be celebrating Aloha Festival. Aleka couldn't wait because it would be her first one. **1**

Aleka missed her parents, who were away on a trip. But she was happy to visit Nana at such a special time. "Sleepyhead!" Nana cried when she saw Aleka. "Let's make the haupia for the party. We've got lots to do to get ready."

Nana poured coconut milk and sugar into a big pot. "Begin to stir," said Nana. "As the milk warms, the haupia will get thick. Some people call this dessert 'stiff pudding.'"

"I can't wait to try it," said Aleka. "It smells delicious!"

"Tonight we'll celebrate with our friends and share these delicious treats at the street party," said Nana. Aleka stacked pineapple, melons, strawberries, and mangos on a long tray. As night

began to fall, two neighbors came to Nana's and carried her long table outside. The night twinkled with lanterns. **2**

Someone placed a lei around Aleka's neck. "This is beautiful!" she said, touching the flowers and shells that were woven into a colorful loop. Down the street a man played a small guitar that Nana said was a ukulele. Children danced around him calling, "Aloha! Aloha!" **3**

"Aloha is an important word here, right Nana?" Aleka asked. Nana smiled. "Yes, dear," she said. "We use it to say hello and goodbye. But we also say it when we want to share joy with others."

"Aloha, Nana!" cried Aleka.

1 Think Aloud This description helps me visualize Nana's kitchen. I can create a picture in my mind of the long table and the banana cakes in the sunny kitchen.

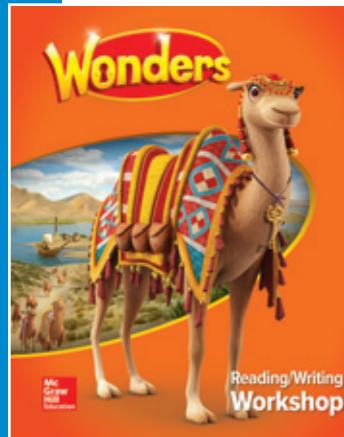
2 Think Aloud When I visualize, I can see the long table stacked high with fruits and other food being placed outside where lanterns are twinkling all around.

3 Think Aloud As I read this description of a lei, I can visualize the colorful flowers and shells. Knowing what a guitar looks like lets me visualize the ukulele. This helps me better understand the words *lei* and *ukulele*.





Vocabulary



Reading/Writing Workshop



Words in Context

Model the Routine

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

Visual Vocabulary Cards



Vocabulary
Define:
Example:
Ask:

Vocabulary Routine

Define: When you **celebrate**, you do something special.

Example: Jim and his friends will *celebrate* the Fourth of July.

Ask: How do you like to *celebrate*?

Go Digital



Celebrate



Use Visual Glossary

Definitions

- courage
- disappointment
- precious
- pride
- remind
- symbols
- traditions

Courage is bravery in a difficult situation.

Cognate: *coraje*

When something is a **disappointment**, a person is sad because something is not as good as expected.

Something is **precious** if it is very valuable to you.

Cognate: *precioso*

Pride is a feeling of satisfaction in something you have done.

When you **remind** someone, you make that person remember something.

You use **symbols** to represent ideas or objects.

Cognate: *símbolos*

Traditions are things that have been done for a long time.

Cognate: *tradiciones*

Talk About It

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



COLLABORATE

Words to Know

Vocabulary

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

**celebrate**

Jim and his friends like to **celebrate** the Fourth of July together.

How do you like to celebrate?

**courage**

Firefighters show bravery and **courage**.

What word means the same as courage?

**disappointment**

Jason felt **disappointment** when it rained.

How would you show disappointment?

**precious**

This **precious** necklace is special to my grandmother.

What does the word precious mean?

**pride**

I take **pride** in the vegetables I grow in my garden.

Name one time you felt pride in something you did.

**remind**

Mom will **remind** me to clean my room.

When do you need someone to remind you to do something?

**symbols**

The eagle and the flag are **symbols** of our country.

Name some symbols you know.

**tradition**

Our Sunday **tradition** is eating dinner together.

Name a tradition that people share.

**Your Turn**

Pick three words. Then write three questions for your partner to answer.

Go Digital! Use the online visual glossary

READING/WRITING WORKSHOP, pp. 36–37

ENGLISH LANGUAGE LEARNERS
SCAFFOLD**Beginning**

Use Visuals Say: *Let's look at the picture for symbols. When we see this flag, we think about America. The flag is a symbol of America. Have students repeat after you. Tell them that symbol is the same word as símbolo in Spanish.*

Intermediate

Describe Say: *Let's look at the picture for symbols. What does this flag make us think about? Elicit responses, correcting students' grammar and pronunciation. Then say: A symbol is something that makes us think of something else.*

Advanced/High

Discuss Have students define the word *symbols*. Then have partners give examples of symbols and the things that they represent. Have students respond in complete sentences to tell about the symbols.

ON-LEVEL PRACTICE BOOK p. II

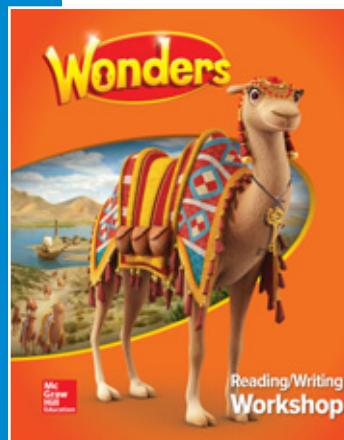
celebrate	pride	disappointment	remind
precious	tradition	courage	symbols

Finish each sentence using the vocabulary word provided.
Possible responses provided.

- (tradition) Our family gets together for a spaghetti dinner tradition once a month.
- (celebrate) After the girl won the spelling contest, she wanted to celebrate the victory.
- (courage) He won a badge of honor for the courage that he showed.
- (disappointment) When I didn't get to see my friend, I felt disappointment because I didn't know when she'd visit again.
- (symbols) Shaking hands and hugging are sometimes considered symbols of friendship.
- (pride) My mom was so happy for me that she couldn't help but show her pride.
- (remind) I always forget my lunch so my sister has to remind me.
- (precious) This photo of my grandfather is very precious to me.



Comprehension



Reading/Writing Workshop

MINILESSON
10 Mins

Shared Read

Lexile 470 TextEvaluator™ 16

Go Digital



Discuss "The Dream Catcher"

Connect to Concept

Traditions

Explain to students that "The Dream Catcher" tells the story of a boy who comes to feel pride in himself by learning about his culture's traditions.

After reading each section, have partners discuss what they have learned about traditions.



OBJECTIVES

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Identify meanings of words used in context.

ACADEMIC LANGUAGE
realistic fiction, visualize



See pages T124-T125 for Interactive Question-Response routine for the Shared Read.

Use Vocabulary Words in Context

The highlighted words in this text are the vocabulary words students have learned: **celebrate, courage, disappointment, precious, pride, remind, symbols, traditions**. As you read, have them discuss the words' meanings.

Close Reading Routine

Read

DOK 1-2

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

Reread

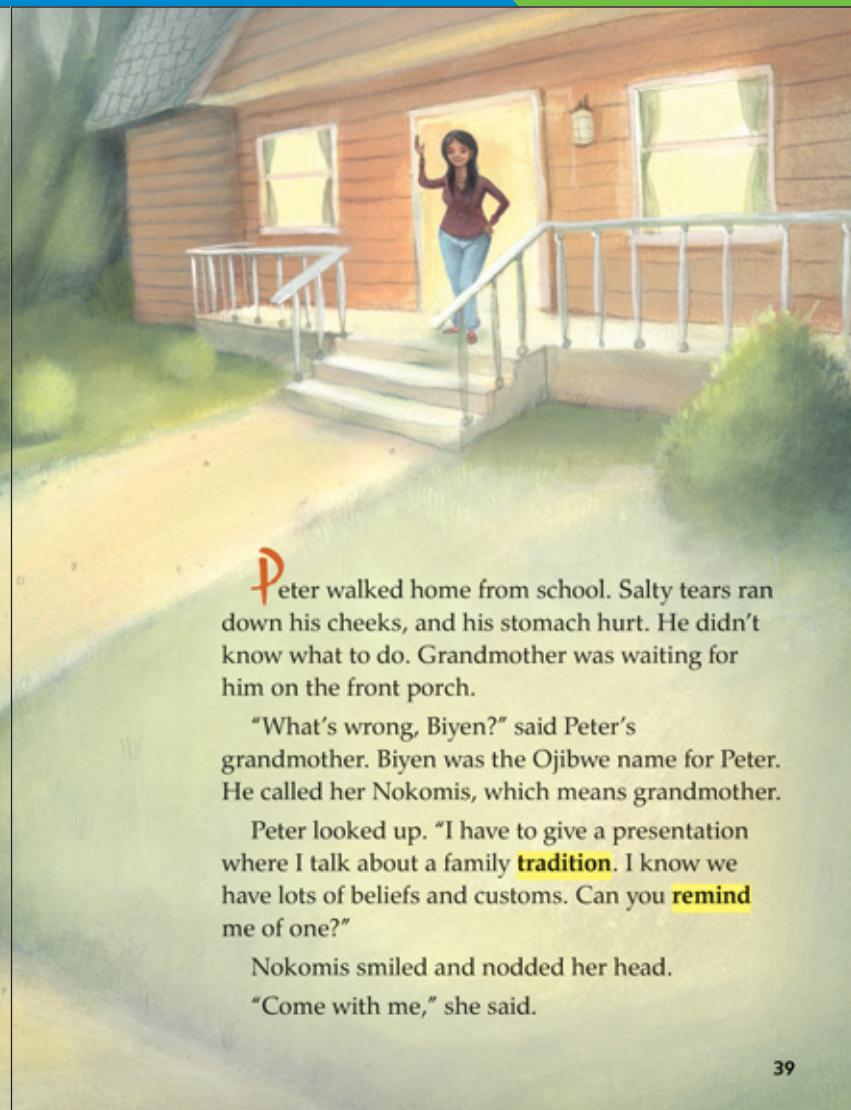
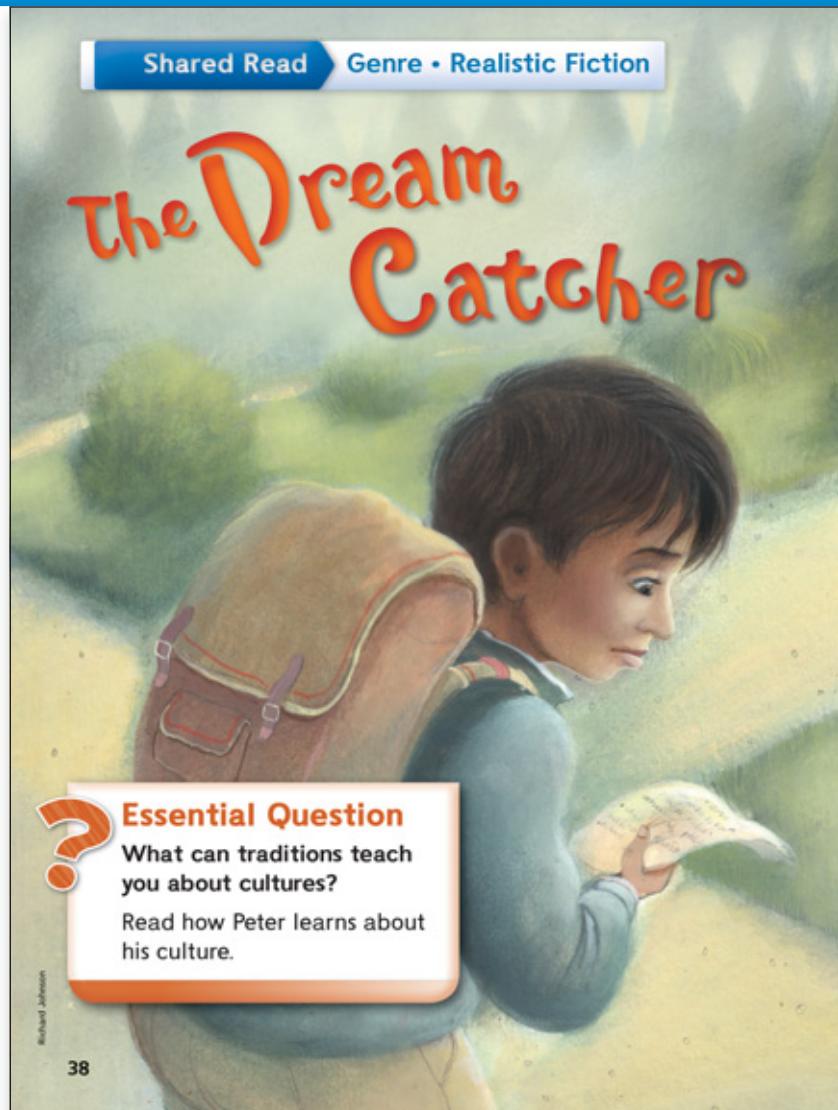
DOK 2-3

- Analyze the text, craft, and structure.
- Use the Reread minilessons.

Integrate

DOK 4

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



READING/WRITING WORKSHOP, pp. 38-39

Read

Close Reading

Note Taking Read page 39 together. As you read, model how to take notes. *I will think about the Essential Question as I read and note key ideas and details.* Also encourage students to note words they don't understand and questions they have.

Page 39: Tell students that you are going reread the beginning of "The Dream Catcher." Ask: *Who is the main character, and what does the author want us to know about him?* Model citing evidence to answer the question.

The main character is Peter. In the first part of the story, it says that he has to give a presentation at school about a family tradition. Peter seems worried about it because he is crying and his stomach hurts. He asks his grandmother to remind him of a family tradition he could talk about.



ENGLISH LANGUAGE LEARNERS

Explain Students might be unfamiliar with the expression "remind me of" in the third paragraph on page 39. In this case, Peter is asking his grandmother to help him remember a belief or custom from his culture. Tell students that "remind me of" also has another meaning. If they tell someone that he or she reminds them of someone they know, it means that the person they are talking to makes them think of that other person.

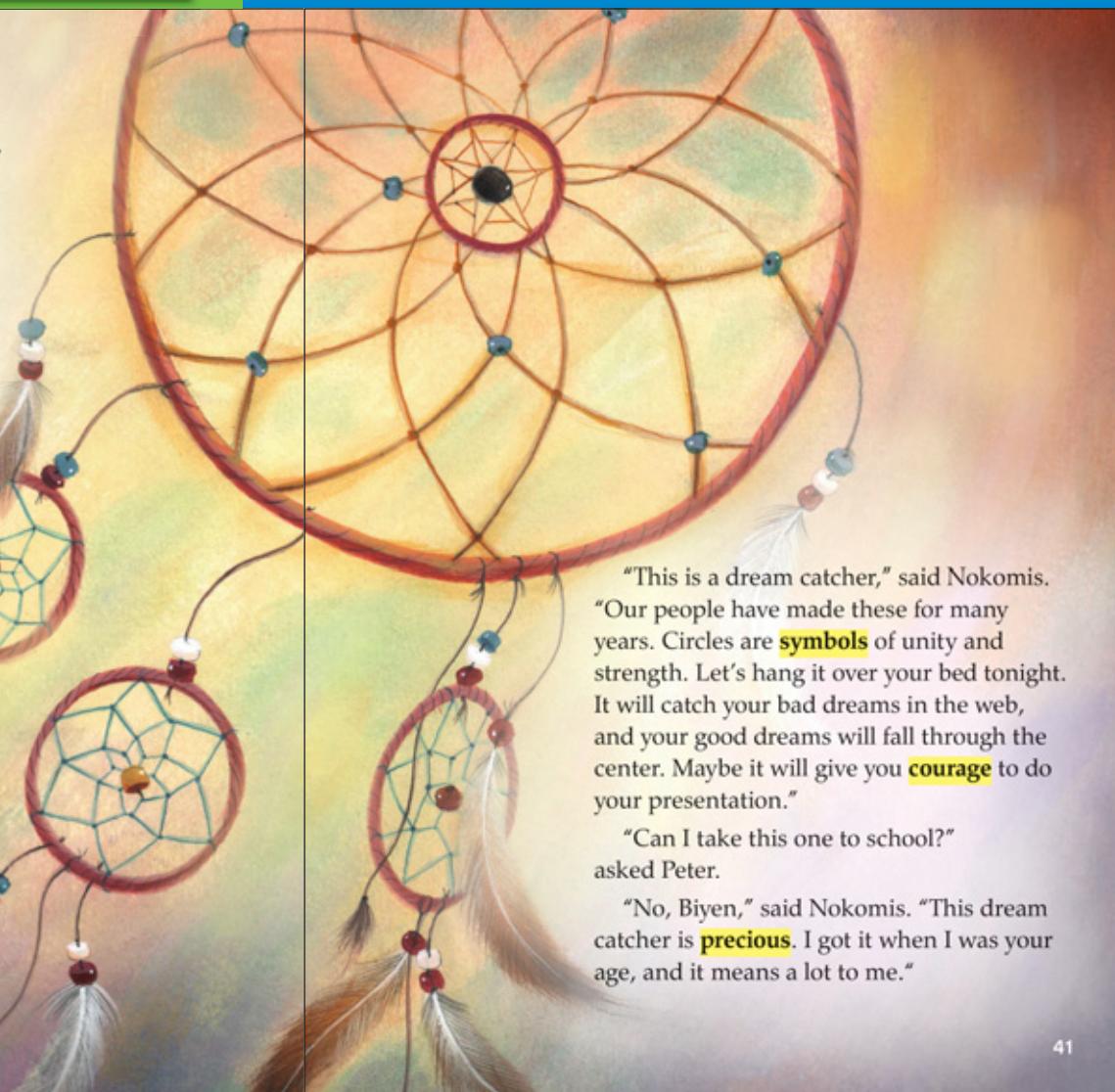
Guide students in describing the shades of meaning revealed in this phrase. Point out that the phrase "remind me of" is different from "tell me" because "remind me of" suggests that the speaker knows something but has forgotten. "Tell me" is used when the speaker wants to learn something for the first time. Ask: *Can someone remind me of a belief or custom from your culture?*

Peter followed Nokomis. She went to a closet and stretched to reach the top shelf. She pulled out a small box and blew away the dust. She handed it to Peter.

"Open it," she said.

Peter opened the box. He spotted a wooden hoop inside. It was in the shape of a circle. String was woven and twisted around the hoop. It looked like a spider web. A black bead sat near the center. Feathers hung from the bottom.

Peter wiped away his tears and smiled.



"This is a dream catcher," said Nokomis. "Our people have made these for many years. Circles are **symbols** of unity and strength. Let's hang it over your bed tonight. It will catch your bad dreams in the web, and your good dreams will fall through the center. Maybe it will give you **courage** to do your presentation."

"Can I take this one to school?" asked Peter.

"No, Biyen," said Nokomis. "This dream catcher is **precious**. I got it when I was your age, and it means a lot to me."

READING/WRITING WORKSHOP, pp. 40–41

Shared Read



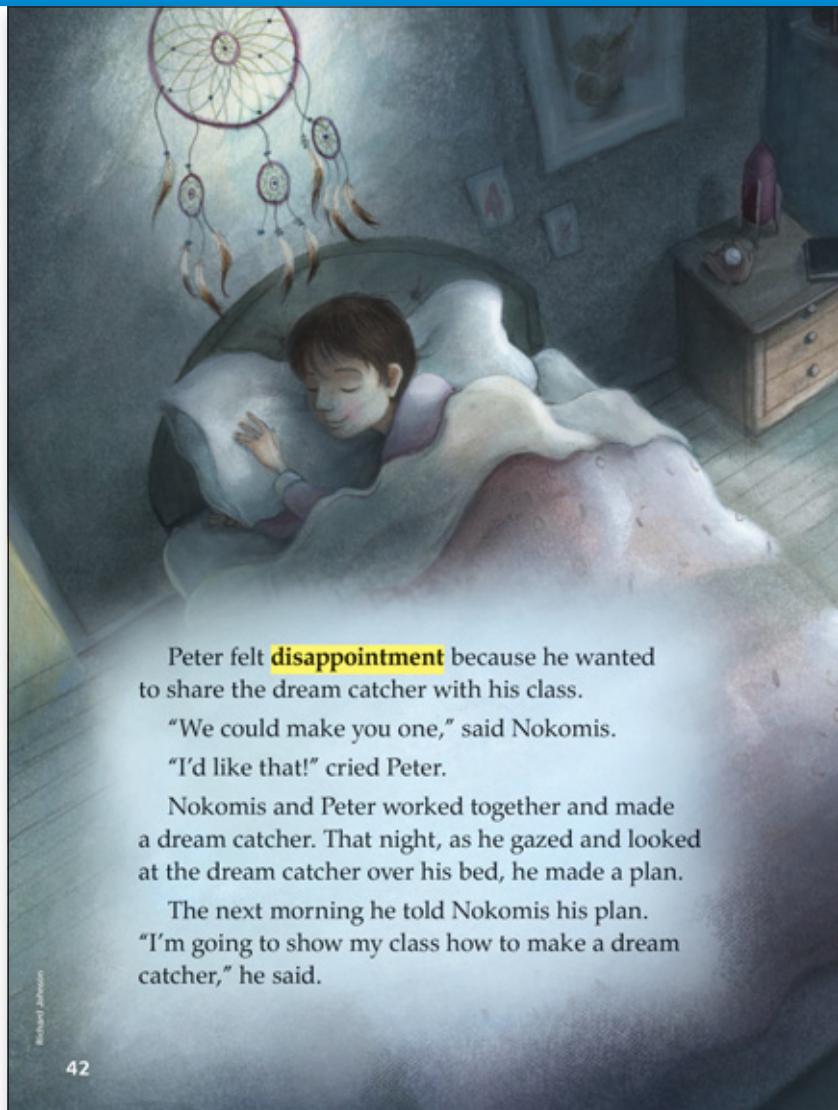
Close Reading

Pages 40–41: Model how to paraphrase the second part of the story on pages 40 and 41. Remind students that paraphrasing or restating the text in your own words helps to ensure that you understand what you are reading about.

Peter's grandmother shows him a dream catcher and describes what it is. Peter feels better when he sees it. His grandmother hopes that the dream catcher will give Peter courage to do his presentation.

Page 40: Remind students that when they come to a scene that they do not understand, one strategy they can use is to picture the situation in their heads. Begin reading the second page of "The Dream Catcher."

In the third paragraph of "The Dream Catcher" on page 40, I read what Peter sees inside the box that Nokomis gives him, but I don't know what it is. If I pay attention to descriptive words and phrases, I can make a picture of it in my mind.



Peter felt **disappointment** because he wanted to share the dream catcher with his class.

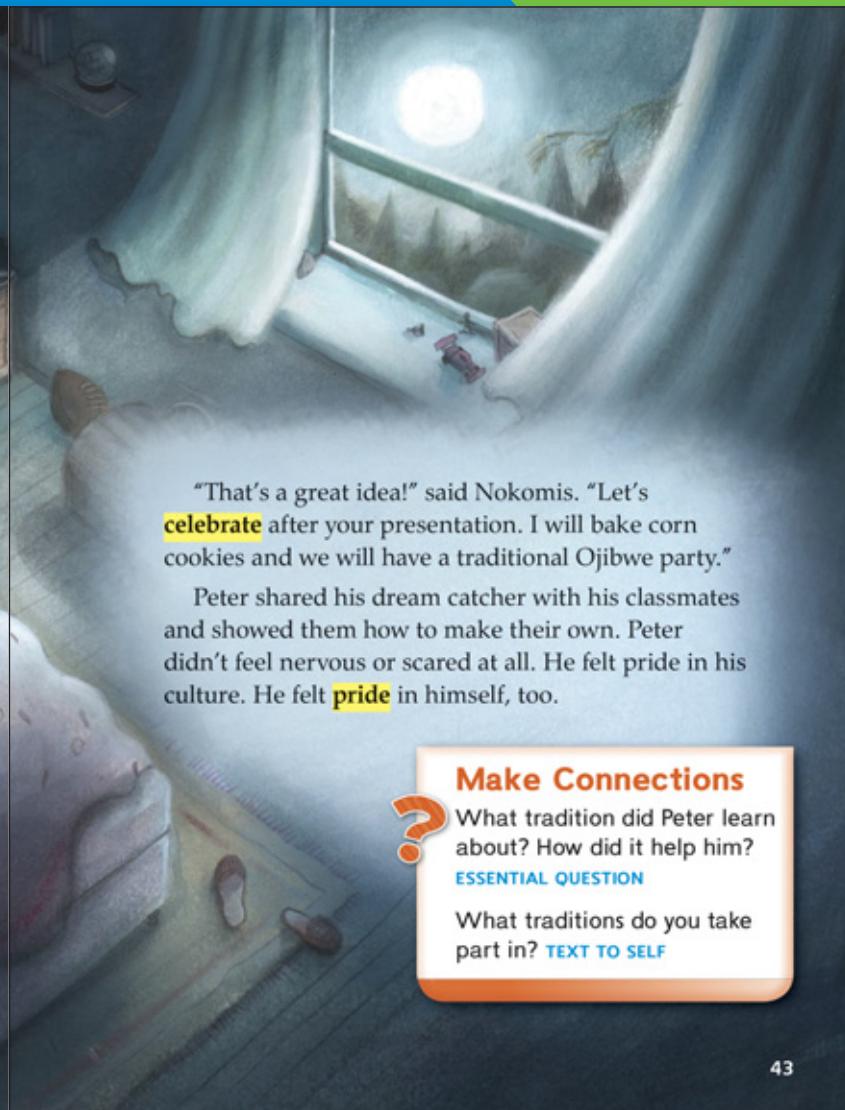
"We could make you one," said Nokomis.

"I'd like that!" cried Peter.

Nokomis and Peter worked together and made a dream catcher. That night, as he gazed and looked at the dream catcher over his bed, he made a plan.

The next morning he told Nokomis his plan. "I'm going to show my class how to make a dream catcher," he said.

42



"That's a great idea!" said Nokomis. "Let's **celebrate** after your presentation. I will bake corn cookies and we will have a traditional Ojibwe party."

Peter shared his dream catcher with his classmates and showed them how to make their own. Peter didn't feel nervous or scared at all. He felt pride in his culture. He felt **pride** in himself, too.

Make Connections



What tradition did Peter learn about? How did it help him?
ESSENTIAL QUESTION

What traditions do you take part in? **TEXT TO SELF**

READING/WRITING WORKSHOP, pp. 42–43

43

Make Connections



Essential Question Encourage students to work with a partner to discuss what tradition Peter learned about and how it helped him. Ask them to cite text evidence. Use these sentence frames to focus discussion:

I read that Peter learned about...

One way it helped him was...



Access Complex Text

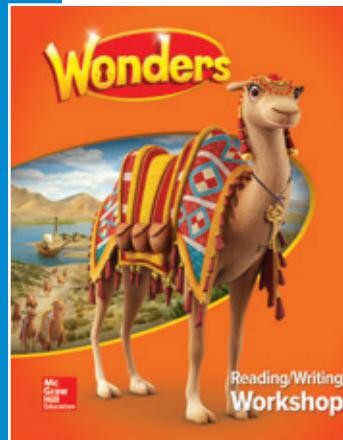
Prior Knowledge

Students may not understand what Nokomis means when she refers to "our people" in the first paragraph on page 41.

- Turn back to page 39. What kind of name does the narrator say Biyen is? (an Ojibwe name)
- When Nokomis says "our people," she means the Ojibwe people. The Ojibwe are a Native American people who live in Canada and the United States near the Great Lakes. Peter will tell his class about Ojibwe traditions.



Comprehension Strategy



Reading/Writing Workshop



Visualize

1 Explain

Tell students that fictional texts may include complicated situations and events, and that they may not always understand exactly what the characters are doing. By using what they already know about a situation, students can picture it in their minds to help themselves better understand the characters and their actions.

- Students should pay attention to any descriptive words the author uses.
- Tell students to use what they already know about the setting or situation in order to form a picture.
- Encourage students to close their eyes to help them visualize.
- Students should change details in their pictures as they get more information.

2 Model Close Reading: Text Evidence

Model how visualizing can help you understand how Peter feels at the beginning of the story. Reread the first paragraph on page 39 of "The Dream Catcher."

3 Guided Practice of Close Reading

Have students work in pairs to describe how Peter feels when he first sees the dream catcher. Direct them to reread page 40 and visualize what happens.



ACADEMIC LANGUAGE

- visualize
- Cognate: *visualizar*

Go Digital



View "The Dream Catcher"

Comprehension Strategy

Visualize

Use details to help you visualize the characters and their actions in "The Dream Catcher." Form pictures in your mind as you read.

**Find Text Evidence**

How does Peter feel at the beginning of the story? Use the details in the first paragraph on page 39.

**Your Turn**

How did Peter feel when he first saw the dream catcher? Reread page 40. Visualize what happened. Then answer the question.

Richard Johnson

44

READING/WRITING WORKSHOP, p. 44

ELL ENGLISH LANGUAGE LEARNERS
SCAFFOLD
Beginning

Clarify Meaning Help students reread the first paragraph on page 39. Point out the difficult sentence *Salty tears ran down his cheeks*, pantomiming tears moving down your cheeks as you explain *salty tears, ran down, and cheeks*. Help students replace the words with words they know.

Intermediate

Derive Meaning Have students reread the first paragraph on page 39. Ask: *What is happening to Peter?* (*Peter is sad. He does not know what to do.*) *Why is this important?* (*We know that Peter has a problem.*) Point out why this text is confusing. Peter is upset, but we do not know what Peter's problem is.

Advanced/High

Explain Have students read the first paragraph on page 39. Elicit from students why this text is confusing. Ask: *Why do you think it is important to know how Peter is feeling?* Turn to a partner and explain.

Monitor and Differentiate**Quick Check**

Do students use descriptive words in the text to help them visualize situations they do not understand?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T108

ELL Develop p. T124

If Yes → **On Level** Review p. T116

Beyond Level Extend p. T120

ON-LEVEL PRACTICE BOOK pp. 13–14

Read the passage. Use the visualize strategy to help you understand what the characters are describing.

Giving Thanks

Tom was happy because it was the last day before Thanksgiving weekend. He grabbed his lunch from his kitchen table and went to school. In the lunchroom after morning classes, he sat next to Ana, a new student from India. He had never talked to her before.

47 "Are you excited for the long weekend?" he asked.
48 "Of course," she said. "But why do we have these days off?"
49 "Thanksgiving, of course!" Tom said. "Do you know what it is?"
50 "No, we don't have it where I am from," she said.

Thanksgiving in America

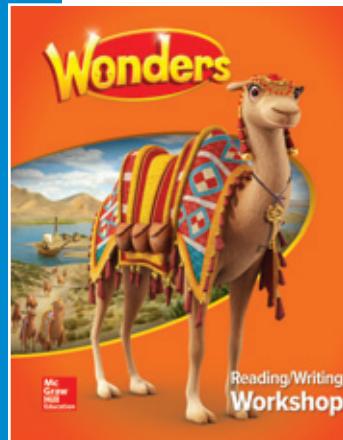
51 "Oh, Thanksgiving is so much fun," Tom said. "We get to spend precious time with family and friends. First, we have a big feast with turkey, mashed potatoes, and pie. After the feast, I go outside and play football with my brothers."
52 "But why do you have this tradition?" she asked.
53 "It's to remind everyone to give thanks for our food and everything from the past year," he said. "I learned in Ms. Boone's class that the first Thanksgiving was way back in 1621 between the English Colonists and Native Americans."

APPROACHING
pp. 13–14

BEYOND
pp. 13–14

ELL
pp. 13–14

Comprehension Skill



Reading/Writing Workshop



Character, Setting, Plot: Sequence

1 Explain

Explain that **sequence** is the order in which a story's events happen. Understanding the sequence helps to identify and remember key events.

- The sequence tells what happens at the beginning, middle, and end of a story.
- A character's actions, words, and feelings affect the events that come next in a story.

2 Model Close Reading: Text Evidence

Identify the key events in the story "The Dream Catcher" on pages 39-43. Then model using the events written on the graphic organizer to determine the beginning, middle, and end of the story.



Write About Reading: Summary Model for the students how to use the notes from the graphic organizer to write a summary of the first part of the story.

3 Guided Practice of Close Reading



Have students complete a graphic organizer for "The Dream Catcher," going back into the text to identify the events that happen at the end of the story. Students can work in pairs. Once the students have completed the graphic organizer, explain how the characters' thoughts and actions contribute to the story's sequence of events.



Write About Reading: Summary Ask pairs to work together to write a summary of "The Dream Catcher." They should include what the illustrations add to the story, and how they help convey meaning. Select pairs of students to share their summaries with the class.

SKILLS TRACE

CHARACTER, SETTING, PLOT

Introduce Unit 1 Week 1

Review Unit 1 Weeks 2, 6; Unit 2 Week 6; Unit 3 Weeks 1, 2; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6

Assess Units 1, 3

Go Digital



Present the Lesson

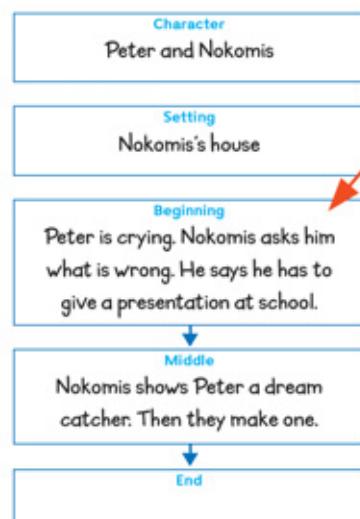
Comprehension Skill

Sequence

A character's actions make up the plot, or events, in a story. Plot events are told in the order they happen. A plot always has a beginning, middle, and end.

**Find Text Evidence**

At the beginning of the story, I read to see what the characters say and do. Then I read on to see what happens in the middle of the story.

**Your Turn**

Reread pages 42 and 43. What happens at the end of the story? List the events in order in your graphic organizer.

Go Digital!
Use the interactive graphic organizer

45

READING/WRITING WORKSHOP, p. 45

**ENGLISH LANGUAGE LEARNERS SCAFFOLD****Beginning**

Comprehend Reread from "Nokomis and Peter worked together ..." on page 42 to "... a traditional Ojibwe party" on page 43. Ask, *What happens first? First, Nokomis and Peter _____. What happens that night? That night, _____. What happens the next morning? The next morning, _____. What happens last? Last, _____.*

Intermediate

Describe Reread pages 42–43. Ask: *What happens at the beginning of page 42? What happens in the middle of page 42? What happens at the end, on page 43? Describe the events in order to a partner.* Then have partners describe the sequence of events. *At the beginning _____. In the middle _____. At the end _____.*

Advanced/High

Explain Have students describe the events that happen at the end of the story, on pages 42 and 43. Then have them explain to a partner how Peter's thoughts and action have changed since the beginning of the story.

Monitor and Differentiate**Quick Check**

As students complete the graphic organizer for each section of "The Dream Catcher," are they able to identify the sequence of events?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T115

ELL

Develop p. T124

If Yes →

On Level

Review p. T119

Beyond Level

Extend p. T123

ON-LEVEL PRACTICE BOOK pp. I3–I5

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

1. In paragraph six, what is the first thing that Tom does on Thanksgiving?
He has a big feast with turkey, mashed potatoes, and pie.

2. What is the next thing that Tom does on Thanksgiving?
He goes outside and plays football with his brothers.

3. In the passage, find another example of sequence under the heading *Thanksgiving in India*. What is the first thing that happens in this example?
During Pongal, people give thanks to the rain and sun for help with farming.

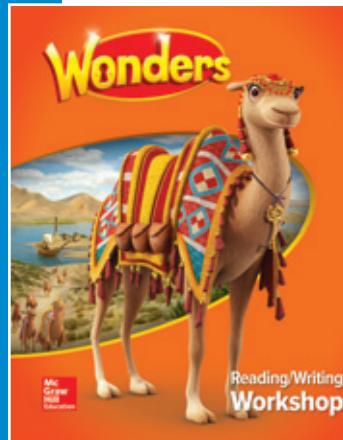
B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

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

APPROACHING
pp. I3–I5**BEYOND**
pp. I3–I5**ELL**
pp. I3–I5



Genre: Literature



Reading/Writing Workshop



Realistic Fiction

1 Explain

Share with students the following key characteristics of **realistic fiction**.

- Realistic fiction is a type of fiction, or made-up story.
- Everything that happens in realistic fiction could happen in real life, and the characters in realistic fiction act and talk like people in real life.
- A story may be set in a real place, but the events are not based on history.
- Realistic fiction includes dialogue, which tells readers exactly what the characters say when they talk to each other.
- Tell students that a story's illustrations can provide additional information about the characters, setting, and events.

2 Model Close Reading: Text Evidence

Model identifying characteristics that identify "The Dream Catcher" as realistic fiction. Point out that "The Dream Catcher" takes place at an ordinary family's house. Realistic fiction also uses dialogue, or the exact words characters say when they talk to each other. Sometimes illustrations can give readers more information or details about what happens in the story.

3 Guided Practice of Close Reading



Have students work with partners to find two things in "The Dream Catcher" that could happen in real life. Partners should discuss why the things they find identify "The Dream Catcher" as realistic fiction. Then have them share their work with the class.

Go Digital



Present the Lesson

Recognize the characteristics of realistic fiction.

ACADEMIC LANGUAGE

- *fiction, dialogue, realistic, illustrations*
- Cognates: *ficción, diálogo, realista, ilustraciones*

Realistic Fiction

"The Dream Catcher" is realistic fiction. **Realistic fiction:**

- Is a made-up story that could really happen
- Has a beginning, middle, and end
- Has illustrations and dialogue



Find Text Evidence

"The Dream Catcher" is realistic fiction. I know because the events could really happen. It also has realistic illustrations and dialogue.



page 39

Illustrations Illustrations give more information or details about characters and setting.

Dialogue Dialogue is what the characters say to each other.

Your Turn



Find two things in the story that could happen in real life. Tell your partner why "The Dream Catcher" is realistic fiction.

46

READING/WRITING WORKSHOP, p. 46

Monitor and Differentiate



Quick Check

Are students able to find two things in "The Dream Catcher" that identify it as realistic fiction?



Small Group Instruction

If No → **Approaching Level** Reteach p. T108

ELL

Develop p. T124

If Yes → **On Level** Review p. T116

Beyond Level

Extend p. T120

ACT Access Complex Text



Genre

Remind children they can use a story's illustrations to visualize story details.

- In the picture on page 42, what is above Peter's bed? (a dream catcher)
- What does the text say that Peter does that night? (He looks at the dream catcher and makes a plan.)
- How do you think Peter feels while he does this? (The picture shows me that Peter looks happy.)

ON-LEVEL PRACTICE BOOK p. 16

A Family Tradition

My mother asked, "How do you say good-bye to your lola, Jomar?" Lola is the Filipino word for "grandmother."

"Please remind me," I said. "In the Philippines," my mother explained, "we have a tradition called Mamo Po. When you say 'hello' or 'good-bye' to your elders, you touch their right hand to your forehead. It is a sign of respect."



Answer the questions about the text.

1. How do you know this text is realistic fiction?

The characters act and talk like people do in real life.

2. What is dialogue? How does it show that the text is realistic?

Dialogue is the actual words the characters speak; it shows that the characters speak the way people speak in real life.

3. What is an example of actual words the characters speak?

Possible answer: "Mamo Po, Lola!"

4. What does the illustration add to the text?

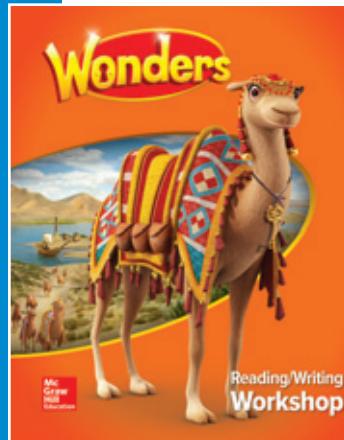
It shows what the Mamo Po tradition actually looks like.

APPROACHING
p. 16

BEYOND
p. 16

ELL
p. 16

Vocabulary Strategy



Reading/Writing Workshop



Context Clues

1 Explain

Remind students that they can often figure out the meaning of an unknown word by using context clues within the paragraph.

- To find **sentence clues**, students should look for words or phrases near an unfamiliar word that help to define it.
- Students may also look for other nearby words and phrases that give examples or provide a further description of the word. Students can use these clues to try to determine the word's meaning.

2 Model Close Reading: Text Evidence

Model using context clues in the last paragraph on page 39 of "The Dream Catcher" to determine the meaning of *presentation*.

3 Guided Practice of Close Reading



Have students work in pairs to find the meanings of *woven* and *gazed* in "The Dream Catcher." Encourage partners to go back into the text and use context clues within the paragraphs to help them determine each word's definition.

ACADEMIC LANGUAGE

- context clues, sentence clues*
- Cognate: *contexto*

SKILLS TRACE

CONTEXT CLUES:
SENTENCE CLUES

Introduce Unit 1 Week 2

Review Unit 1 Weeks 2, 3;
Unit 4 Weeks 3, 4; Unit 5
Weeks 3, 4

Assess Units 1, 4, 5

Go Digital



Present the Lesson

Use Reference Sources

Dictionary Have students check a dictionary and compare the meanings they find there for *woven* and *gaze* with the meanings they came up with from context. If the dictionary gives more than one meaning, ask students to choose the meaning closest to that used in the selection.

Review a dictionary entry for the word *woven*. Discuss each part of the entry: the meanings and example sentences; the syllabification and phonetic respelling; the part of speech label. Then have students identify each of these parts in a dictionary entry for *gaze*.

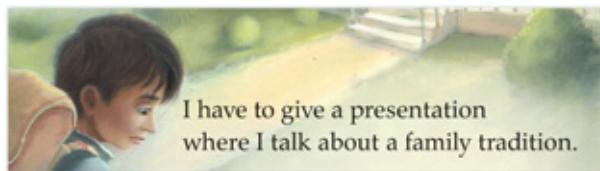
Vocabulary Strategy

Context Clues

If you come across a word you don't know, use context clues. Look at other words in the same sentence. They can help you figure out the word's meaning.

**Find Text Evidence**

I read this sentence on page 39. I'm not sure I know what the word presentation means. I see the words talk about. This clue helps me figure out what presentation means. A presentation is a talk or speech.

**Your Turn**

Find context clues. Figure out the meanings of these words.

woven, page 40
gazed, page 42

Talk about which nearby words helped you figure out their meanings.

Richard Johnson

47

Monitor and Differentiate**Quick Check**

Can students identify and use sentence clues to determine the meaning of *woven* and *gazed*?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T113

ELL Develop p. T129

If Yes → **On Level** Review p. T118

Beyond Level Extend p. T122

READING/WRITING WORKSHOP, p. 47**ENGLISH LANGUAGE LEARNERS SCAFFOLD****Beginning**

Use Visuals Point out and define the words *woven* and *gazed*. Demonstrate each word by making a weaving motion with your hands or twisting a string and looking intently at something. Guide students in completing these sentence frames using the words. *The blanket was ___ with wool. I ___ across the lake.*

Intermediate

Understand Point out the words *woven* and *gazed*. Read the sentence clues from the story for these words, having students follow along. Then have them reread the sentence clues with you. Elicit from students how clues helped them understand the words. Ask pairs of students to use each word in a sentence. Provide guidance as needed.

Advanced/High

Recognize Point out the words *woven* and *gazed*, and ask students to define them and give examples. Have students work with a partner to find sentence clues for the words and replace them with words they know. Ask pairs to use each word in a sentence.

ON-LEVEL PRACTICE BOOK p. 17

Read each sentence below. Underline the context clues that help you understand the meaning of each word in bold. Then write the word's meaning on the line. *Possible responses provided.*

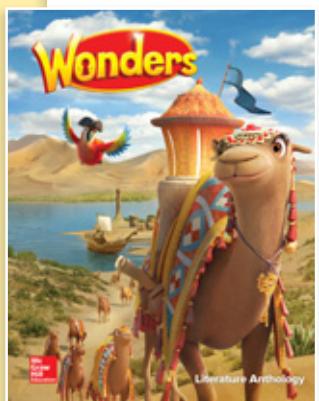
- He grabbed his lunch from his kitchen table and went to school.
took
- "We get to spend precious time with family and friends."
share time
- "First, we have a big feast with turkey, mashed potatoes, and pie."
big meal
- "During the Pongal festival, food is cooked in pots until it boils and spills over."
reaches a heating point and bubbles
- "Yes, there are many types of harvest festivals all over the world where people give thanks for food and crops," she said.
kinds
- "Yes, there are many types of harvest festivals all over the world where people give thanks for food and crops," she said.
gathering of crops

APPROACHING
p. 17

BEYOND
p. 17

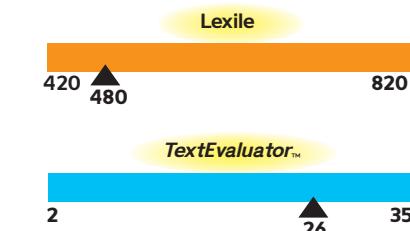
ELL
p. 17

CLOSE READING



Yoon and the Jade Bracelet

Text Complexity Range



Literature Anthology

What makes this text complex?

- ▶ **Genre**
- ▶ **Prior Knowledge**
- ▶ **Purpose**
- ▶ **Specific Vocabulary**
- ▶ **Connection of Ideas**

Close Reading Routine

Read DOK 1-2

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

Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp 8-10.

Integrate DOK 4

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

Genre • Realistic Fiction



ACT Access Complex Text

▶ **Genre**

Remind students that realistic fiction often includes the characters' thoughts, feelings, dreams, and wishes, as well as their actions.

- *Illustrations often help us understand what a character is thinking or feeling. What do the illustrations on pages 34 and 35 show?*

Yoon and the Jade Bracelet

By Helen Recorvits
Pictures by Gabi Swiatkowska

My name is Yoon. I came here from Korea, a country far away.

Soon after we settled in America, it was time to **celebrate** my birthday. I was hoping for a very special present—a jump rope. I watched the girls in my school yard turning such a rope and jumping and singing happy songs. I wanted so much to jump and sing with them, but I was still the new girl. I had not been invited yet.

1



YOON AND THE JADE BRACELET by Helen Recorvits. Illustrations by Gabi Swiatkowska. Text copyright ©2008 by Helen Recorvits. Pictures copyright ©2008 by Gabi Swiatkowska. Reproduced by permission of Farrar, Straus and Giroux, LLC.

35

Read

Tell students they will be reading about a new student in school named Yoon and the birthday present passed down to her from her mother. Ask students to predict how the selection will help them answer the Essential Question.

Note Taking:
Use the Graphic Organizer



As students read the selection, ask them to take notes by filling in the graphic organizer on **Your Turn Practice Book** page 12 to record information about the sequence.

1 Strategy: Visualize

Read this sentence: “I watched the girls in my school yard turning such a rope and jumping and singing happy songs.” How does visualizing the scene help you understand what Yoon wants? (I see girls jumping rope and having fun. Yoon wants to be a part of the fun.)

Build Vocabulary page 35

settled: came to live

LITERATURE ANTHOLOGY, pp. 34–35

(One shows a little girl looking away; the other shows a little girl in white jumping rope.)

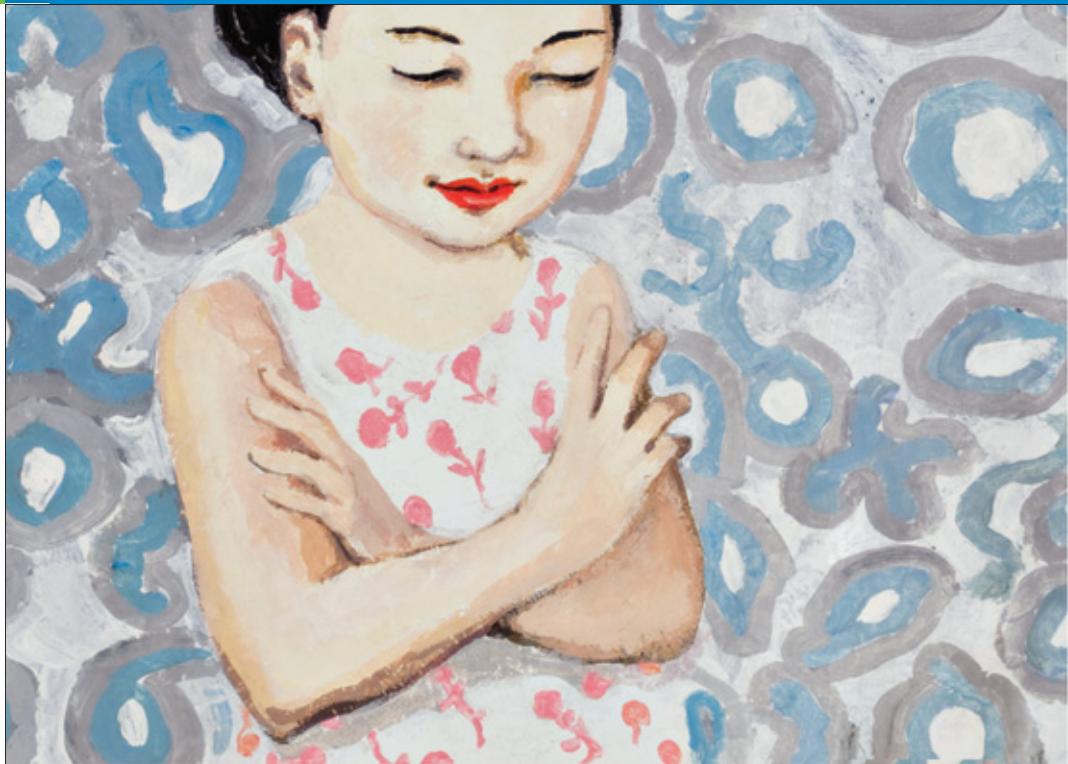
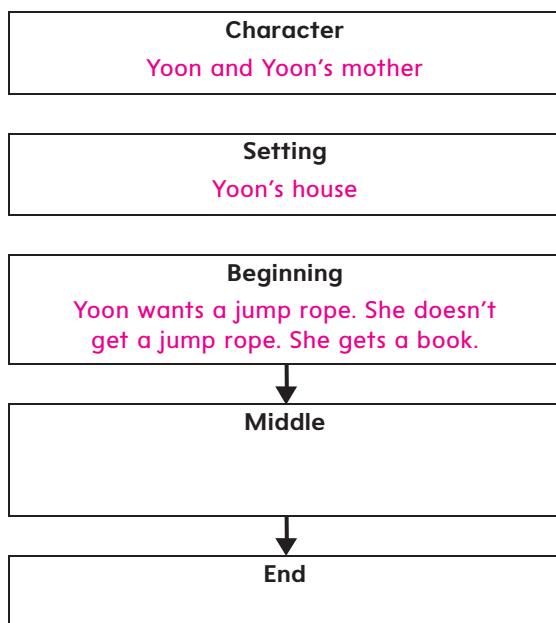
- *What do you think the illustration tells us?*
(The girl on the left is imagining jumping rope; she likes to jump rope.)

CLOSE READING

Read

2 Skill: Character, Setting, Plot: Sequence

How does Yoon feel when her mother gives her a birthday present that is thin and flat? (Yoon is disappointed because instead of a jump rope, she gets something else for her birthday.) Add the information to your chart.



On my birthday, my mother called to me.
"Little Yoon, come! I have a present for you!"
I clapped my hands and ran to her.
She handed me something thin and flat wrapped
in pretty paper. "Happy birthday!" she said.
Jump ropes are not thin and flat, I thought. I
tried not to show my **disappointment**. "Thank
you, Mother," I said, smiling.

2

36



Access Complex Text

► Genre

Remind students that one of the features of realistic fiction is dialogue between the characters. Dialogue, along with the actions of the characters, helps move the plot.

- Have students read the first paragraph on page 36. *How do you know someone is talking?*

(the quotation marks and the word *called*) Who is talking? (Yoon's mother)

- *How does Yoon feel when her mother gives her the present? How is that different from what she says to her mother?* (Yoon is disappointed, but she smiles and tells her mother "Thank you.")

My mother watched excitedly as I opened the present. It was a Korean storybook about a little girl who was tricked by a tiger. I knew the story, and I laughed at the silly girl.

"The pictures are colorful," I said.

"Yes, they **remind** me of the pictures you draw, Yoon."

I liked the book, but my heart still longed for a **3** jump rope.

"And here is another surprise," my mother said as she handed me a lovely box.



LITERATURE ANTHOLOGY, pp. 36–37

Read

3 Vocabulary Strategy: Sentence Clues



Tell students that sentence clues are words or phrases in the same sentence that help you figure out the meaning of an unfamiliar word. Read the sentence: "I liked the book, but my heart still longed for a jump rope." Turn to a partner and identify the words in the sentence that can help you figure out the meaning of the phrase *longed for*? (*heart, still, jump rope*)

Reread

Close Reading Companion, 8

Author's Craft: Description

How does the author help you understand how Yoon feels about the present her mother gives her? (**The author tells about how much Yoon wants a jump rope; she describes the shape of the box, which is not the shape of a jump rope; she tells how Yoon is disappointed in the present but tries not to show it.**)



Tell students that when someone is *disappointed*, he or she doesn't get what he or she wanted. Make a face that shows disappointment. Then ask: *When have you felt* disappointment? (**Monitor student responses to check their understanding of the word *disappointment*.**)

CLOSE READING

Read

4 Character, Setting, Plot: Sequence

What other gift does Yoon's mother give her? (a jade bracelet) Have students reread the first three paragraphs on page 39 and paraphrase how Yoon feels about the bracelet. (Yoon loves the bracelet, but she is worried about taking it because it is so wonderful.) Add this information to your chart.

Character

Yoon and Yoon's mother

Setting

Yoon's house

Beginning

Yoon's mother gives her a jade bracelet with her name etched on the inside. Yoon loves the bracelet, but is worried about taking it because it seems so wonderful.

Middle

End



A
C
T

Access Complex Text

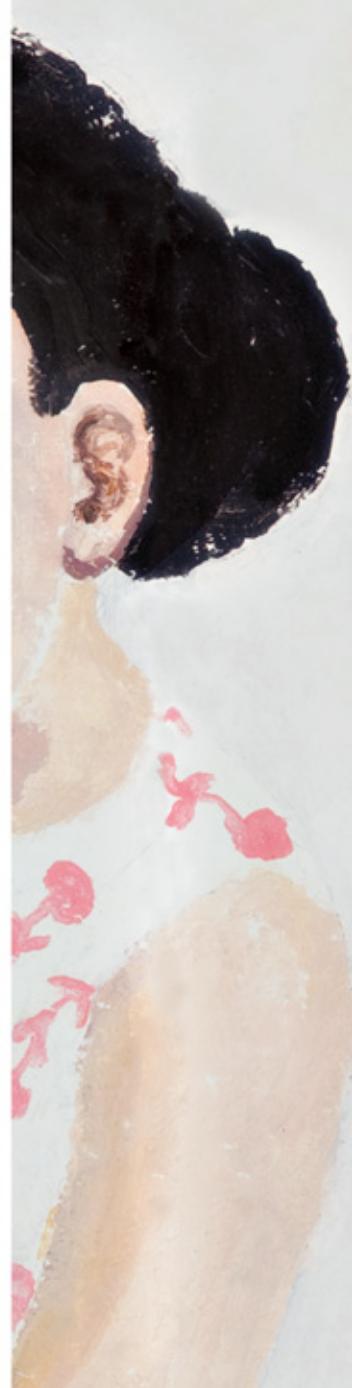
Prior Knowledge

Explain to students that Korean is a symbol-based language, so its alphabet looks more like pictures than letters. Also tell students that some names have specific meanings.

- When Yoon says the bracelet has "dancing symbols," what does that tell you about the

language her name is written in? (The dancing symbols mean her name is in Korean.)

- What does Yoon's mother say the symbols are? (The symbols are Yoon's name.)
- What does Yoon's name mean? (Yoon's name means "Shining Wisdom.")



Inside was a pale green bracelet. I held its cool smoothness in my hand.

"A jade bracelet, Yoon," my mother said. "When I was a young girl, my own mother gave me this very bracelet. Now I am giving it to you."

"It is a wonderful present," I said. It was so wonderful I felt afraid to take it from her.

"Look, Yoon," she said. "Here is your Korean name now etched inside." She showed me the dancing **symbols** that meant Shining Wisdom.

Then she told me the story of jade. "Jade is a stone from the earth, but it is called the gem of the heavens. Green is the color of happiness and hope, and it is said that wearing jade will bring you good luck. It is the symbol of truth and friendship. A **precious** gem for a precious daughter." My mother slipped the bracelet onto my wrist.

4

5

39

LITERATURE ANTHOLOGY, pp. 38–39

Read

5 Ask and Answer Questions



Generate questions of your own about the text and share them with a partner. For example, you might ask, "Why does Yoon's mother tell her the story of jade before she puts the bracelet on her wrist?" (Yoon's mother wants her to know where jade comes from and what it means.)

Reread

Close Reading Companion, 9

Author's Craft: Point of View

How do you know that jade is important to Yoon's culture? (The jade bracelet is a very special gift, handed down to Yoon's mother and now to Yoon. Jade is called the gem of the heavens; green is the color of happiness and hope; wearing jade brings good luck; jade is the symbol of truth and friendship.)

Build Vocabulary page 39

etched: carved

gem: stone used in jewelry



Use the Visual Vocabulary Card for *symbol*. Point to the flag and ask *What is the flag a symbol for?* (*America*)

- Point out that *symbol* is a Spanish cognate. (*símbolo*)
- Review the symbols on this page: *the letters of Yoon's name, jade*

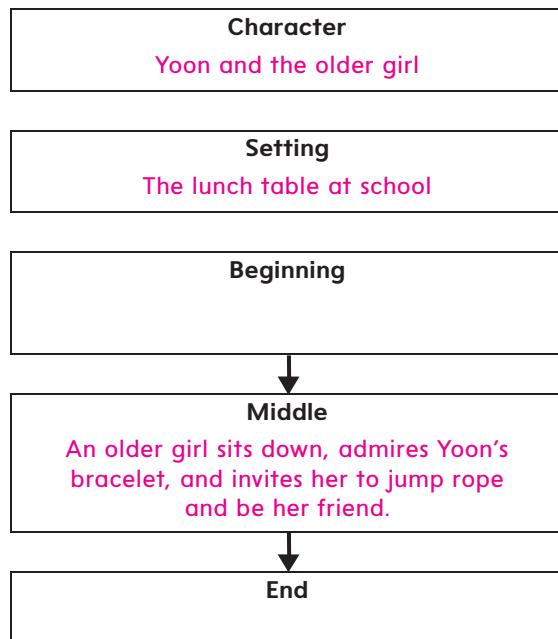
- Write a student's name on the board and say, *This is a symbol for [student's name].*

CLOSE READING

Read

6 Character, Setting, Plot: Sequence

What does Yoon think will happen when the older girl invites her to jump rope with her? (She thinks the girl will be the friend she has been hoping to make.) Add this information to your chart.



At lunchtime the next day at school, I sat at the end of the table. An older girl from another class sat down beside me.

"Oh, look," she said, "you are wearing such a pretty bracelet!"

"Thank you," I said.



40

A C T

Access Complex Text

Purpose

Remind students that the purpose of this text is to tell the story of Yoon and her bracelet and the things that happen because of her bracelet.

- What is the first thing the older girl says to Yoon when she sits down at the table with her? (She says, "Oh, look, you are wearing such a pretty bracelet.")

- What might it mean that she talks about the bracelet before she says anything else? (It might mean she is more interested in the bracelet than she is in Yoon.)

"You are alone today. I will be your friend. Would you like to play jump rope with me?" the older girl asked.

Jump rope? "Yes, yes!" I answered.

"Good! I will teach you. We will have fun!"

"Yes!" I said, smiling at my new friend. Jump rope!

6



7

Read

7 Text Features: Illustrations



Have students turn to a partner and discuss the illustration on pages 40 and 41. Have them talk about how the illustration helps them understand what is in the text. (The illustration shows that the other girl is bigger than Yoon. It also shows that she is looking at Yoon's bracelet. There is no one sitting next to Yoon, so the older girl is correct when she says that Yoon is alone.)

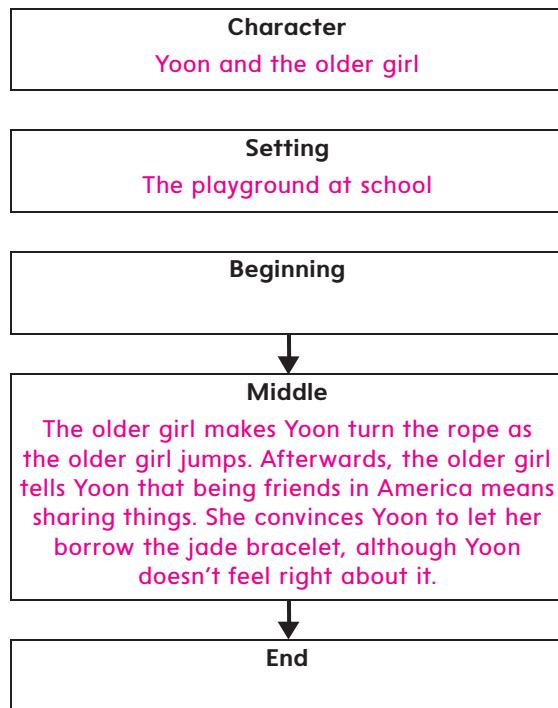
LITERATURE ANTHOLOGY, pp. 40–41

CLOSE READING

Read

8 Character, Setting, Plot: Sequence

Why does Yoon give the older girl the bracelet? (**The older girl tells Yoon that being friends in America means sharing things.**) Add this information to your chart.



After lunch we ran outside to play awhile. The older girl tied one end of the rope to the fence. Then she gave me the other end to turn, turn. She jumped and sang while I turned faster, slower, faster. I turned and turned. My arm grew tired. I had learned the rope part very well, but I really wanted to learn the jump part.

"When will I jump?" I asked.

"Tomorrow," the older girl said. The bell rang. It was time to go inside, and she took the rope from me.

"I really like your bracelet," she said. "In America, friends share things. If we are going to be friends, you should share your bracelet with me. You should let me wear it—just for today."

My birthday bracelet? Oh, no, no, no. I could not share that. My mother's own mother had given it to her, and now it was mine. No, no, I shook my head.

STOP AND CHECK

Visualize Visualize Yoon and the older girl jumping rope. How does Yoon feel?

42



Access Complex Text

► Genre

Remind students that characters in realistic fiction may say or do things that are misleading or wrong.

- On page 41, the older girl said that she would teach Yoon to jump rope. Did the older girl do what she said she would do? Explain. (No. The older girl did not let Yoon jump rope.)

- What must Yoon do in order for the older girl to be her friend? (Yoon must let her wear the bracelet.)
- Do you think that the older girl behaves the way a real friend would behave? Why or why not? (No. A real friend wouldn't force someone to share things in order to be a friend.)

"Well ... then how can we be friends?" the older girl asked. "I thought you wanted to learn how to jump rope?"

I slipped the jade bracelet off and held it in my hand. My mother said it would bring me good luck and good friends. But sharing it did not seem right.

Quickly the older girl grabbed the bracelet from me and twisted it onto her own wrist. "Do not worry," she said. "I will give it back tomorrow."

8



43

LITERATURE ANTHOLOGY, pp. 42–43



Model giving a student a book and then quickly pulling it away. Tell students: *This is a trick, just like the older girl did to Yoon to get her bracelet.*

- Ask students, *Have you ever been tricked by someone? How did it feel?* (Monitor student responses to check their understanding of the word *trick*.)

STOP AND CHECK

Visualize Visualize Yoon and the older girl jumping rope. How does Yoon feel?

Teacher Think Aloud Yoon is turning the rope over and over. I can visualize, or picture, her getting tired while turning the rope and doing nothing else. Meanwhile the older girl jumped and sang, which sounds like fun. The picture in my mind helps me to infer that Yoon is not happy just turning the rope.

Reread

Author's Craft: Repetition

Have students reread the first paragraph on page 42 and have students identify the repeated words. (*turn, turn; faster, slower, faster; turned and turned*) Why did the author repeat these words? (to emphasize that the older girl is making Yoon turn the rope and isn't giving Yoon a chance to jump the rope, which is what Yoon really wants to do)

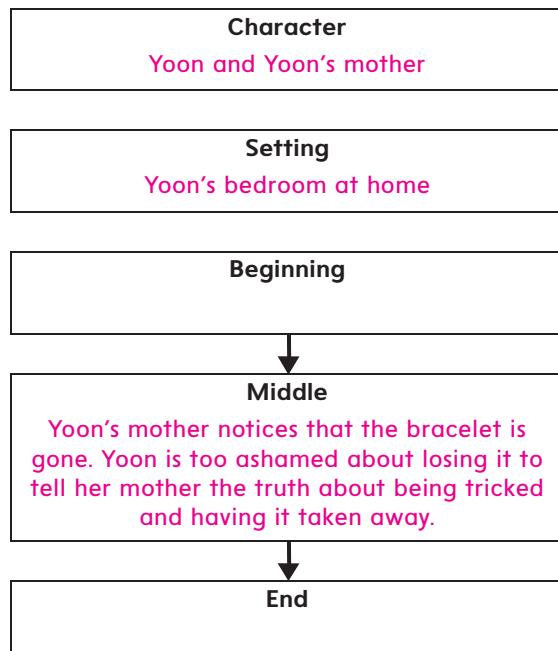
- Help students discuss how it feels to be tricked.

CLOSE READING

Read

9 Character, Setting, Plot: Sequence

Why does Yoon shrug with shame when her mother asks her about the missing bracelet? (She feels badly about being tricked and the precious gift being taken from her.) Add this information to your chart.



Build Vocabulary page 44

straight: right away, without doing anything else first

When I got home from school, I went straight to my room. My mother came in to check on me. As I sat on my bed reading my new Korean storybook, she reached for my arm and gasped.

"Where is your bracelet, Yoon?"

9 I shrugged with shame, not trusting myself to speak.

"Oh, I see a sad face. Did you lose it at school, Yoon?"

I shrugged again.

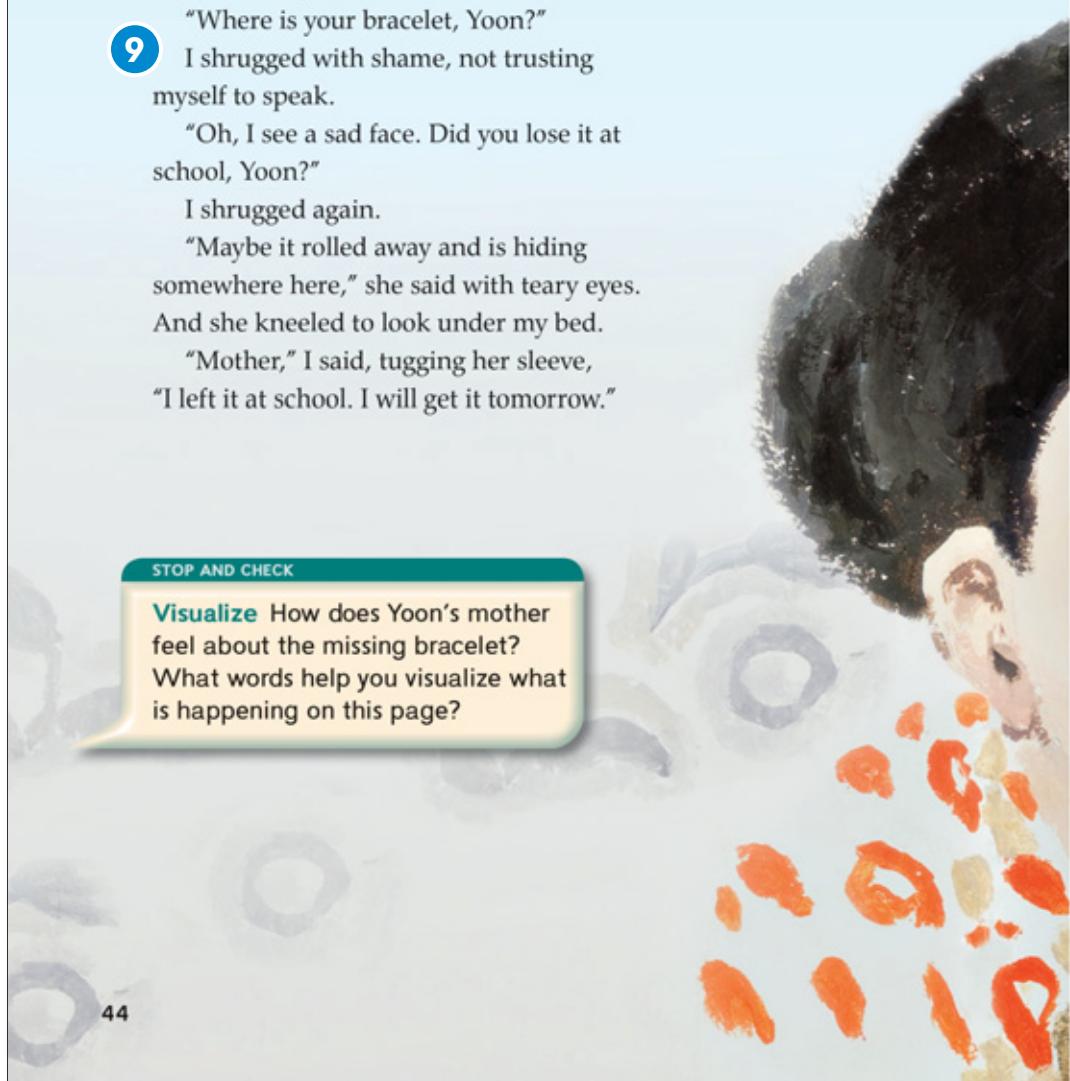
"Maybe it rolled away and is hiding somewhere here," she said with teary eyes. And she kneeled to look under my bed.

"Mother," I said, tugging her sleeve, "I left it at school. I will get it tomorrow."

STOP AND CHECK

Visualize How does Yoon's mother feel about the missing bracelet? What words help you visualize what is happening on this page?

44



ACT Access Complex Text

► Connection of Ideas

Help students make inferences about the characters' actions and feelings.

- When Yoon's mother enters the room, why does she gasp and reach for Yoon's arm? (She is surprised that Yoon is not wearing the bracelet.)

- What other clues tell you how Yoon's mother feels when she thinks that Yoon has lost the bracelet? (She is "teary eyed," which means that she is sad and ready to cry.)
- What clues tell you how Yoon feels? (She is ashamed. She goes to her room; she shrugs with shame; she doesn't trust herself to speak.)



LITERATURE ANTHOLOGY, pp. 44–45



Help students understand the phrase “shrugged with shame.”

- Model the phrase by moving your shoulders up and down while making a sad face. Point out the movement you just made is a shrug.
- Have you ever felt bad about something you did? Ask students to describe the experience in short

STOP AND CHECK

Visualize How does Yoon’s mother feel about the missing bracelet? What words help you visualize what is happening on this page?

Teacher Think Aloud When I have difficulty understanding what is taking place in the text, I try to visualize it in my mind. How can visualizing Yoon and her mother help you figure out how her mother feels about the missing bracelet? How can visualizing help you figure out how Yoon feels?

Prompt students to apply the strategy in a Think Aloud. Ask them to visualize and make inferences about how Yoon and her mother feel about the missing bracelet.

Student Think Aloud Yoon’s mother reached for her arm and gasped. This tells me she is surprised that the bracelet she gave Yoon for her birthday is missing. Yoon’s mother starts to ask her questions about the bracelet. All Yoon can do is shrug because she is ashamed. When I close my eyes, I can picture Yoon’s mother with tears in her eyes as she kneels to look under Yoon’s bed for the bracelet.

words and sentences. Tell students this means they felt shame.

- *Yoon did not want to tell her mother what happened to the bracelet, so she _____.*
(Help students pronounce the phrase “shrugged with shame.”)

CLOSE READING

Read

10 Character, Setting, Plot: Sequence

What happens when Yoon asks the older girl to give back her bracelet? (**The older girl calls Yoon a pest and tells her to stop bothering her.**) Have students reread page 47 and paraphrase what happens when Yoon tells her teacher about the older girl. (**The teacher sends for the older girl and talks to her about the bracelet.**) Add this information to your chart.

Character

Yoon and Yoon's teacher and the older girl

Setting

Yoon's classroom at school

Beginning

Middle

Yoon asks the older girl for the bracelet back, and is called a pest and told to go away. When Yoon's teacher asks why she is acting sad, Yoon tells her what is happening and the teacher sends for the older girl.

End

Build Vocabulary page 46

pest: annoying person

The next morning I waited in the school yard for the older girl. She was still wearing my jade bracelet.

"It is time to give back my bracelet," I said.

"I will give it to you later," she said, rushing past me.

All morning my heart was heavy with worry. I could not remember how to spell "cat" or how to add two plus two.

After lunch, when the children ran outside, I found the older girl again. "You have my bracelet and I want it back," I said.

"Stop bothering me! Do not be a pest!" She pushed me away and laughed.

I was just like the silly girl in my storybook. I had been tricked by a tiger.



Access Complex Text

► Specific Vocabulary

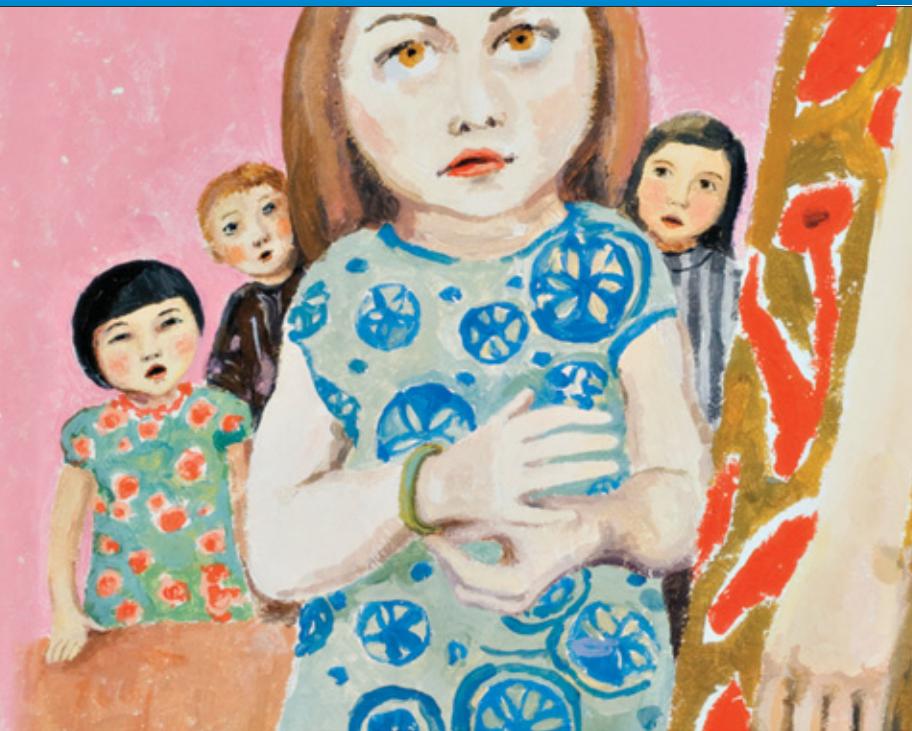
Help students interpret descriptive language and relate it to the rest of the text.

- *What does Yoon mean when she says, "My heart was heavy with worry"? (She is worried that the older girl will not return the bracelet.)*
- *How do Yoon's actions that morning show she is upset? (She forgets how to spell and add.)*

► Connection of Ideas

Explain that characters may not mean what they say.

- *At the top of page 46, the older girl says she will give the bracelet back later. What clues on this page suggest that she is not telling the truth? (She rushes past Yoon. Later she says, "Stop bothering me!")*



Back in my classroom, I laid my head on my desk. **10** **11**
 "What is wrong, Yoon?" my teacher asked.
 I told my teacher about the older girl, and she sent
 for her.
 "Do you have something that belongs to Yoon?" my
 teacher asked her. "Is that her bracelet you are wearing?"
 "Oh, no!" the older girl said with her trickster tongue.
 "It is mine!"
 "No! It is my birthday bracelet!" I said.
 The children in my class gathered around us.
 "Yoon was wearing it yesterday," the ponytail girl said.
 "Yes," said the freckle boy. "I saw it, too."

47

LITERATURE ANTHOLOGY, pp. 46–47

Read

11 Skill: Make Inferences

Reread the first three paragraphs on page 47. Ask: *How does Yoon's teacher know something is wrong?* (She notices that Yoon has put her head on her desk.) What inference can you make about Yoon as a student? (I can infer that Yoon usually pays attention in class and that she is probably a good student.)

Reread

Close Reading Companion, 10**Author's Craft: Dialogue**

How does the author use what the children say to show they are her friends? (Without being asked to, Yoon's classmates gather around and speak up for Yoon. They say that they have seen Yoon wearing the bracelet. By agreeing with Yoon's side of the story, they are helping her to stand up against the girl who took her bracelet. This is how friends would act.)



Remind students of the earlier example of tricking someone. Tell students that someone who tricks someone else is sometimes called a *trickster*.

- Repeat this sentence after me: "Oh no! the older girl said with her trickster tongue."

- Why might we say someone has a *trickster tongue*? (Because he or she uses words to trick others.)

Read

12 Skill: Make Inferences

What do you think Yoon whispers in her teacher's ear? (I think Yoon gives her information about the bracelet that the older girl might not know. Yoon probably tells her about the Korean symbols on the inside of the bracelet.) How does the older girl's answer show the bracelet does not belong to her? Use information from the story to make an inference. (The older girl says that the bracelet is smooth and green. She does not tell the teacher that the inside of the bracelet has Korean symbols. The older girl is not familiar with the bracelet, so it could not belong to her.)



"Can you tell me something about this bracelet, Yoon?" my teacher asked.

"My mother gave it to me," I answered, looking into the tiger girl's face. "This bracelet is a symbol of kindness and courage. It is a symbol of jade friendship—true friendship."

"Now you tell me about this bracelet," my teacher said to the older girl.

"Well ... it is smooth and green," she answered in a sure voice.

I worried I would never get my bracelet back. I did not feel like Shining Wisdom. My mother should have named me Shining Fool instead.

12 Then I had a very good idea. I whispered something into my teacher's ear.

48



Access Complex Text

► Connection of Ideas

Explain to students that when Yoon calls the older girl "tiger girl," she is using a metaphor, as well as making a connection to an earlier part of the story.

- *Where else in the story is a tiger mentioned?* (in Yoon's storybook about a girl being tricked by a tiger)

- *Why would Yoon call the older girl "tiger girl?"* (The girl in the story is tricked by a tiger and Yoon is tricked by the older girl; Yoon is comparing the older girl to the tiger in her storybook.)



"So tell me about the inside of this bracelet," she asked the older girl.

"Well ... it is smooth and green," she repeated. **B**

The teacher told her to take it off, and the girl struggled to get it over her hand. My teacher looked inside and saw the dancing Korean symbols.

"Do you know what this says?" she asked the girl.

"No," the older girl said. "Well ... I thought it was my bracelet. I used to have one just like it. Maybe this one does belong to Yoon."

My teacher's eyes said Older-girl-you-are-in-trouble.

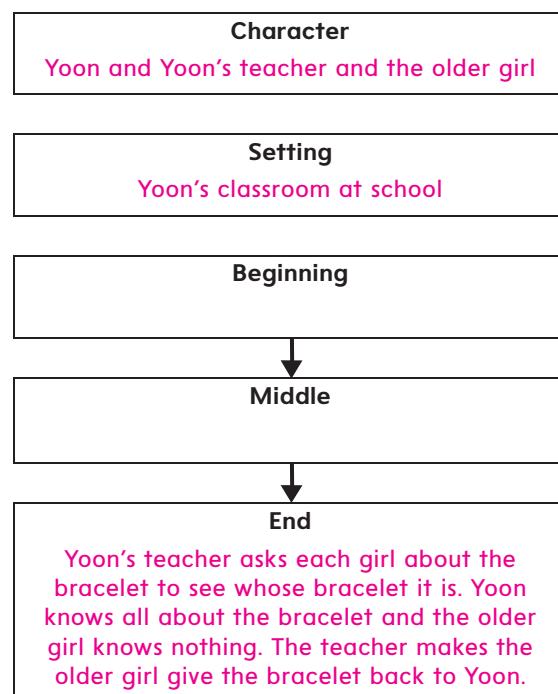
Then my teacher slid the jade bracelet easily over my hand. "Here is your name bracelet, Shining Wisdom."

And it fit. Perfectly.

Read

B Character, Setting, Plot: Sequence

How does the teacher get the older girl to return the bracelet to Yoon? (She uses what Yoon knows about the bracelet to trick the older girl into proving that she is lying.) What happens next? (The older girl does not know what is on the inside of the bracelet and so the teacher makes her take it off and give it back to Yoon.) Add this information to your chart.



Read aloud the last sentence on page 48.

Demonstrate *whispering* for students.

- When we whisper can others hear what we say?
(No)

- Have students whisper into their partner's ear. Ask students to explain when it is important to whisper.

CLOSE READING

Read

14 Strategy: Visualize

What descriptive language on page 50 helps you visualize how Yoon's mother feels when she sees Yoon wearing the jade bracelet?

Student Think Aloud In the second sentence, Yoon's mother says, "Aha!" when she sees Yoon wearing the bracelet. The author's use of exclamation marks shows that Yoon's mother is excited and speaking in a loud voice. Yoon's mother also claps her hands, which tells me that she is happy. I can visualize Yoon's mother clapping her hands and speaking loudly. The picture in my mind of Yoon's mother helps me understand how happy she is to see Yoon wearing the jade bracelet.

STOP AND CHECK

Visualize How does Yoon's mother feel when she sees the bracelet again? (She is very happy.)

14 My mother saw the bracelet on my wrist after school. She clapped her hands. "Aha! It was at school!"

"Mother," I asked, "does wearing jade make wishes come true?"

STOP AND CHECK

Visualize How does Yoon's mother feel when she sees the bracelet again? Visualize or picture in your mind what is happening in the story.



50



Access Complex Text



Students may not understand the phrase "make wishes come true." Ask them to think about something they have always wanted and to tell if they got it. Have students answer in short words and sentences.

- Tell students that you are going to close your eyes and think about something you have always wanted. Say: *I just made a wish.*

- Repeat after me: "Mother," I asked, "does wearing jade make wishes come true?" Point out that when someone gets what he or she always wanted, his or her wish came true.

"Yes," she said. "It is known to happen." She smiled. "And what are your wishes?"

So I told her about my jump rope wish and my wish for true friends.

And I told her a story about a wise girl who tricked a tiger. **15**



51

LITERATURE ANTHOLOGY, pp. 50–51

Read

15 Character, Setting, Plot: Sequence

Why does Yoon tell her mother a story about a wise girl who tricked a tiger instead of telling her what happened at school? (Yoon does not want to upset her mother by telling her how she almost lost the bracelet.)

Character

Yoon and her mother

Setting

Yoon's house

Beginning

Middle

End

Yoon tells her mother a new story about a wise girl tricking a tiger.

Return to Purposes Review students' predictions and purposes for reading. Ask them to use text evidence to answer the Essential Question. (In the beginning of the story, we learned about the tradition of passing down family items in Yoon's culture.)

Read

About the Author and Illustrator

Helen Recorvits and Gabi Swiatkowska

Have students read the biographies. Ask:

- How might Helen Recorvits have used her experiences to write stories?
- How do Gabi Swiatkowska's illustrations help you visualize the events in the story?

Author's Purpose

To Entertain

Remind students that authors write to entertain by creating stories with interesting characters and events. Point out that the author uses first-person point of view to tell this story. We hear Yoon's thoughts and see the world through her eyes. Students might suggest the story is about things that are precious to us.

Reread

Author's Craft

Explain that authors use dialogue to develop the characters and show how they relate to each other. As an example, reread the dialogue on pages 48–49. How does the author show through dialogue that the older girl knows nothing about the bracelet?

(The older girl gives very simple details about the bracelet, and she repeats herself.) How does her answer to the teacher's question compare with Yoon's answer? (Yoon's answer has a lot of details, and she is sure of herself when she speaks. She looks directly in the older girl's face when she speaks.)

About the Author and Illustrator



Helen Recorvits has an early memory of her mother reading to her. Her favorite story then was Cinderella.

When she was eight years old, Helen began writing her own stories. She shared them with her cousins. She wrote a weekly newspaper column when she was a teenager. Today she lives in Rhode Island. She teaches second grade.

Author's Purpose

Why do you think the author wrote about a girl and her bracelet?

Gabi Swiatkowska

was born in Poland. Her first memory is of the crows that gathered in front of her house. She wrote stories and drew pictures, mostly of princesses. She studied art at the Lyceum of Art in Poland. Gabi also studied at the Cooper Union School of Art in New York. She lives in Brooklyn, New York.



Respond to the Text

Summarize

Think about the important details from *Yoon and the Jade Bracelet*. Summarize what you learned about the characters, setting, and story structure. Details from your Story Map may help you.

Write

How does Yoon change from the beginning of the story to the end? Use these sentence frames to organize your text evidence.

At the beginning, Yoon wants . . .
The author helps me see that . . .
At the end, Yoon . . .

Make Connections



What did you learn about traditions in Yoon's culture? **ESSENTIAL QUESTION**

Why is learning about traditions and cultures important? **TEXT TO WORLD**



Integrate

Make Connections



Essential Question Answer: I learned that in Yoon's culture, it is a tradition to pass down family items and stories.

Evidence: On page 39, I read that Yoon's mother gave Yoon a jade bracelet that used to belong to her. She got it from her own mother, and now she is passing it down to her daughter. On the same page, I also read that Yoon's mother passed down to Yoon the story of jade.

Text to World Answers may vary, but encourage students to cite evidence from the text and then think of an example from their own lives.

Respond to the Text

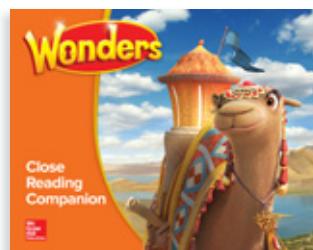
Read

Summarize

Tell students they will use the information from their Characters, Setting, and Plot chart to summarize. *As I read Yoon and the Jade Bracelet, I noted key information about the characters, setting, and story sequence. To summarize, I will look at the details from the story map and paraphrase, or reword, them in a logical way.*

Reread

Analyze the Text

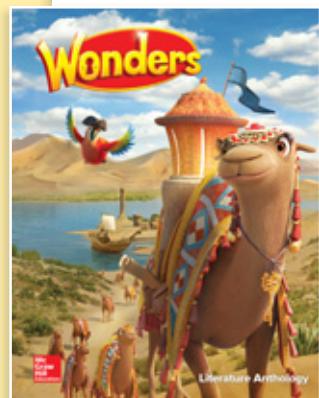


After students summarize the selection, have them reread to develop a deeper understanding of the text and answer the questions on **Close Reading Companion** pages 8–10. For students who need support in citing text evidence, use the Reread prompts on pages T93D–T93S.

Write About the Text

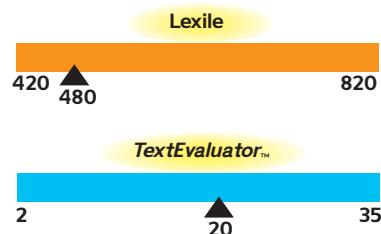
Review the writing prompt and sentence frames. Remind students to use their responses from the **Close Reading Companion** to support their answers. For a full lesson on writing a response using text evidence, see page T98.

Answer: Yoon changes as she learns to value her jade bracelet and her culture. **Evidence:** On page 46, Yoon realizes she was "tricked by a tiger" when the older girl calls her a pest. She realizes the value of what she gave away. On page 48, Yoon uses her knowledge of her culture to prove the bracelet is hers.



Family Traditions

Text Complexity Range



Literature Anthology

What makes this text complex?

- ▶ Connection of Ideas
- ▶ Genre

Compare Texts

As students read and reread “Family Traditions,” encourage them to take notes and think about the Essential Question: *What can traditions teach you about cultures?* Tell students to think about how this text compares with *Yoon and the Jade Bracelet*.

Genre • Expository Text

Compare Texts

Read about different traditions that families celebrate.

Family Traditions

Many different people live in the United States. Some come from other countries. Some groups have been here a long time. Each group has its special culture and **traditions**. People want to keep traditions alive. They share them with their families. You can learn about people by looking at their traditions.

Celebrating a New Year

Chinese families celebrate Chinese New Year. Chinese New Year happens in January or February. It lasts about two weeks. The holiday means that winter is ending. Spring is on the way!

The traditions for Chinese New Year are very old. Adults give children bright red envelopes. Red stands for good luck and happiness. The envelopes are full of good luck money.

54

A C T Access Complex Text

▶ Connection of Ideas

Tell students they should try to connect new information with information they have already learned.

- Why do Chinese adults give their children bright red envelopes during the Chinese New Year? (Red stands for good luck and happiness.)



This holiday is also a time for feasts. Chinese families share sweet, smooth, rice cakes. Some families eat a whole cooked fish. They give oranges as presents. They eat noodles, too. These foods are symbols for a happy year and long life.

In most big cities families watch the Chinese New Year parade. Dragon dancers glide down the street. Lion dancers wear costumes in red, yellow, and green. Bands march by in rows. Their drums beat out happy tunes. People in traditional costumes go by on floats. They wave to the crowd. BANG! Watch out for firecrackers! They are part of the tradition, too. Loud sounds are symbols of a joyful time of year.

Illustration © 2010 Scholastic Inc.

Read

1 Text Feature: Photographs

How does the photograph of the Chinese family support the text? (The woman on the right is wearing fun glasses that say 2010, and everyone is happy and smiling. So the family is celebrating a new year. The child is wearing red, which the text says stands for good luck and happiness.)

Reread

Author's Craft: Word Choice

Explain that authors use descriptive words to add meaning to a text and to help the reader visualize what is happening. Reread the second paragraph on page 55. How did the author use descriptive language? (The author uses descriptive verbs such as, *glide*, *march*, and *beat*.) What effect do these words have? (These words show action and are visual. They help me visualize the sights and sounds of a Chinese New Year parade better.)

- Look at the photograph on page 55. What is the main color of the child's costume? (red)
- Why do you think the family chose a red costume for the child? (Page 54 says that red stands for good luck and happiness. The family wants the child to have good luck and happiness.)



Students may not understand the meaning of the word *feasts*. Point out that a big meal for many people is called a *feast*.

- Ask: Who can tell me about a party they went to that had a lot of food and people? Have students describe their experiences using short words and sentences.

CLOSE READING

Read

2 Skill: Main Idea and Key Details

What is the main idea of page 56? What details support the main idea? (Main idea: Many African American families enjoy family reunions. Details: Family members travel from far away. They play games, tell stories, and eat traditional foods. The photograph shows an African American family cooking and eating together. Family members may have a talent show and wear special T-shirts to show pride.)

3 Vocabulary Strategy: Context Clues

Have students find the word *pow wow* on page 57. Ask: *What words in nearby sentences can help you figure out the meaning of pow wow?* (summer, festival, culture, dance, music)

Reread

Close Reading Companion, 13

Author's Craft: Description

How does the author help you picture what traditions are like? (The author uses descriptive details about the different traditions, along with photographs and captions.)



Access Complex Text

► Genre

Tell students that the pictures on pages 56 and 57 help the reader visualize how each group of people celebrates its traditions.

- Look at the picture on page 56. Why do you think the author states that people feel sad at the end of an African American reunion? (Everyone is smiling in the picture. It shows that they are having a good

Families Get Together

Summer is a time for family reunions. Many African American families enjoy this tradition. Aunts, uncles, and cousins travel from far away. Family members play games together. They tell family stories. They share traditional foods, such as barbecue and homemade sweets. Sometimes there's a talent show. Family members often wear special T-shirts to show their **pride**.

Reunions can last for three days. People feel sad when the reunion ends. Then planning begins for the next one!



This family enjoys traditional foods at their reunion.

time at the reunion. The people will be sad when it is over because they don't want it to end.)

How can everyone learn about Native American traditions at a pow wow? (I read in the text that pow wows are open to Native Americans and people from other cultures. Native Americans use this celebration to teach others about their traditions through dance, music, and stories.)

Storytelling and Dance

Many Native American cultures have traditions of storytelling and dance. The stories are from long ago. Older people tell the stories to their children and grandchildren. They may use the culture's native language. The stories explain things in nature. They tell about the courage of early people.

Some Native American groups get together in the summer. They meet at big pow wows. These festivals celebrate culture through dance and music. Storytellers bring the old tales to life. The soft notes of a flute may help tell a story. The firm beat of a drum adds power. People from other cultures can watch and listen. Everyone enjoys the stories and learns about the traditions.

Traditions Are Everywhere

Traditions are a kind of glue. They hold families together. They make a culture strong. And traditions help us know the many people in the United States.

Make Connections

What can you learn about families through their traditions? **ESSENTIAL QUESTION**

Tell about some other family traditions you have read about. **TEXT TO TEXT**

3



Native American storytellers pass down tales from long ago.



LITERATURE ANTHOLOGY, pp. 56-57

Read

Summarize

Guide students to summarize the selection.

Reread

Analyze the Text

After students read and summarize, have them reread to develop a deeper understanding of the text by annotating and answering questions on pages 11-13 of the **Close Reading Companion**. For students who need support citing text evidence, use the scaffolded instruction from the Reread prompts on pages T93V-T93W.

Integrate



Make Connections

Essential Question Answer: Family traditions help me understand what each family values and enjoys doing. **Evidence:** On page 55, I read about the Chinese tradition of celebrating the Chinese New Year with a parade and fireworks. On page 56, I learned about how many African American families enjoy the tradition of family reunions. On page 57, I read about the Native American pow wows. These are festivals that celebrate their culture with music and dance.

Text to Text Answers may vary, but encourage students to cite text evidence from the this text and other texts they have read.



Phonics/Fluency



Short Vowels e, o, u

OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

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

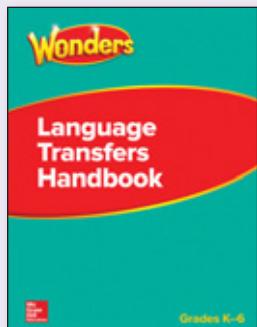
Rate: 61-81 WCPM

ACADEMIC LANGUAGE

- phrasing
- Cognate: *fraseo*



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



Language Transfers Handbook

Go Digital



Short Vowels

Present the Lesson



View "The Dream Catcher"

1 Explain

Display the *Egg*, *Octopus*, and *Umbrella* Sound-Spelling Cards. Point to each card and say the sound. Have students repeat each sound. Provide a sample word for each sound, for example: /e/ as in *egg* and *red*; /o/ as in *octopus* and *clock*; /u/ as in *umbrella* and *thumb*.

2 Model

Write the words *leg* and *head* on the board and underline each short vowel spelling. Point out that /e/ is usually spelled e, but can sometimes be spelled ea. Run your finger under each word as you model blending the words. Continue with the words *stop* and *swap* for the /o/ sound, pointing out that sometimes the short o sound is spelled a, as in *swap*. Write *gust* on the board, underline the vowel spelling, and model blending the word.

3 Guided Practice

Write the following words on the board. Guide students to use what they know about short vowel sounds to blend each word.

nest

fox

drum

watch

vest

deck

hush

top

bread

Read Multisyllabic Words

Transition to Longer Words Tell students that compound words are made up of two smaller words. Explain that many compound words have short vowels. Students should use their knowledge of short vowel sounds to figure out how to read them. Write the word *sunset* on the board. Draw a line between *sun* and *set*. Say each word separately and then say the words together. Have students repeat. Write these compound words: *backhand*, *hilltop*, *houseboat*, *lunchtime*, and *watchdog*. Have students identify the two words in each by drawing a line between them. Then have them read each compound word. Have students read compound words in sentences, for example: I ran to the *hilltop*.

Inflectional Endings

1 Explain

Adding *-s*, *-ed*, and *-ing* creates new verb forms and tenses.

- For many base words, adding *-s*, *-ed*, and *-ing* does not change the spelling of the base word: *packs*, *packed*, *packing*.
- For most base words that end with a vowel and a consonant, the final consonant is doubled before adding *-ed*, and *-ing*: *step*, *stepped*, *stepping*.

2 Model

Write and say *clapped*. Have students repeat it. Point out the double *p* and model finding the base word by covering the second *p* and the ending *-ed*.

3 Guided Practice

Write the words *stops*, *stopped*, *sitting*, *flips*, *dropped*, *singing*. Have students underline the endings and then say each word. Have students identify the words with a double consonant.

FLUENCY



Phrasing

Explain/Model Explain that reading with appropriate phrasing means knowing when to pause and when to stop. Tell students that punctuation marks, such as commas, dashes, and periods can help them group phrases when reading to better convey meaning.

Model reading page 41 of “The Dream Catcher,” being sure to pause briefly at the punctuation marks. Point out how you stopped at the periods and paused briefly at the commas.

Practice/Apply Have one group read the passage a sentence at a time. A second group echo-reads, using the same phrasing. Then have groups switch roles. Help students use appropriate phrasing and offer feedback as needed.

Daily Fluency Practice

Students can practice fluency using Your Turn Practice Book.

Monitor and Differentiate

Quick Check

Can students decode words with the short vowel sounds /e/, /o/, and /u/? Can students read words with inflectional endings? Can students read fluently?



Small Group Instruction

If No →	Approaching Level	Reteach pp. TI08, TI10
	ELL	Develop p. TI26
If Yes →	On Level	Review p. TI16
	Beyond Level	Extend p. TI20

ON-LEVEL PRACTICE BOOK p. 18

A. Circle the word with the correct short vowel sound to complete each sentence.

1. I like to _____ down the hill when it snows.
short e slide sled run

2. Did you find your missing _____?
short o sock coat cup

3. He runs and _____ when he plays basketball.
short u leaps shoots jumps

4. The farmer planted the _____ in April.
short o corn crops oats

5. Everyone helped clean the _____ in the city park.
short e mess stream seats

B. Write the correct *-s*, *-ed*, and *-ing* forms to complete each set.

	+ s	+ ed	+ ing
--	-----	------	-------

1. tap _____ tapped _____ tapping _____

2. stop _____ stopped _____ stopping _____

3. clap _____ clapped _____ clapping _____

4. step _____ stepped _____ stepping _____

5. skip _____ skipped _____ skipping _____

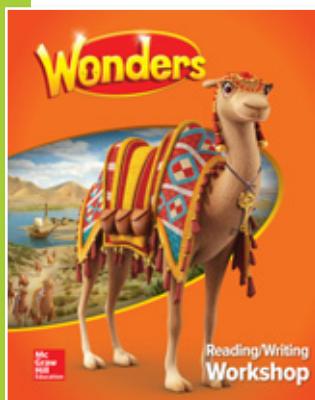
APPROACHING
p. 18

BEYOND
p. 18

ELL
p. 18



Write to Sources



Reading/Writing
Workshop

OBJECTIVES

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

ACADEMIC LANGUAGE
details, topic, describe, interesting

Go Digital



U1W2 Word Choice:
Descriptive Details

DAY
1

Writing Fluency

Write to a Prompt Provide students with the prompt: *Tell why the dream catcher is important to Biyen.* Have students share their ideas about dream catchers. *What do you know about what a dream catcher is thought to do?* When students finish sharing ideas, have them write continuously for five minutes in their Writer's Notebook. If students stop writing, encourage them to keep going.



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

DAY
2

Write to the Reading/Writing Workshop Text

Analyze the Prompt Read aloud the first paragraph on page 48 **Reading/Writing Workshop**. Ask: *What is the prompt asking? (to add a paragraph to narrative writing)* Say: *Let's reread to see the descriptive details in the paragraph. We can note text evidence.*

Analyze Text Evidence Display Graphic Organizer 3 in Writer's Workspace. Say: *Let's see how one student, Walter, took notes to answer the prompt. He notes what a dream catcher looks like in detail.* Guide the class through the rest of Walter's notes.

Analyze the Student Model Explain how Walter used details from his notes to write a response to the prompt.

- Details** Details help the reader visualize what is happening. Walter chose interesting words, "huge" and "sticky," to describe the web. Trait: Word Choice
 - Point of View** Walter wanted to show what Peter was thinking and feeling. Ask students to compare the text evidence in Walter's notes with the description of Peter's point of view in Walter's writing. Trait: Voice
 - Order of Events** The order of events tells what's happening in the beginning, middle, and end of an event. Walter used text evidence from his notes to help him write about the order of events of the dream and especially how it ended. Trait: Organization
- For additional practice with word choice and descriptive details, assign **Your Turn Practice Book** page 19.

Writing
Process

Genre Writing

Friendly Letter pp. T352–T357

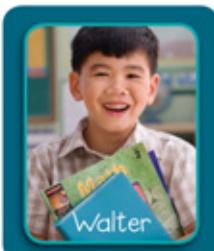
Second Week Focus: Over the course of the week, focus on the following stages of the writing process:

Draft Distribute copies of the Student Model found online in Writer's Workspace. Teach the minilesson on appropriate tone. Have students review the Two-Column Charts they prepared in Prewrite, and write a draft.

Revise Analyze the Revised Student Model found online in Writer's Workspace. Teach the minilesson on invitations and thank-you notes. Have students review their partner's draft and revise their own. Distribute the Revise and Edit Checklist from Writer's Workspace to guide them.

Write to Sources

Write About the Text



Grammar

This text has an example of both a command and an exclamation.

Grammar Handbook

See page 474.

Details

I included details about what happened in the dream.



Pages 38-43

I responded to the prompt: Add a paragraph to the story. Describe what happened in Peter's dreams and include the dream catcher.

Student Model: Narrative Text

That night Peter had a dream that he was walking in the woods. A spider dropped on his shoulder. It growled, "Look up, Peter." There were spiders all around him! A huge, sticky web surrounded Peter. He tried to run, but it was harder and harder to move.



Peter was scared. Then he saw his dream catcher up ahead. He reached out his arms as far as he could. When Peter finally touched the dream catcher, the spiders and their sticky web melted away.

Point of View
I showed what Peter was thinking and feeling.

Order of Events
I told the events in the dream in order.

Your Turn

Add a paragraph to the end of the story. Write about what happened when Peter got home from school after his presentation.

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

READING/WRITING WORKSHOP, pp. 48-49

Your Turn Writing Read the Your Turn prompt on page 49 of the Reading/Writing Workshop aloud. Discuss the prompt with students. If necessary, review with students that descriptive details are important in narrative writing.

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

- Details
- Point of View
- Order of Events

Have students use Grammar Handbook page 474 in the Reading/Writing Workshop to edit for errors in commands and exclamations.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Write Help students complete the sentence frames.
*Peter comes home from school, and he _____.
Peter thinks his presentation was _____.*

Intermediate

Describe Ask students to complete the sentence frame. Encourage students to provide details.
Peter told his classmates that the dream catcher was _____.

Advanced/High

Discuss Check for understanding. Ask: *What does Peter know and feel about the dream catcher? How do you think he will feel after he has shared this information?*



Write to Sources

DAY

3

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

DAY

4

Write to the Literature Anthology Text

Analyze the Prompt Explain that students will write about *Yoon and the Jade Bracelet* on Literature Anthology pages 34–51. Provide the following prompt: *How does Yoon change from the beginning of the story to the end?* Ask: *What is the prompt asking you to do? (to describe how Yoon changes in the story)*

Analyze Text Evidence Help students note evidence.

Page 43 Read the page. Ask: *Why does Yoon hesitate when the older girl asks to wear Yoon's bracelet?* *What does Yoon do? (She knows she should not share it. But she wants to jump rope with the girl.)*

Page 37 Read the page. Ask: *What does Yoon figure out on this page? (She realizes she has been tricked.)*

Page 51 Read the page. Ask: *What does Yoon's story tell you about Yoon? (She is like the wise girl because she spoke up bravely and got her bracelet back.)*

Encourage students to look for examples of how Yoon has changed. Then have them craft a short response. Use the conference routine below.

Write to Two Sources

Analyze the Prompt Explain that students will compare *Yoon and the Jade Bracelet* and "Family Traditions." Provide students with the following prompt: *Write a short narrative in which a member of Yoon's class shares his or her family traditions with Yoon. Use text evidence from two sources to support your answer.* Ask: *What is the prompt asking you to do? (to write a narrative about sharing family traditions)* Say: *On page 39 of the Literature Anthology, Yoon's mother tells her the story of jade. So in my notes, I will write: Yoon's mother talks about traditions. I will also note the page number and the title of the source. On page 57, the text tells me that older people in the Native American cultures tell stories to their children and grandchildren. I will add this to my notes.*

Analyze Text Evidence Display online Graphic Organizer 4 in Writer's Workspace. Say: *Let's see how one student took notes to answer the prompt. Here are Walter's notes.* Read through the text evidence for each selection and have students choose one tradition they would like to share.

Teacher Conferences

STEP 1

Talk about the strengths of the writing.

The topic sounds very interesting and makes me want to read more. The events you describe are written with descriptive details.

STEP 2

Focus on how the writer uses text evidence.

The text evidence you cited helps explain the effects. It would help if you cited more text evidence with details about what Yoon learned.

STEP 3

Make concrete suggestions.

This section is interesting. I want to know more about _____. Add more specific information about the order of events in the narrative.

DAY
5

Share the Prompt Provide the following prompt to students: *Write a short narrative in which Yoon and her mother visit friends and learn about a different culture. Use text evidence from Yoon and the Jade Bracelet and “Family Traditions” to support your answer.*

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

Analyze the Student Model Review the prompt and Walter’s notes from Day 4. Display the student model on page 20 of the **Your Turn Practice Book**. Explain to students that Walter synthesized his notes to write a response to the prompt. Discuss the page together with students or have them do it independently.

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

- Details
- Point of View
- Order of Events



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

Suggested Revisions

Provide specific direction to help focus young writers.

Focus on a Sentence

Read the draft and target one sentence for revision. *Rewrite this sentence by adding more descriptive details about ____.*

Focus on a Section

Underline a section that needs to be revised. *This section is interesting. I want to know more about _____. Provide more details about the characters’ points of view.*

Focus on a Revision Strategy

Underline a section. Have students use a specific revision strategy, such as rearranging. *You’ve included a lot of good details. Try to group information that is related.*

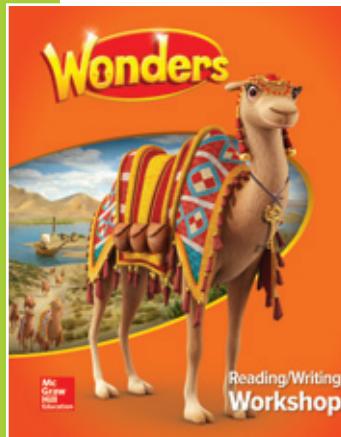
Peer Conferences

Focus peer responses on descriptive details. Provide these questions:

- Did your partner include descriptive details?
- What is the point of view of the narrative?
- Are there words that describe the order of events or ideas?



Grammar: Commands & Exclamations



Reading/Writing Workshop

OBJECTIVES

Produce simple, compound, and complex sentences.

- Distinguish commands and exclamations
- Identify types of sentences
- Capitalize and punctuate sentences correctly
- Proofread sentences for mechanics and usage errors



Sentence punctuation may work differently in English than in students' native languages. In Spanish, for example, questions and exclamations include beginning as well as end punctuation. Provide extra practice and support with sentence punctuation as needed.

DAY

1

DAILY LANGUAGE ACTIVITY

did your friends go to the game. Were
did the game take place.
(1: Did; 2: game?; 3: Where;
4: place?)

DAY

2

DAILY LANGUAGE ACTIVITY

did you see the dolphins jump over the
wave. We watched the dolphins swam
away
(1: Did; 2: wave?; 3: swim; 4: away.)

Introduce Commands

Present the following:

- A **sentence** is a group of words that expresses a complete thought:
My cat likes to sleep.
James hit the ball.
- A **command** tells someone to do something. It ends with a period:
Bring the book to the library.
- The word **you** is understood at the beginning of a command, but it is usually not written.

Discuss commands using page 474 of the Grammar Handbook in the **Reading/Writing Workshop**.

**TALK ABOUT IT**

COLLABORATE

IDENTIFY THE SENTENCES

While working in pairs, have one student say a command or a simple sentence about a tradition in his or her family or community. Have the other student identify it as a command or a statement and explain why.

WHICH ONE IS IT?

Have students work in pairs. Have one student say a command or exclamation someone might make during a celebration or holiday. Then, his or her partner should say if it was a command or an exclamation and then identify what kind of punctuation there should be at the end of the sentence.

**DAY
3****DAILY LANGUAGE ACTIVITY**

wow, that song was great. Tell him to come to my birthday party
(1: Wow; 2: great!; 3: party.)

**DAY
4****DAILY LANGUAGE ACTIVITY**

Is Carl helping you clean the patio?
Clean the patio before lunch?
(1: clean; 2: patio?; 3: lunch.)

**DAY
5****DAILY LANGUAGE ACTIVITY**

when do the children get home from school! Oh, their bus is coming now.
(1: When; 2: school?; 3: now!)

**Mechanics and Usage:
Punctuation in Commands
and Exclamations**

- Use a period at the end of a statement, or declarative sentence.
- Use a question mark at the end of a question, or interrogative sentence.
- Use a period at the end of a command.
- Use an exclamation mark at the end of an exclamation, or exclamatory sentence.

As students write, refer them to Grammar Handbook page 474.

Proofread

Have students proofread the following sentences and identify the sentence type.

1. put the chair in my room
(1: Put; 2: command; 3: room.)
2. What was the name of the hero in that book. (1: book?; 2: question)
3. How beautiful the sky looks today! (1: looks; 2: exclamation)
4. harold was on my team in second grade (1: Harold; 2: statement; 3: grade.)

Students can check their work with Grammar Handbook page 474.

Assess

Use the Daily Language Activity and Grammar Practice Reproducibles page 10 for assessment.

Reteach

Use Grammar Practice Reproducibles pages 6–9 and selected pages from the Grammar Handbook for reteaching. Remind students that it is important to use commands and exclamations correctly as they write and speak.

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

See Grammar Practice Reproducibles pages 6–10.

PLAY CHARADES

Have students in small groups each write down a command on scrap paper and place the pieces in a pile. Students will take turns selecting a paper and acting out the command, as the others guess what it is.

MAKE A SENTENCE

Have partners create a list of objects that have been in their families for a long time or special days that their families celebrate. Then, have each student create a complete simple statement, exclamation, or command using a word on the list and say it aloud.

NAME THE SENTENCE

Have students in a group write the four types of sentences on scraps of paper and put them in a pile. Each student in the group will take turns picking up a paper and making up the type of sentence that is on the paper. Have them read their simple sentences aloud. The sentences should relate to a family or community tradition.



Spelling: Short Vowels e, o, u

DAY
1DAY
2**OBJECTIVES**

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Spelling Words

step	rock	shut
mess	clock	luck
head	sock	slump
crops	pond	bugs
stop	jumps	mug

Review *clap, sick, snack*
Challenge *ready, does*

Differentiated Spelling**Approaching Level**

step	rock	bugs
fed	pond	cuts
sled	top	shut
yet	clock	jumps
mess	stop	pump

Beyond Level

mess	stop	jumps
head	block	slump
check	rock	funnel
ready	shut	gush
crops	bathtub	trust

Assess Prior Knowledge

Display the spelling words. Read them aloud, drawing out the short *e, o, and u* vowel sounds in each.

Point out the spelling patterns in *crops* and *mess*. Say each word; say that words with short *e, o, and u* vowel sounds such as *set, hot, and mug* usually have the CVC (consonant-vowel-consonant) pattern. Show students that words with these vowel sounds may also have CCVC, CVCC, or CCVCC patterns.

Demonstrate sorting the spelling words by pattern under key words *mess, crops, and slump*. (Write the words on index cards or the IWB.) Remind them that the letters *e, o, and u* followed by a consonant often indicate a short vowel sound.

Then use the Dictation Sentences from Day 5. Say the underlined word, read the sentence, and repeat the word. Have students write the words.

Spiral Review

Review the short *a* and *i* vowel sounds in *hand, miss, stamp*. Have students find words in this week's readings with the same sounds. Use the Dictation Sentences below for review. Read the sentence, say the word, and have students write the word.

1. Clap when the music ends.
2. It is not fun to be sick.
3. We had pretzels as a snack.

Have students check the spellings.

Challenge Words Review the spelling words, pointing out the *e, o, and u* short vowel sounds. Use these Dictation Sentences for challenge words.

1. He was not ready to wake up.
2. She does a lot of good work.

Have students check and correct their spellings, and write the words in their word study notebook. Say that double vowels (*ea, oe*) can make short vowel sounds.

**WORD SORTS****COLLABORATE****OPEN SORT**

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

PATTERN SORT

Complete the **pattern sort** using the key words, pointing out the short vowel sounds *e, o, and u*. Have students use Spelling Word Cards to do their own pattern sort. A partner can compare and check their sorts.

DAY
3**Word Meanings**

Have students copy the words below into their Writer's Notebooks. Have them figure out the spelling word that goes with each definition.

1. a stone (**rock**)
2. not open (**shut**)
3. ants, flies, spiders (**bugs**)
4. a dirty, untidy jumble (**mess**)
5. a body of water (**pond**)

Challenge students to come up with other clues for spelling, review, or challenge words.

DAY
4**Proofread and Write**

Write the sentences on the board. Have students circle each misspelled word and write the word correctly. Remind students they can use print or electronic resources to check and correct spelling.

1. You can stap on the rock. (**step**)
2. The pig jumps in the mud. (**jumps**)
3. The farmer has nice croeps of corn and wheat. (**crops**)
4. The rain was bad luk for the picnic. (**luck**)

Error Correction Some students will leave off the first letter of a final blend, such as the letter *m* in *jump*. Help these students segment the word sound by sound by orally stretching the sounds, /juuummmmp/. Each sound should be held for two to three seconds. Then have students attach a spelling to each sound they hear.

See Phonics/Spelling Reproducibles pp. 7–12.

DAY
5**Assess**

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

Dictation Sentences

1. Watch your step on the ice.
2. Rosie's room was a mess.
3. I have brown hair on my head.
4. His crops were corn and wheat.
5. The red sign means stop.
6. The rock was part of the cliff.
7. The clock said it was 12:30.
8. I found the lost sock in my shoe.
9. The pond had ducks and frogs.
10. Andrew jumps rope for fun.
11. Shut the door, please.
12. It was not luck, but practice.
13. The losing team was in a slump.
14. There were bugs under the log.
15. Her mom put tea in the mug.

Have students self-correct the tests.

SPEED SORT

Have partners do a speed sort to see who is fastest. Then have them do a word hunt in the week's reading for words with short vowels *e*, *o*, and *u*. Have them record the words in their Day 2 pattern sort in their word study notebook.

BLIND SORT

Have partners do a blind sort: one reads a spelling word card; the other tells under which key word it belongs. Have them take turns until both have sorted all their words. Then have students explain how they sorted the words.



Build Vocabulary

DAY

1

DAY

2

OBJECTIVES

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

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Expand vocabulary by adding inflectional endings, prefixes, and suffixes.

Connect to Words

Practice this week's vocabulary.

1. What events do you **celebrate**?
2. What is something you did that took **courage**?
3. How do you get over feelings of **disappointment**?
4. Describe something **precious**.
5. Describe something you take **pride** in.
6. What things **remind** you of your early childhood?
7. Describe a **symbol** you have seen on a street sign.
8. What is one **tradition** your family has?

Expand Vocabulary

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

- Draw a four-column T-chart on the board. Write *celebrate* in the left column. Then write *celebrated*, *celebrating*, *celebration* in the other columns. Read aloud the words.
- Have students share sentences for each form of *celebrate*.
- Students can fill in the chart for *remind*, then share sentences using the different forms of the word.
- Have students copy the chart in their word study notebook.

Vocabulary Words

celebrate	pride
courage	remind
disappointment	symbol
precious	tradition



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

**COLLABORATE****BUILD MORE VOCABULARY****ACADEMIC VOCABULARY**

Discuss important academic words.

- Display *tradition*, *culture*, *symbol*.
- Define each word and discuss the meanings with students.
- Display *tradition* and *traditional*. Have partners look up and define related words.
- Write the related words on the board. Have partners ask and answer questions using the words. Repeat with *culture* and *symbol*. Elicit examples from students.

SYNONYMS

- Review finding synonyms of unfamiliar words in the same sentence. Write on the board an example, such as *The birthday party was a big celebration!*
- Have partners copy the sentence and underline the synonyms. (*party*, *celebration*)
- Have partners identify synonyms for the vocabulary words and write sentences using the synonyms in their word study notebook.

DAY

3**Reinforce the Words**

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

1. Teddy's teacher will remind him to ____.
2. We are going to celebrate my dad's ____.
3. It was a disappointment when I lost my new ____.
4. My grandmother has a ____ that is very precious to her.
5. A ____ is an animal that is sometimes a symbol of courage.

DAY

4**Connect to Writing**

- Have students write sentences in their word study notebooks using this week's vocabulary.
- Tell them to write sentences that provide information about the words and their meanings.
-  Provide the Day 3 sentence stems for students needing extra support.

Write About Vocabulary Have students write something they learned from this week's words in their word study notebook. For example, they might write about an event or *tradition* they *celebrate*. Do they feel *pride* or joy during the celebration?

DAY

5**Word Squares**

Ask students to create Word Squares for each vocabulary word.

- In the first square, students write the word. (example: *courage*)
- In the second square, students write their own definition of the word and any related words. (examples: *brave*, *bravery*)
- In the third square, students draw a simple illustration that will help them remember the word. (examples: a lion as a symbol of courage)
- In the fourth square, students write non-examples. (examples: *scared*, *nervous*)
- Have students share their Word Squares with a partner.

SENTENCE CLUES

Remind students to look for clues in a sentence to help figure out the meanings of unfamiliar words.

- Display **Your Turn Practice Book** pages 13–14. Read the first paragraph. Model figuring out the meaning of *grabbed*.
- For additional practice, have students complete page 17. Discuss the clues students used to figure out the meanings of *spend* and *feast*.

SHADES OF MEANING

Help students generate words related to *celebrations*. Draw and label a word web.

- Elicit words related to the topic. Students may list specific events or related vocabulary. Ask, *What makes this celebration special?*
- Read aloud student suggestions and discuss any words that are unfamiliar.
- Ask students to copy the words in their word study notebook.

MORPHOLOGY

Use the word *disappoint* as a springboard for students to learn more words. Draw a T-Chart.

- Write *disappoint* in the right column. Then write the suffix *-ment* in the left column.
- Discuss the meaning of the word *disappoint* and the suffix *-ment*, which means "state of."
- Elicit and discuss other words with the suffix *-ment*. (examples: *agreement*, *enjoyment*)
- Discuss the meanings of the words.

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

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



COLLABORATE

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use **Close Reading Companion**, p. 14.

Integrate DOK 4

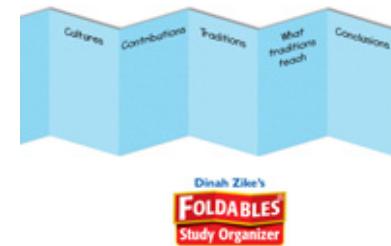
- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Use the **Close Reading Companion**.

TEXT CONNECTIONS

Connect to the Essential Question

Write the essential question on the board: What can traditions teach you about cultures? Divide the class into small groups. Tell students that each group will compare the information that they have learned about how traditions can teach them about cultures. Model how to compare this information by using examples from this week's **Leveled Readers** and "The Dream Catcher," **Reading/Writing Workshop** pages 38–43.

Evaluate Text Evidence Have students review their class notes and completed graphic organizers before they begin their discussions. Encourage students to compare information from all the week's reads. Have each group pick one student to take notes. Explain that



Traditions



RESEARCH AND INQUIRY



Prepare a Web

Explain that students will collaborate in groups to complete a short research project about different cultures. They will then use their research to prepare a web that lists the contributions of that culture. Discuss the following steps:

- 1 Choose a Culture** As they begin brainstorming different cultures, students might consider those represented in the weekly selections and in their neighborhoods. Make sure the cultures are specific and can be researched easily.
- 2 Find Resources** Tell students to use the selections they read this week and to gather information from print and digital sources to research their chosen culture. Review how to find reliable print and online materials in the library or media center.

Go Digital



Caption



Resources:
Research

each group will use an Accordion Foldable® to record their ideas. You may wish to model how to use an Accordion Foldable® to record comparisons.

Text to Photography

As students discuss the information from all the week's reads, have them include the photograph of Thanksgiving dinner on page 14 of the **Close Reading Companion** as part of their discussion. Guide students to see the connections between the photograph and text. Ask: *How does the photograph connect to what you read this week?*

Present Ideas and Synthesize Information

When students finish their discussions, ask for a volunteer from each group to read his or her notes aloud.



OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.

3 Guided Practice Have students take notes on the characteristics and contributions of their chosen culture. Discuss with them how to record the author, title, and publication information of their sources.

4 Create the Project: Web Have groups use their research and notes to create a web that lists contributions made by their culture. Explain that the name of the chosen culture should be placed in the center of the web and specific details should be added around the center circle. Remind students to stay on topic and only include important details.

Present the Web

Have groups present their webs to other groups and then post on the Shared Research Board. Have students use the online Research Process Checklist 3 to evaluate their research.

OBJECTIVES

Conduct short research projects that build knowledge about a topic.

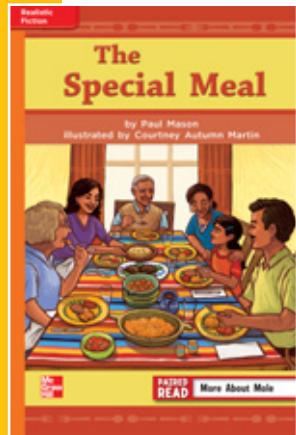
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ACADEMIC LANGUAGE

web, culture, traditions, contributions



Approaching Level



Lexile 380
TextEvaluator™ 28

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Visualize details for better understanding of the story.
- Use context clues to determine the meanings of words or phrases.

ACADEMIC LANGUAGE

realistic fiction, sequence, visualize, context clues, expository

Leveled Reader: *The Special Meal*

Before Reading

Preview and Predict

Read the Essential Question with students. Give students a copy of *The Special Meal*, and have them read the title and respond to the cover illustration. Ask students to discuss how they think culture and traditions will play a role in the story.

Review Genre: Realistic Fiction

Have students recall that realistic fiction tells a made-up story showing realistic people in situations that could happen in real life. Have them find examples in *The Special Meal* that identify it as realistic fiction.

During Reading

Close Reading

Note Taking Have students use their graphic organizer while reading.

Pages 2–3 *Retell in your own words what happens at the beginning of the story. (Estela wants to go to a pool party, but she has to stay home for a special family dinner.) On page 3, the author uses the word best to describe the tablecloth and express the importance of the family feast. What other descriptive words does he use? (precious; only) What sentence clue might help you figure out what Estela's face dropped means? ("You can help me get ready for the family feast.") Using this clue, what does it mean when someone's face drops? (The person is disappointed.)*

Pages 4–6 *How do Estela's actions at the beginning of the story affect the sequence of events on pages 4 and 5? (Estela tries to convince her mother to let her go to Vicky's party instead; she is not happy about helping in the kitchen.) Visualize the sentence on page 6: "Estela looked at her feet." How do people feel when they look at their feet? (unhappy; embarrassed)*

Pages 7–10 *What is a tradition? (something passed down in a family) Why is Carmen's sauce a tradition? (It is an old family recipe; Carmen learned how to make it from her mother; she is passing it on to Estela.)*

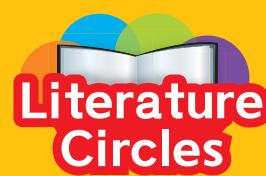
Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 11–13 In the middle of the story, Estela’s feelings about having to stay home have changed. How can you tell? Reread page 11. (Estela is starting to have fun making the sauce because she is laughing with her aunt and the sauce tastes good.)

Pages 14–15 How does Estela’s change of feelings affect the end of the story? (Estela is happy that she stayed home.) Generate a question of your own about what you have just read, and share it with a partner. Try to find the answer together by rereading the text.

After Reading

Respond to Reading Revisit the Essential Question, and ask students to complete the Text Evidence Questions on page 16.

 **Write About Reading** Check that students have correctly identified Estela’s feelings at the end of the story and cited appropriate details from the text that suggest why she is feeling that way.

Fluency: Phrasing

Model Model reading page 5 with proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“More about Mole”

Make Connections: Write About It



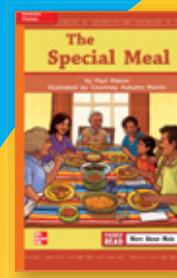
Before reading, have students note that the genre of the text is expository text. Then discuss the Essential Question.

After reading, have students make connections between the story of *The Special Meal* and the information they learned from “More about Mole.”



Leveled Reader

Level Up



Level-up
lessons
available
online.

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

THEN pair them with students who have proficiently read the **On Level** and have the approaching-level students

- echo-read the **On Level** main selection.
- use self-stick notes to mark a new detail they would like to discuss in each section.



Access Complex Text

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



FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of traditions by completing the social studies activity on page 20.



Approaching Level

Phonics/Decoding

DECODE WORDS WITH SHORT VOWEL *u*

**TIER
2**

OBJECTIVES

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode words with short-vowel spelling *u*.

I Do

Remind students that when a vowel appears between two consonants, it usually makes a short-vowel sound. Write the word *cut* on the board, and read it aloud. Underline the *u* in *cut*. Point out that in this word, the vowel appears between two consonants and stands for a short-vowel sound. Repeat with *must*, *fuss*, *shut*, and *bug*.

We Do

Write *truck*, *cup*, and *just* on the board. Model how to decode the first word. Have students identify the vowel sound, telling if it is short or long. Students can read the rest aloud and identify the vowel sound.

You Do

Add these words to the board: *nut*, *fun*, *sun*, and *duck*. Ask students to read each word aloud and identify its vowel sound. Then point to the words in random order for students to read chorally.

BUILD WORDS WITH SHORT VOWELS *e*, *o*, *u*

**TIER
2**

OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

Build words with short vowel spellings *e*, *o*, and *u*.

I Do

Remind students that multisyllable words consist of two or more word parts called syllables. Tell them they will be building words with /e/, /o/, and /u/. Then display these **Word-Building Cards** one at a time: *re*, *cust*, *er*, *y*. On the board, write the following syllables one at a time: *om*, *luck*, *set*, *check*, *fresh*, *lock*, and *rock*. Model sounding out each syllable.

We Do

Have students chorally read each syllable. Repeat at varying speeds and in random order. Next, display the cards. Work with students to combine the Word-Building Cards and syllables on the board to form two-syllable words. Ask students to chorally read words with the /e/ short vowel sound: *reset*, *refresh*, *recheck*. Repeat with /u/ words: *custom*, *lucky*; and /o/ words: *locker*, *rocker*, *rocky*.

You Do

Write other syllables on the board, such as *stuck*, *mock*, *ing*, *nest*, and *un*. Have students work with partners to build words using these syllables. Have partners share the words they have built and make a class list.

PRACTICE SHORT VOWELS *e, o, u*

OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

Decode words with short vowels *e, o, u*.

I Do

Remind students that they can use their knowledge of short-vowel sounds to figure out how to read multisyllable words. Write *bedrock* on the board, and underline the short-vowel spellings. Draw a line between *bed* and *rock*. Say each word separately, then say the words together. Repeat for /e/ in *jetpack* and /u/ in *punchline*.

We Do

Write the words *necklace, fretful, cosmic, model, supper, and bathtub* on the board. Model how to decode the first word, then help students read the remaining words. Help them first divide each word into syllables using the syllable-scoop technique.

You Do

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

INFLECTIONAL ENDINGS

OBJECTIVES

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.

Decode words with inflectional endings.

I Do

Review with students that adding inflectional endings to a root word creates new verb forms and tenses. The inflectional endings *-s, -ed, and -ing* can be used with the root word *adopt* to build *adopts, adopted, adopting*. For root words ending with a vowel and a consonant, such as *stop*, double the final consonant before adding *-ed* and *-ing*: *stopped, stopping*.

We Do

Write and say the word *swapped*. Have students repeat it. Model finding the root word by covering the second *p* and the ending *-ed*. Then, write and say the word *shred*. Have students repeat it. Model how to add the inflectional endings *-s, -ed, -ing* to the word: *shreds, shredded, shredding*.

You Do

Afterward, write the words *crawls, trusted, blocking, prepares, cropped, and nesting* on the board. Have students underline the inflectional endings and then say each word.



ENGLISH LANGUAGE LEARNERS

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



Approaching Level

Vocabulary

REVIEW HIGH-FREQUENCY WORDS

**TIER
2**

OBJECTIVES

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

Review high-frequency words.

I Do

Use High-Frequency Cards 11–20. Display one word at a time, following the routine:

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

We Do

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

You Do

Display the word. Ask students to say the word then spell it. When completed, quickly flip through the word card set as students chorally read the words. Provide opportunities for students to use the words in speaking and writing. For example, provide sentence starters such as: *The family ___ at the diner.* Ask students to write each word in their **Writer's Notebook**.

REVIEW VOCABULARY WORDS

**TIER
2**

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

I Do

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

We Do

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

You Do

Display each visual in random order, hiding the word. Have students match the definitions and context sentences of the words to the visuals displayed. Then have students complete **Approaching Reproducibles** page 11.

ANSWER CHOICE QUESTIONS

OBJECTIVES

Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Answer questions to demonstrate understanding of the meanings of words.

I Do

Display the *celebrate* Visual Vocabulary Card and say the word aloud. Point out that *celebrate* means “to honor a special event.” Ask students: *Which event do you celebrate: a birthday or a visit to the dentist?*

We Do

Display the Visual Vocabulary Card for *disappointment*. Explain to students that *disappointment* refers to sadness when you do not get something you want. Answer the question with students: *How do you deal with disappointment: by doing chores or talking to a friend?*

You Do

Display the remaining cards one at a time, saying the words aloud. Ask students to answer the questions.

Which object do you consider precious: a toaster or a childhood photo? Does forget or recall mean the opposite of remind?

Which sport requires more courage: golf or mountain climbing?

Which word is a synonym of tradition: custom or holiday?

Which symbol represents freedom: the Statue of Liberty or a dove?

Which activity do you take pride in: volunteering or shopping?

CONTEXT CLUES: SENTENCE CLUES

OBJECTIVES

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

Use context and sentence clues to determine the meanings of unknown words.

I Do

Display the Comprehension and Fluency passage on **Approaching Reproducibles** pages 13–14. Read aloud the first section. Point to *grabbed*. Tell students that they can use context or sentence clues, words or phrases in the paragraph or the sentence the word is in, to find the meaning of *grabbed*.

Think Aloud I know that Tom’s lunch is on the kitchen table. I know that later on Tom has his lunch at school. Based on the illustration and the sentence clues, I think *grabbed* means “took or picked up something.”

Write the definition for the word *grabbed*.

We Do

Have students point to the word *spend*. With students, discuss how to use the words *time* and *family* to figure out the meaning of *spend*. Ask: *What is Tom doing with his family? What is another way to say spend time?*

You Do

Have students find the meaning of *feast* and *types* using sentence clues.



Approaching Level

Comprehension

FLUENCY

**TIER
2**

OBJECTIVES

Read on-level text with purpose and understanding.

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

Read fluently with good phrasing.

I Do

Remind students that reading with appropriate phrasing is part of reading fluently. Explain that phrasing refers to how students group words together as they are reading. Tell students that they must pause when they see a comma or an ellipsis and stop completely when they see a period. Read the first section of the Comprehension and Fluency passage on **Approaching Reproducibles** pages 13–14.

We Do

Read the rest of page 13 aloud. Have students repeat each sentence after you using the same phrasing and intonation. Tell students they should read the dialogue differently depending on which character is speaking.

You Do

Ask one group to read the rest of the selection from the **Approaching Reproducibles**. A second group will echo-read, using the same phrasing and intonation. Have the groups switch roles. Offer feedback as needed.

IDENTIFY A SEQUENCE OF EVENTS

**TIER
2**

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Identify important events and put them in the correct sequence.

I Do

Write the topic *Sequence of Events*. Then write: *Tom grabs his lunch; Tom talks to Ana; Tom goes to school*. Explain that the first two details describe the events in sequence, or in the order in which they happened. Help students understand that *Tom goes to school* is not in the correct sequence. Tom left for school after grabbing lunch and before talking with Ana.

We Do

Read the first page of the Comprehension and Fluency passage in the **Approaching Reproducibles**. Ask: *Why does Tom describe Thanksgiving for Ana? When do we find out that Ana is from India?* Discuss how these details are important to understanding the sequence of events.

You Do

Have students read the second page. After each paragraph, they should write down details about important events. Review their lists and help them explain why it is important to understand the sequence of events.

REVIEW CHARACTER, SETTING, PLOT: SEQUENCE

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

I Do

Remind students that a character is a person in a story. The actions of the character can make certain events of the story happen. The plot is a series of events that take place in a story. The setting refers to *when* and *where* the character lives. Understanding the sequence, or order, of important events in a story will help students identify and remember events. When events are arranged in the order of time, they may be marked by clue words such as *first*, *next*, and *finally*.

We Do

Read the first page of the Comprehension and Fluency passage in the **Approaching Reproducibles** together. Pause to point out key details about sequence. Model how to decide which events are important. *Are the events in time order? How do Tom and Ana influence events?*

You Do

Ask students to read the rest of the selection. Have them explain how Tom and Ana's differences lead to a discussion of traditions.

SELF-SELECTED READING

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Visualize characters and events in the story to increase understanding.

Read Independently

Have students choose a realistic-fiction book for sustained silent reading. Remind students that:

- the plot is a series of events. The sequence of events may be marked by clue words such as *first* and *next* if they are presented in time order.
- a character's feelings and actions make the events in a story happen.
- students should visualize characters and events using descriptive words in the text to help increase their understanding of the story.

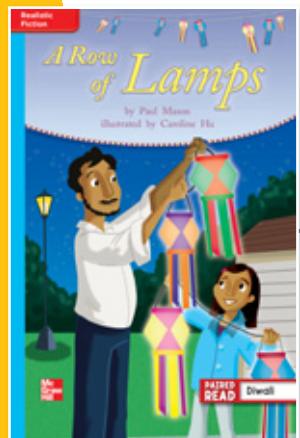
Read Purposefully

Have students record important details about character, setting, and plot in **Graphic Organizer 90** as they read independently. After they finish, they can conduct a Book Talk, each telling about the book they read.

- Students should share their graphic organizer and answer this question: *Who is the main character? Are the events presented in time order?*
- They should tell the group if there were sections they visualized to increase their understanding.



On Level



Lexile 410
TextEvaluator™ 31

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Visualize details for better understanding of a story.
- Use context clues to determine the meanings of words or phrases.

ACADEMIC LANGUAGE

realistic fiction, sequence, visualize, context clues, expository

Leveled Reader: *A Row of Lamps*

Before Reading

Preview and Predict

Have students read the Essential Question. Give students a copy of *A Row of Lamps*. Have them read the title and table of contents and discuss the cover. Have students predict how traditions will play a role in the story.

Review Genre: Realistic Fiction

Have students recall that realistic fiction tells a made-up story showing realistic people in situations that could happen in real life. Point out that realistic fiction has realistic illustrations and dialogue. Have students find features in *A Row of Lamps* that identify it as realistic fiction.

During Reading

Close Reading

Note Taking Have students use their graphic organizer while reading.

Pages 2–3 *Where does this story take place? (Anjali's new school) How does the setting affect Anjali? (She does not have friends; she fears talking to people.)*

Pages 4–5 *Why does Anjali not invite Mia to the Diwali celebration? (She thinks Mia will think it is strange.) How would you describe Anjali? (She is quiet and shy.)*

Pages 6–8 *What does Anjali's father say the Diwali lamps represent? (People drive away darkness by learning new things, just like the light of the lamps.) How does hearing this convince Anjali to reconsider inviting Mia to her house? (Inviting Mia will be a good thing if it means she will learn something new.)*

Pages 9–12 *When does Anjali finally invite Mia? (after Mia asks her what Diwali means) How do Mia's personality traits affect the sequence of events? (Her friendliness helps Anjali invite her.) Do you think Anjali would have invited Mia if she had not come up to her? Use evidence from the text to support your answer. (Probably not. On page 9, she thinks, "Maybe it was better that way.")*

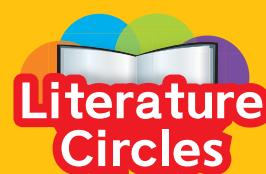
Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 13–16 Reread the first sentence of chapter 4. How do the rest of the sentences in the paragraph support it? (They give descriptive details that tell how beautiful the house is.) What words help you visualize the house? (lamps; golden and glowing; lanterns everywhere; shone) Summarize to a partner how the story ends. Think about how Mia has changed. What is she proud of?

After Reading

Respond to Reading Revisit the Essential Question, and ask students to complete the Text Evidence Questions on page 16.

 **Write About Reading** Check that students have correctly identified the sequence of events from morning break through lunchtime, citing appropriate details from the text to support their answer.

Fluency: Phrasing

Model Model reading page 11 with proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have partners practice reading the page.

PAIRED READ

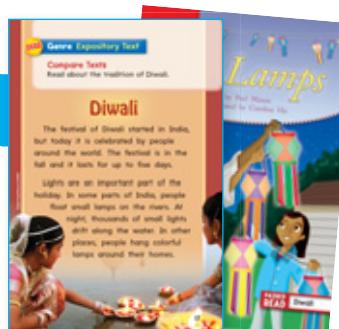
“Diwali”

Make Connections:

Write About It

Before reading, have students note that the genre of the text is expository text. Then discuss the Essential Question.

After reading, have students make connections between the story of *A Row of Lamps* and the information they learned from “Diwali.”



Leveled Reader

Level Up



Level-up
lessons
available
online.

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

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

- partner-read the **Beyond Level** main selection.
- summarize the sequence of events in the story.



Access Complex Text

The **Beyond Level** challenges students by including more **complex sentence structures**.



FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of traditions by completing the social studies activity on page 20.

 **On Level**

Vocabulary

REVIEW VOCABULARY WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

I Do

Use the **Visual Vocabulary Cards** to review key selection words *celebrate*, *disappointment*, *remind*, *precious*, *symbols*, *courage*, *pride*, and *tradition*. Point to each word, read it aloud, and have students chorally repeat it.

We Do

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

- Which foods are part of the Thanksgiving *tradition*?
- What are two *symbols* of peace?
- Why do we consider gold *precious*?

You Do

Have students respond to these questions and explain their answers.

- How do you *celebrate* important events?
- What is one way you express *disappointment*?
- Why do you feel *pride* when you win a game?

CONTEXT CLUES: SENTENCE CLUES

OBJECTIVES

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

I Do

Remind students that they can often figure out the meaning of an unknown word from clues in the sentence it is in. Use the Comprehension and Fluency passage on **Your Turn Practice Book** pages 13–14 to model.

Think Aloud I want to know the meaning of *grabbed*. In the selection, it says that Tom grabbed lunch from the kitchen table. I know that Tom goes to school and has lunch with Ana. There is also an illustration showing Tom eating lunch. I think *grabbed* means “picked up or took something.”

We Do

Have students continue reading the selection, where they encounter *spend*. Have students figure out the definition of the word by looking at the words *time* and *family* in the same sentence.

You Do

Have students determine the meaning of *feast* and *boils* using sentence clues. Ask students to find other words that are used to describe food and cooking in the selection. *Which words help you visualize the meals?*

Comprehension

REVIEW CHARACTER, SETTING, PLOT: SEQUENCE

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Retell a sequence of events in a story.

I Do

Remind students that a character's actions make the events of a story happen. Review plot and setting with students. Tell them that every plot has a beginning, middle, and an end. Understanding the sequence, or order, of events in a story helps students identify and remember events. Events presented in a sequence might be marked by clue words or phrases such as *first*, *next*, or *finally*.

We Do

Have a volunteer read the first page of the Comprehension and Fluency passage on **Your Turn Practice Book** pages 13–14. Have students orally list details about important events. Help them explain why they are important. Model how to put these important events in the sequence in which they happen in the story. Then, work with students to identify what motivations or feelings lead Tom and Ana to discuss their traditions.

You Do

Have partners describe the main character, setting, and plot to each other. Have students retell how the events are organized in the story.

SELF-SELECTED READING

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Visualize characters and events in a story to increase understanding.

Read Independently

Have students choose a realistic-fiction book for sustained silent reading.

- Before they read, have students preview the book, reading the title and viewing the front and back cover.
- As students read, remind them to visualize characters and events.

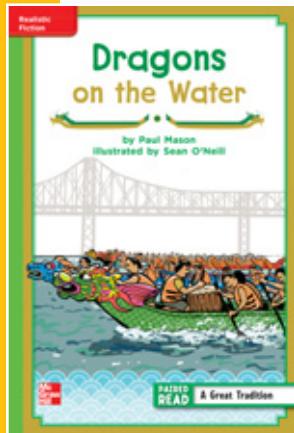
Read Purposefully

Encourage students to read different books so they can see how authors organize the events of the story.

- As students read, have them fill in key details about the character, setting, and sequence of events in **Graphic Organizer 90**.
- They can use the organizer to help them write a summary of the book.
- Ask students to share their reactions to the book with classmates. Have them discuss which words or phrases helped them visualize the events of the story.



Beyond Level



Lexile 700
TextEvaluator™ 43

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Visualize details for better understanding of the story.
- Use context clues to determine the meanings of words or phrases.

ACADEMIC LANGUAGE

realistic fiction, context clues, sequence, visualize, expository

Leveled Reader: *Dragons on the Water*

Before Reading

Preview and Predict

Have students read the Essential Question. Have them read the title and table of contents and look at the front cover of *Dragons on the Water* to predict what the selection might be about. Ask students to discuss how they think culture and traditions will play a role in the story.

Review Genre: Realistic Fiction

Have students recall that realistic fiction tells a made-up story, but shows realistic people in situations that could happen in real life. Have students find examples in *Dragons on the Water* that identify it as realistic fiction.

During Reading

Close Reading

Note Taking Have students use their graphic organizer while reading.

Pages 2–6 Who does Joe find in the den? (Mr. Liu looking at dragon boat race photos from when he was younger) Why do you think Chang does not want to look at them? (He thinks his grandfather's stories are boring; he is embarrassed.) What words on page 6 help you visualize the dragon boats? (long canoes; dragon's head and tail; dragon's claws)

Pages 7–8 What problem does Joe face? (He wants to see the dragon boat race with Mr. Liu, but Chang does not.) Why does Chang not want to see the dragon boat race? (He is tired of hearing about dragon boats after listening to so many of his grandfather's stories.) How does Chang end up agreeing to go to the dragon boat race with Joe? (if Joe plays basketball with him) What does this tell us about Chang's personality? (He likes to play sports; he is competitive.)

Pages 9–11 Visualize the scene on page 9. What words would you use to describe the festival? (busy; crowded; exciting)

Pages 10–11 Has Chang's opinion about dragon-boat racing changed by the end of the chapter? Why? (yes; he is impressed by the big crowd; he is surprised to see his classmate on a team.)

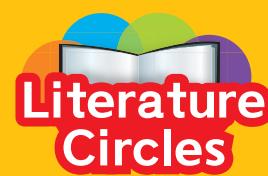
Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 12–15 What strong verbs on page 13 help you visualize the scene? (strike; blasted; pumping; thudding; churning; surged; roared) Look at the phrase neck and neck on page 14. What do you think it means? You can use sentence clues to figure it out. (It says there are two boats in the front; it might mean that they are right next to each other.) Have student pairs summarize the sequence of events in Chapter 4.

After Reading

Respond to Reading Revisit the Essential Question and ask students to complete the Text Evidence Questions on page 16.

 **Write About Reading** Check that students have correctly identified the sequence of events that causes Chang to change his mind and cited appropriate details from the text to support it.

Fluency: Phrasing

Model Model reading page 11 with proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“A Great Tradition”

Make Connections:

Write About It 

Before reading, have students note that the genre of the text is expository.

Then discuss the Essential Question.

After reading, have students make connections between the story of *Dragons on the Water* and the information they learned from “A Great Tradition.”



Leveled Reader

Gifted and Talented

Synthesize Challenge students to think of what could happen if Chang from *Dragons on the Water* decided not to go to the dragon boat race with Joe and his grandfather. Students should make a prediction and write about the impact it would have on Chang and his family if he believed that his culture and traditions were not important.

FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of traditions by completing the social-studies activity on page 20.



Beyond Level

Vocabulary

REVIEW DOMAIN-SPECIFIC WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Model

Use the **Visual Vocabulary Cards** to review the meaning of the words *celebrate* and *symbol*. Write sentence frames on the board for the students to fill in with one of the words.

Discuss the meaning of *community* and *culture* with students. Write sentence frames for the words on the board. Then help students fill in the sentence frames using the words.

Apply

Have students work in pairs to discuss the meanings of the words *festival* and *precious*. Then have partners write and exchange sentence frames using the four words.

CONTEXT CLUES: SENTENCE CLUES

OBJECTIVES

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

Model

Read aloud the first paragraph of the Comprehension and Fluency passage on **Beyond Reproducibles** pages 13–14.

Think Aloud I want to understand the word *grabbed*. Two sentence clues help me: When at home, Tom’s lunch is on the kitchen table. Later, he eats in the school lunchroom, so Tom took his lunch from home to school. So I can guess that *grabbed* means “picked up or took something.”

With students, read the rest of the page. Help them figure out the meaning of *spend time* and think of another way to say *spend time*.

Apply

Have pairs of students read the rest of the selection. Have them use sentence clues to determine the meaning of *feast*, *boils*, *types*, and *harvest*.



Analyze Have partners write about the differences between the two harvest festivals from the story. Ask students what they visualize when they read the word *harvest*. Have students explain what they think a harvest festival should include.

Comprehension

WEEK 2

REVIEW CHARACTER, SETTING, PLOT: SEQUENCE

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Identify the sequence of events in a story.

Model

Remind students that a character's actions determine the events of a story. Tell students that the setting is *where* and *when* the story takes place. Explain that plot refers to the series of events that occur in the story. A plot always has a beginning, middle, and an end. Understanding the sequence, or order, of events in a story helps readers identify and remember the plot. To clarify the sequence, events might be marked by clue words or phrases such as *first*, *next*, or *finally*.

Have students read the first page of the Comprehension and Fluency passage of **Beyond Reproducibles** pages 13–14. Ask open-ended questions to facilitate discussion, such as *Are there any words or phrases that signal the sequence of events? What do you know about the actions that led up to Tom and Ana discussing traditions? What else would you like to know?* Students should support their responses with details from the text.

Apply

Have students fill in **Graphic Organizer 90** with a description of the characters, setting, and sequence of events. Then have partners use their work to provide a summary of the story.

SELF-SELECTED READING

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Visualize characters and events to increase understanding.

Read Independently

Have students choose a realistic-fiction book for sustained silent reading.

- As students read, have them fill out **Graphic Organizer 90**.
- Remind them to visualize difficult sections of the text.

Read Purposefully

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

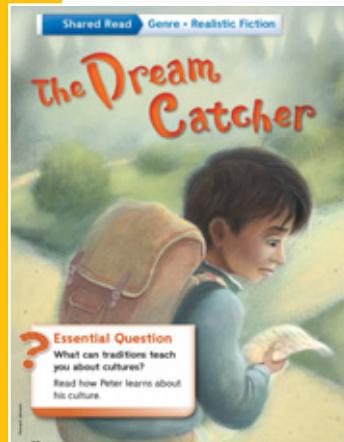
- Students can write summaries of the books in their journals.
- Ask students to share their reactions to the books with classmates.



Independent Study Challenge students to discuss how their book relates to the weekly theme of traditions that teach about different cultures. Have students discuss the traditions they read about in the book.



English Language Learners



Reading/Writing Workshop

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Visualize details in a story to increase understanding.
- Use context clues to determine the meanings of words.

LANGUAGE OBJECTIVE

Describe a sequence of events.

ACADEMIC LANGUAGE

- *realistic fiction, context clues, sequence, visualize*
- Cognates: *ficción, contexto, secuencia, visualizar*

Shared Read

The Dream Catcher

Before Reading

Build Background

Read the Essential Question: What can traditions teach you about cultures?

- Explain the meaning of the Essential Question, including the vocabulary in the question. *Traditions are things that have been done for a long time.*
- **Model an answer:** *Traditions can help people learn about cultures and customs. Traditions show what is important to people in different cultures.*
- Ask students a question that ties the Essential Question to their own background knowledge: *Turn to a partner and think of a tradition in your family. Discuss what you learned.* Call on several pairs.

During Reading

Interactive-Question Response

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

Go Digital



View The Dream Catcher

Page 39**Paragraph 1**

Explain and Model Visualizing Visualizing, or imagining what is happening in a story, can help you better understand a story. Act out the details of *Salty tears ran down Peter's cheek and His stomach hurt. What is Peter doing?* (crying) Are the tears really running? Act out running. (no) It seems that Peter is upset or sad.

Paragraph 2**Explain and Model Context Clues**

Show how *Biyen* is followed by an explanation in the next sentence, which says *Biyen* is Peter's Ojibwe name. Show how *Nokomis* means "grandmother." Look at the word Ojibwe. What do you think this word means? Provide students with background knowledge. Point out that the word refers to Peter and Nokomis' culture.



What are words that describe your culture? Help students verbalize their answers as needed.

Paragraph 3

Peter has to give a presentation about a family tradition. What is a tradition? (A tradition is something people have done in a culture for a long time.) Point to the title. What do you think will be the tradition in the story? (a dream catcher)

Page 40

What does Nokomis do? (She gets a box from the closet.) What does Peter see in the box? Guide students to fill in the sentence frame: He sees _____ (a wooden hoop). Can you show me what shape it is? (Students should make a circle.) What does it look like inside the circle? (a spider web)



Talk with a partner about what picture of the dream catcher you can visualize, or make in your head. You can reread the text to help you. (Students should describe a dream catcher.)

Page 41

Nokomis says her people have made dream catchers for many years. Of what is this an example? (tradition) What do you think Peter will use for his presentation? (a dream catcher)

Page 42

Model Sequence Have one student answer a question and another verify the answer. First, Peter feels disappointed that he cannot use his grandmother's dream catcher for his presentation. Next what does Nokomis say? Next, she says _____ (that they can make a dream catcher). What happens then? Then, _____ (Nokomis and Peter make a dream catcher). Why do you think Nokomis helps Peter make a dream catcher? (Possible Response: She wants to help him learn about a tradition in his family.) What does Peter finally decide? Finally, Peter decides to _____ (show his class how to make a dream catcher).

Page 43

Peter wants to show his class how to make dream catchers. As a result, Nokomis decides to have an Ojibwe party to celebrate their traditions.

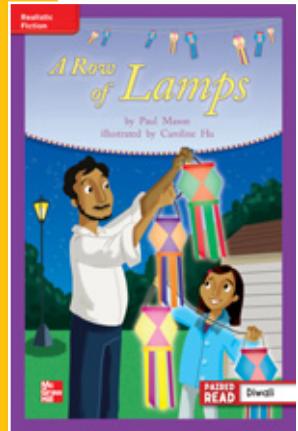
Peter feels pride in his culture. What context clues, or words in the sentences, help you know what pride means? (The author says Peter did not feel nervous or scared. He must be happy.) Knowing this tradition gives him pride, or happiness.

After Reading**Make Connections**

- Review the Essential Question: What can traditions teach you about cultures?
- Make text connections.
- Have students complete ELL Reproducibles pages 13–15.



English Language Learners



Lexile 310
TextEvaluator™ 23

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Visualize details in a story.
- Use context clues to determine the meanings of words.

LANGUAGE OBJECTIVE

Describe a sequence of events.

ACADEMIC LANGUAGE

realistic fiction, sequence, visualize, context clues

Leveled Reader: *A Row of Lamps*

Before Reading

Preview

- Read the Essential Question: *What can traditions teach you about cultures?*
- Refer to Sharing Traditions: *How have you learned about your culture's traditions?*
- Preview *A Row of Lamps* and "Diwali." *Let's read to learn about how a holiday tradition from India is celebrated.*

Vocabulary

Use the **Visual Vocabulary Cards** to preteach the ELL vocabulary: *luck, festival, culture*. Use the routine found on the cards. Point out cognates: *festival, cultura*.

During Reading

Interactive Question-Response

Note Taking Have students use their graphic organizer on **ELL Reproducibles** page 12. Use the following questions after reading each section. As you read, use visuals or pictures to define key vocabulary.

Pages 2–3 Who is the main character of the story? (*Anjali*) Anjali is at her new school, and she feels shy. Why? (*because she is new*) What do we learn about another character, Mia? (*She sits by Anjali.*)

Pages 4–5 What does Anjali think of Mia? She thinks ____ (*she is kind*). What does Anjali want to do? Have students choral read what Anjali says about Diwali in the last paragraph on page 4 to answer the question.

Pages 6–8 The events are told in sequence, or in order. There is a beginning, middle, and an end. Have a student restate what happened in the beginning. (*Anjali is in a new school; she meets Mia; she wants to be her friend.*) What is Anjali's problem in the middle of the story? She wants to ____ (*invite Mia over*), but she ____ (*is afraid*). Why? (*Mia might think it is strange.*) Anjali's dad says the lamps remind people that learning things is like, or similar to, seeing light. He says everyone can celebrate Diwali. Does this mean he thinks Anjali should invite Mia over? (*yes*)

Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 9–12 Reread and help students visualize paragraph 1, page 9. *When does Anjali finally invite Mia? (at lunchtime) She feels worried when she invites her. Why? (She thinks Mia will say no.) How is Mia different from Anjali? (She is not afraid to talk to people.)*

Pages 13–15 *How does the story end? (Mia and her parents come to the party.) Anjali is proud. Why? Have one student answer and another elaborate on the answer. (She helps Mia and her parents learn about Diwali; Diwali is about helping people learn.)*

After Reading

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

 **Write About Reading** Make sure students are telling the events in the order they happened in the story.

Fluency: Phrasing

Model Model reading page 14 with proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

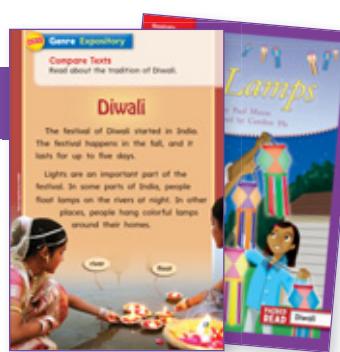
“Diwali”

Make Connections:

Write About It

Before reading, point out that “Diwali” is expository text. Then discuss the Essential Question.

After reading, have students make connections between *A Row of Lamps* and “Diwali.”



Leveled Reader

Level Up



Level-up
lessons
available
online.

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

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

- echo-read the **On Level** main selection with their partner.
- list words they have difficulty with and discuss them with their partner.



Access Complex Text

The **On Level** challenges students by including more **complex text structures**.



FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of traditions by completing the social studies activity on page 20.

→ English Language Learners

Vocabulary

PRETEACH VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Preteach vocabulary words.

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “The Dream Catcher” following the Vocabulary Routine found on the **Visual Vocabulary Cards** for the words *courage*, *disappointment*, *precious*, *pride*, *remind*, *symbols*, and *tradition*.

We Do

After completing the Vocabulary Routine for each word, point to the word on the Visual Vocabulary Card, and read the word with students. Have them repeat the word.

You Do

Have students work in pairs to use two or more words in sentences or questions. Then have each pair read the sentences aloud.

Beginning

Help students write one sentence correctly and read it aloud.

Intermediate

Ask students to write one sentence and one question.

Advanced/High

Challenge students to write one sentence and one question for each word.

REVIEW VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Review the previous week’s vocabulary words. The words can be reviewed over a few days. Read each word aloud pointing to the word on the **Visual Vocabulary Card**. Have students repeat after you. Then follow the Vocabulary Routine on the back of each card.

We Do

Have students guess the word you describe. Provide sentence frames as clues. Have students name each word and define or use it in a sentence.

You Do

Have pairs of students write sentence frames for two or more words. Ask them to read the sentence frames aloud for the class to guess the words and define them or use them in a sentence.

Beginning

Help students write completed sentences.

Intermediate

Provide sentence starters, if necessary.

Advanced/High

Have students find synonyms in a thesaurus.

CONTEXT CLUES: SENTENCE CLUES

OBJECTIVES

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

I Do

Read aloud the last paragraph of “The Dream Catcher” on page 41 while students follow along. Summarize the paragraph. Point to the word *precious*. Explain that context clues in the surrounding sentences can help readers to figure out the meaning of an unfamiliar word.

LANGUAGE OBJECTIVE

Use sentence clues to determine the meanings of words.

We Do

Have students point to *symbols* on page 41. Find the sentence clues for the word with students. Write the definition of the word on the board.

You Do

Have pairs of students write a definition for *celebrate* on page 43 using sentence clues.

Beginning

Help students locate the word and context clues on the page.

Intermediate

Ask students to locate and read aloud the context clues on the page.

Advanced/High

Have students explain how they found the context clues on the page.

ADDITIONAL VOCABULARY

OBJECTIVES

Produce simple, compound, and complex sentences.

I Do

List academic language and high-frequency words from “The Dream Catcher”: *belief, customs, away, and A Row of Lamps: festival, around, any*. Define each word: *Belief* means “something that is thought to be true.”

We Do

Model using the words for students in a sentence: *I want to go to a festival to learn more about this culture*. Write the word *festival* on the board. Ask students to list festivals that they have gone to.

You Do

Have pairs make up their own sentence frames and share them with the class to complete them.

Beginning

Help students copy the sentence frames correctly and complete them.

Intermediate

Provide sentence starters for students, if necessary.

Advanced/High

Have students define the words they used.

LANGUAGE OBJECTIVE

Use academic language and high-frequency words.

→ English Language Learners

Writing/Spelling

WRITING TRAIT: WORD CHOICE

OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

LANGUAGE OBJECTIVE

Add descriptive details to writing.

I Do

Tell students that good writers use descriptive details to help readers visualize a story's characters, settings, and events. Read the Student Model passage aloud as students follow along, and identify descriptive details.

We Do

Read aloud paragraph 3 on page 40 of "The Dream Catcher." Find details describing the dream catcher, and list them in a word web. Explain how the writer used the details to help readers picture the item in their minds.

You Do

Have pairs write a short paragraph that describes a classroom item. They should list the details and item in a web. Edit each pair's writing.

Beginning

Have students copyedit writing.

Intermediate

Have students revise, adding descriptive details as needed.

Advanced/High

Have students revise, adding descriptive words as needed, and edit for errors.

SPELL WORDS WITH SHORT e, o, u

OBJECTIVES

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LANGUAGE OBJECTIVES

Spell words with short-vowel spellings e, o, u.

I Do

Read aloud the Spelling Words on page T102, drawing out each short-vowel sound. Point out that when a vowel is between two consonants, it will often have a short-vowel sound. Have students repeat the words.

We Do

Read the Dictation Sentences on page T103 aloud for students. With each sentence, read the underlined word slowly, drawing out the short-vowel sound. Have students repeat after you and write the word.

You Do

Display the words. Have students exchange their list with a partner to check the spelling and write the words correctly.

Beginning

Have students copy the corrected words and say the words aloud.

Intermediate

Have students circle short vowel spellings in their corrected words.

Advanced/High

After students have corrected their words, have pairs write sentences.

COMMANDS AND EXCLAMATIONS

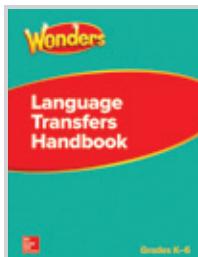
OBJECTIVES

Produce simple, compound, and complex sentences.

Identify commands and exclamations.

LANGUAGE OBJECTIVES

Write sentences.



Language Transfers Handbook

Write on the board a command and a question without punctuation. Punctuate the sentences with students. Point out that in Spanish, an exclamation point or a question mark appears at the beginning and at the end. Say the sentences aloud for students to repeat, emphasizing the intonation for each sentence type.

I Do

Remind students that a command is a sentence that gives an order or tells someone to do something. It ends with a period. Write: *Sit down*. Say it aloud and model the action. Point out that the word *you* is understood and not written. Next, remind students that an exclamation is a type of sentence showing excitement. It ends with an exclamation mark. Write: *We won the game!* on the board. Say it aloud, modeling cheering. Point out that the excitement about the game is why an exclamation mark is used.

We Do

Write the following on the board without end punctuation. Have students model behavior for each sentence after you read it. Tell students to listen for and identify the level of excitement in the sentence to help determine if it should end with a period or an exclamation point. Repeat each sentence, adding the correct end punctuation. Then read the sentences aloud, having students repeat.

Bring me a pencil

I just saw a snake

Put the book down

I love this song

You Do

Write *Commands and Exclamations* on the board. Brainstorm a list of each with students. Have them model the behavior and speak with the proper level of excitement to convey when an exclamation point should be used. Have pairs illustrate an example of each and write the command or exclamation for the illustrations, adding proper end punctuation.

Beginning

Have students copy their sentences and help them underline the words in each exclamation to show excitement. Read each sentence aloud. Have students repeat.

Intermediate

Ask students to come up with one additional command and one additional exclamation. Ask them to underline the words in the exclamation that show excitement.

Advanced/High

Ask students to come up with two additional commands and two additional exclamations. Ask them to write down types of emotion that signal excitement.

For extra support, have students complete the activities in the **Grammar Practice Reproducibles** during the week, using the routine below:

- Explain the grammar skill.
- Model the first activity in the Grammar Practice Reproducibles.
- Have the whole group complete the next couple of activities, and then have partners complete the rest.
- Review the activities with correct answers.

PROGRESS MONITORING



Unit 1 Week 2 Formal Assessment	Instructional Focus	Component for Assessment
Text Evidence	<ul style="list-style-type: none"> Comprehension Skill Vocabulary Strategy 	<ul style="list-style-type: none"> <i>Selection Test</i> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Character, Setting, Plot: Sequence	Comprehension Skill	<ul style="list-style-type: none"> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Context Clues: Sentence Clues	Vocabulary Strategy	<ul style="list-style-type: none"> <i>Selection Test</i> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Writing About Text	<ul style="list-style-type: none"> Comprehension Skill English Language Conventions Writing to Stimuli 	<i>Weekly Assessment</i>
Unit 1 Week 2 Informal Assessment	Instructional Focus	Component for Assessment
Research/Listening/Collaborating	<ul style="list-style-type: none"> Listening Speaking Research 	<ul style="list-style-type: none"> <i>RWW</i> <i>Teacher's Edition</i>
Oral Reading Fluency (ORF) Fluency Goal: 61-81 words correct per minute (WCPM) Accuracy Rate Goal: 95% or higher	<ul style="list-style-type: none"> Reading Accuracy Prosody 	<i>Fluency Assessment</i>

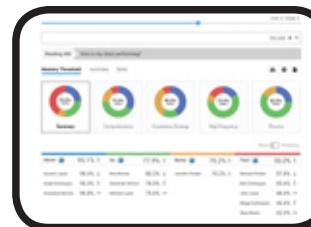
Using Assessment Results

WEEK 2

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% assign Lessons 40–42 on Sequence in a Story from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
VOCABULARY	Students score below 70% assign Lesson 134 on Context Clues: Sentence Clues from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
WRITING	Students score below “3” on constructed response assign Lessons 40–42 and/or Write About Reading Lesson 194 from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
FLUENCY	Students have a WCPM score of 55–60 assign a lesson from Section 1,7,8,9 or 10 of the <i>Tier 2 Fluency Intervention online PDFs</i> .
	Students have a WCPM score of 0–54 assign a lesson from Sections 2–6 of the <i>Tier 2 Fluency Intervention online PDFs</i> .

Using Weekly Data

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

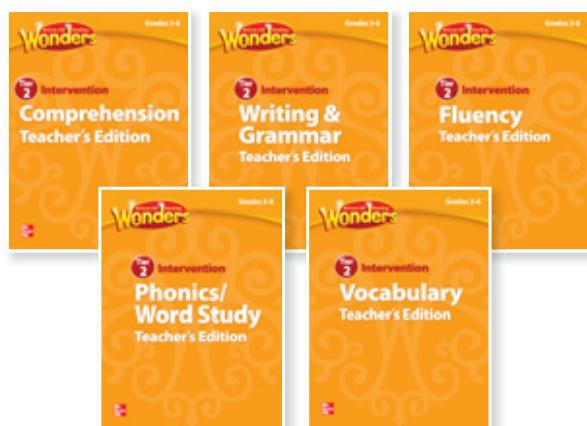


Data-Driven Recommendations

Response to Intervention

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students’ assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program

